NCCD 2017: Frequently Asked Questions

Purpose

The National Consistent Collection of Data (NCCD) on Students with a Disability is an ongoing Commonwealth Government requirement and allows consistent eligibility across the States. Armidale Catholic Schools have been involved in this process since 2014 through the CECNSW Personalised Plans. The NCCD on Students with a Disability reflects needs as reported by each individual school. It is the responsibility of the school principal to ensure that all information is accurate and up to date.

The NCCD is **based on mandatory obligations to students under the national *Disability Discrimination Act 1992* (the DDA) and *Disability Standards for Education 2005.*** Understanding these legal obligations and the NCCD process is essential knowledge for principals and teachers.

This document attempts to pull together some frequently asked question about whom is included and indeed what to include in the NCCD.

Which students should be included in the NCCD?

Students with a disability as per the broad definition of disability under the DDA, 1992.

The subgroups for inclusion are students who:

1. **SWD validated** i.e.students who have a validated disability as per the CECNSW SWD Validation Guidelines 2017 such as:

   a. cognitive / intellectual disability
   b. language disorder (severe)
   c. hearing impairment
   d. vision impairment
   e. mental health disorder
   f. physical disability
   g. autism spectrum disorder

2. **Disability (non-validated/ 'other' as per Validation for Census prompt)** i.e. students who have a disability as per the DDA, 1992 which is the broad definition of disability such as:

   a. have a physical / medical condition which requires adjustments for the student to access and participate in education (as per DSE, 2005). Evidence of adjustments need to be provided in the PP e.g. referring to a current medical plan
   b. have been formally identified as having a mild or moderate language delay/disorder (language scores between 71-84)
   c. have a diagnosis of ADHD
   d. have a learning difficulty (including Dyslexia, Dyscalculia).

3. All students counted in the NCCD will require adjustments in order to access and participate in learning on the same basis as other students (Disability Standards for Education (2005)).
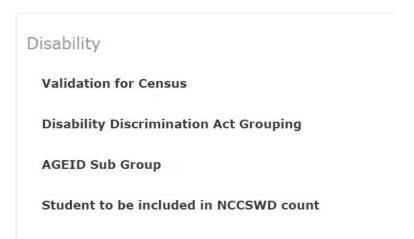
What students are NOT included in the NCCD?

Students who:

1. Have a physical/ medical condition that is managed at home and/or does not impact on the student's access and participation in education
2. Do not require adjustments to access and participate in education

What must be included on the Personalised Plan (CECNSW Personalised Plan)?

1. All plans must be up to date and accurate.
2. **Personal details** must be accurate (name, date of birth, gender, school year, calendar year)
3. **Disability information**

Disability

   Validation for Census

   Disability Discrimination Act Grouping

   AGEID Sub Group

   Student to be included in NCCSWD count

4. **Level of adjustment** and evidence to support adjustments across relevant domains. Best practice throughout the year is to ensure that the following is frequently updated for SWD validated students:

   a. Personalised goals and note when they are achieved
   b. Updated adjustments and evidence
   c. Do NOT delete entries. Add new information at the top of each section.
   d. Include goals for Numeracy and/or Literacy and at least an example of an adjustment in the curriculum domain

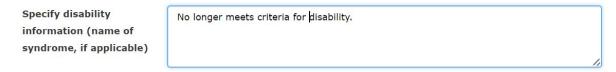**What are the requirements in the PP Tool for students with a Physical / Medical disability?**

1. Evidence of diagnosis e.g. medical report
2. Evidence of adjustments to ensure access and participation to education on the same basis as other students e.g. Medical /HealthCare Plan, PP adjustments in the curriculum domain

3. If student no longer meets the criteria, leave on PP Tool / NCCD but mark as NO in response to Student to be included in the NCCD count.

Student to be included in NCCSWD count	No ▼

What happens if a student no longer meets the DDA criteria for inclusion for the NCCD?

1. Do not delete the Personalised Plan
2. Ensure the level of support is changed to Quality Differentiated Teaching
3. In the Student Details tab in the section named 'Disability' state that the student 'no longer meets the criteria' as per example below:

Specify disability information (name of syndrome, if applicable)	No longer meets criteria for disability.

How are files archived and transitioned?

1. Schools must seek advice on archiving students' PP from Pauline Hawkins

How does the School Principal verify the School Report?

1. Verification of disability means confirmation that the listed students have a disability as per DDA (1992) and that there is evidence to support this claim.

2. Verification of adjustments means confirming that the level of adjustments is required and that there is evidence in the student's PP that this level is being implemented.

3. School Principal access is required to run the School Report.

4. The Principal verifies the report with their signature, name and date.

5. **A copy is kept on file at the School.**

6. School Principal is responsible to ensure that the SAS data is accurate. Note: Each SWD validated /resourced student must be ticked as 'INTEGRATION' on SAS.

7. School Principal reconciles SAS data with PP School Report before Census.