# NCCD student summary sheet

This document is intended for school use only. It is a sample recording tool that could be used at NCCD school team meetings where decisions are made with regard to the level of adjustment and category of disability for students included in the NCCD. This tool may also be useful for moderation purposes.

Schools and jurisdictions with their own forms could use this sheet as a checklist to ensure all areas are covered.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student name:** |  |  | **Year level:** |  |

1. Which level of adjustment applies to this student? (Tick one only)

Support provided within quality differentiated teaching practice

Supplementary

Substantial

Extensive

1. Which disability category applies to this student? (If more than one applies, tick the category that requires the greatest extent of adjustment.)

Physical

Cognitive

Social/Emotional

Sensory

1. What evidence do you have of the functional impact of this student’s disability and the associated adjustments they receive? (See the *Evidence maintenance* page for a list of evidence options.)

Specify:

1. Have adjustments to meet this student’s disability-related needs been provided over a minimum of 10 weeks of school education in the 12 months preceding the NCCD reference date? This is a requirement. Note: the 10 weeks do not need to be consecutive. This period can be cumulative and split across school terms.

Yes  No

1. Has this student and/or their parent/guardian/carer been consulted about the adjustments provided to address the functional impact of the student’s disability? This is a requirement.

Yes  No

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Form completed by:** |  |  | **Date:** |  |

## Evidence maintenance

For each student you include in NCCD data, you will require evidence from the following four areas. The evidence is used in conjunction with the levels of adjustment descriptors.

1. Evidence of consultation and collaboration with the student and/or parents, guardians, carers or associates includes but is not limited to the following:

|  |  |  |
| --- | --- | --- |
|  | **Type of evidenc****e** | **Loca****tion of evidence** |
|  | Documented meetings phone calls, conversations between school and parent/guardian/carer (minutes or notes) |  |
|  | Documented student plans signed by parent/guardian/carer and/or student |  |
|  | Record of formal parent-teacher interviews |  |
|  | Parent–teacher communication books |  |
|  | Emails between student and/or parents, guardians, carers or associates |  |
|  | Other |  |

1. Evidence of assessed individual needs of the student includes but is not limited to the following:

|  |  |  |
| --- | --- | --- |
|  | **Type of evidence** | **Location of evid****ence** |
|  | Results of diagnostic or summative assessments over time documenting an ongoing learning or socio-emotional need arising from disability |  |
|  | Documentation of ongoing learning needs that have had a limited response to targeted intervention over time and that cannot be attributed to external factors such as English as an additional language or dialect or socio-economic causes |  |
|  | Parental report of disability in conjunction with evidence of an assessed individual need |  |
|  | Specialist diagnosis or reports |  |
|  | Profiles or assessment reports identifying the functional needs of a student with disability |  |
|  | Other |  |

1. Evidence that adjustments are being provided to the student to address their individual needs includes but is not limited to the following:

|  |  |  |
| --- | --- | --- |
|  | **Type of evidence** | **Locatio****n of evidence** |
|  | Adjustments to teaching noted on teacher unit, weekly or term planning |  |
|  | Adjusted timetable/staff timetables |  |
|  | Record of educational and/or social-emotional interventions provided |  |
|  | Individualised/personalised learning planning (eg individual education plan, individual learning plan, individual curriculum plan, communication plan, behaviour plans, transition plans/goals, and strategies in program planning) |  |
|  | Therapy or disability-specific programs in place with an educational focus (eg orientation and mobility program) |  |
|  | Records of meetings to plan for adjustments with specialist staff (eg advisory visiting teachers, guidance officers/counsellors, psychologists, speech-language pathologists, physiotherapists) |  |
|  | Records of advice sought or conversations with the student or parent/guardian/carer |  |
|  | Adjustments or supports required in assessment settings |  |
|  | Adjustments to learning materials (eg alternative format, adjusted worksheets) |  |
|  | Manual handling/personal care/health plans |  |
|  | Specific resources developed to support individualised learning (eg visual supports, augmentative and alternative communication supports, accessible materials, personalised organisational devices – such as diaries, pictorial sequences) |  |
|  | Documentation of environmental adjustments beyond those already in place in the school (eg personalised learning spaces, sound field amplification systems) |  |
|  | Risk management plans for curriculum activities and for emergency situations (eg school camp, swimming carnival, fire drills) aggressive behaviour, self harm, flight risk |  |
|  | Other |  |

1. Evidence that adjustments provided to the student have been monitored and reviewed includes but is not limited to the following:

|  |  |  |
| --- | --- | --- |
|  | **Type of evidence** | **Location o****f evidence** |
|  | Records of meetings to review adjustments with parents/guardians/carers and specialist staff, where appropriate |  |
|  | Student progress data which may include both formative and summative assessments |  |
|  | Progress or file notes by teacher, specialist staff or paraprofessionals |  |
|  | Behaviour monitoring data |  |
|  | Evidence of interventions provided over time, with monitoring of the effectiveness of the intervention and changes to intervention occurring as required |  |
|  | Health plan provided by medical specialist that is reviewed regularly |  |
|  | Other |  |