Personalised learning and support and the NCCD

Speaker 1: What is the link between personalized learning and support and the NCCD? Schools are responsible for the learning outcomes and well-being of all students. They provide an inclusive learning environment with quality education experiences for all students, including those with disability.

 Education for all is the basic human right at the core of inclusive education. It's expressed in the 1948 Universal Declaration of Human Rights.

 Personalized learning and support addresses the unique needs of each student within an inclusive environment. Schools and teachers personalize learning experiences for all students. However, to create an inclusive environment, schools make changes and take actions to help students with disability to participate in education on the same basis as their peers.

 These changes and actions are referred to as adjustments. In consultation with parents and students, adjustments meet individual needs and support individual students with disability. Schools must ensure that students with disability can access and participate in education on the same basis as their peers.

 These legal responsibilities are outlined in the Disability Standards for Education, 2005, which comes under The Disability Discrimination Act, 1992. The standards require that schools provide reasonable adjustments where necessary.

 Examples of adjustments for students with disability could be related to how teaching and learning takes place. Physical changes to the classroom or school environment. Creating spaces designed to assist students. These can include quiet or calming spaces, sensory rooms or therapy spaces.

 Use of assistive technology, adjusting assessment and reporting strategies. Supporting personal care such as feeding, dressing or toileting. Providing specialist support, or social and/or emotional adjustments. Schools equip teachers and education staff with the skills and knowledge to support students with disability.

 The nationally consistent collection of data on school students with disability is a way for schools to report information about the adjustments they provide to address the functional impact of disability. The NCCD captures school's work in providing personalized learning and support to students with disability. The NCCD requires schools to maintain evidence of adjustments. This evidence forms part of the school's accountability and already exists as a result of the school's personalized learning and support.

 The evidence is used to validate each school's NCCD data and contributes to the quality and consistency of the data submitted to the Australian government. The evidence is based around four elements of personalized learning and support, consulting and collaborating with the student, parents, guardians and carers. Assessing and identifying the needs of the student. Providing the necessary adjustments to address those needs. Monitoring and reviewing the impact of the adjustments.

Schools and teachers already support students to learn. The NCCD requires schools to keep sound and consistent records about their work to assist students with disability receiving adjustments.