



Dear Parents, Carers and Guardians,

The following information relates to the Nationally Consistent Collection of Data (NCCD). As part of the relevant legislation, if a student is identified as having a disability, then they are to be included on the NCCD. Please read the attached information for Parents, Guardians and Carers regarding background information on the NCCD.

A child may be included in the school's NCCD collection of data due to a disability. The word "disability" simply refers to either a medical or learning need that requires extra support or adjustments to be made. If your child is included in the school's NCCD, the class teacher will inform you of this at the Parent/Teacher Interviews to be held at the end of this term.

Does my child have a disability?

Your child may be included for a **Diagnosed** or **Imputed Disability**.

A diagnosed disability includes one that has been diagnosed by a paediatrician, medical practitioner or other allied health professional (i.e. psychologist, speech pathologist, etc).

An imputed disability is 'something that someone believes another person has. To impute a disability the school team must have reasonable grounds to make such a judgement.' (NCCD Website: 2019). Your child's school will have collected data over a period of time to inform this information.

What does this mean for my child?

Your child will receive adjustments based upon the functional impact of their disability at school. Some students will receive low level adjustments infrequently, whereas others may receive higher levels of adjustments some of the time or most of the time. Throughout a child's schooling life, the level of required adjustment/s may change.

What does the support look like?

Most students will receive adjustments from their classroom teacher in consultation with learning support staff. Adjustments are usually implemented by the classroom teacher, for example, by modifying tasks or providing extra assistance in curriculum areas. Adjustments are implemented based on recommendations from external professionals, consultation with parents, and teacher input.

Some students may receive support through a learning support teacher or a learning support assistant, however, this support is to meet the needs of students with disability who require higher level adjustments within the school. It is the school who makes the decision as to where this support will be placed.

It is important to communicate with your child's classroom teacher if you receive further information regarding assessments or reports from external professionals, or if you hold

other important information that will assist classroom teachers to make appropriate adjustments for your child.

Will my child have an Individual Planning Meeting (IP)?

Parents/Carers/Guardians of students who require adjustments most or all of the time, and who have higher levels of support needs will be invited to an Individual Planning Meeting. Most of the students on the NCCD for our school require adjustments that are not at high levels. If your child does require adjustments at higher levels, you will be contacted for a meeting. This may occur once or twice a year, depending on student need. This will involve school personnel involved with your child such as the classroom teacher and learning support teacher.

Parents/Carers/Guardians of students who require lower level adjustments will have opportunities throughout the school year to discuss their child's adjustments at parent teacher meetings, for example those that are scheduled for the whole school with the classroom teacher.

The process for meeting with school personnel may have changed since your child started school. It is important that you have this information regarding meetings at your school to assist you in understanding if this is now a different process.

For further information on the Nationally Consistent Collection of Data (NCCD) please see <https://www.nccd.edu.au/>

Should you require any further clarification, please do not hesitate to contact the school.

Kind regards,

Marisa Bombardieri

Learner Diversity Teacher/Assistant Principal