# Disability Inclusion and the Nationally Consistent Collection of Data on School Students with Disability in Victorian Government Schools

Disability Inclusion and the Nationally Consistent Collection of Data on School Students with Disability (NCCD) are both initiatives that help Victorian government schools to support students with disability to access educational activities on the same basis as their peers.

This factsheet provides Victorian government schools with additional information to better understand the differences between the two initiatives.

| Disability Inclusion |  | NCCD |
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| The new Disability Inclusion reforms provide Victorian Government schools with additional tier-based funding and resources to better support students with disability. With the additional funding and resources, schools will be able to better plan and provide individualised support for students throughout all stages of their schooling. Disability Inclusion is gradually replacing the Program for Students with Disabilities (PSD) and the Language and Learning Disabilities Support Program (LLDSP). | **Purpose** | The NCCD is an annual collection of information on Australian school students with disability who receive adjustments to undertake their learning. The NCCD provides an annual ‘snapshot’ of students with disability that enables schools and education departments to better understand how these students can be best supported.All Australian schools are required to participate in the NCCD. |
| Disability Inclusion is a Victorian Government initiative administered by the Victorian Department of Education and Training (the Department). Disability Inclusion only applies in Victorian government schools. | **Administration** | The NCCD is an Australian Government initiative. The Department manages the collection of required data from Victorian Government schools and supplies this deidentified information to the Australian Government. This data transfer complies with applicable privacy legislation and policies. |
| Victorian Government schools receive funding to support students with disability through the Student Resource Package (SRP). This includes student-level funding for eligible students under Disability Inclusion Tier 3 or PSD, and supplementary school-level funding under Disability Inclusion Tier 2 or the LLDSP. | **Funding** | Since 2018, the NCCD has been used to inform the students with disability loading that the Australian Government provides to the states and territories. Funding received from this loading contributes to funding distributed by the Department through the SRP to Victorian Government schools. |
| Schools may complete a Disability Inclusion profile for individual students to determine eligibility for student-level funding, and to identify their strengths, needs, and the educational adjustments schools can make for individual students.The profile is completed through a structured meeting led by a trained Disability Inclusion Facilitator. The facilitator will support Student Support Group (SSG) members to work together to complete the profile in the meeting. The profile meeting will not determine a level of adjustment for the purpose of the NCCD. However, it will provide further information and evidence to support the school team's professional judgement. | **Assessment** | Under the NCCD, school teams use their professional judgement, based on evidence, to determine a student’s: * overall level of adjustment provided to a student with disability, in both the classroom and whole of school context
* broad category of disability that is the main driver or focus of the adjustments.

All students with disability who are provided with an adjustment are included in the NCCD. |
| Disability Inclusion and the NCCD both require schools to have evidence of adjustments for students with disability. Under Disability Inclusion, evidence of adjustment(s) is needed where a school participates in a Disability Inclusion profile meeting. To prepare for the profile meeting, schools will be required to collate documents that include information about adjustments in place to support the student. This information may be contained in a range of sources including the student’s Individual Education Plan, minutes of SSG meetings, as well as other school-based documents.  | **Evidence**  | When a student is included in the NCCD, schools must ensure they have sufficient documented evidence of adjustment(s) having been provided for a minimum period of 10 weeks during the 12 months preceding NCCD Census Day in August. A range of existing evidence to support the teachers’ judgement regarding the level of adjustment may include, for example: A Disability Inclusion profile; adjusted timetables or in classroom teaching practice;conversations with parents and allied health professionals;Individual Education Plans or SSG minutes. |
| The Department’s Policy and Advisory Library has [guidance for schools on Disability Inclusion](https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/policy).For general queries about Disability Inclusion, contact: Email with solid fill disability.inclusion@education.vic.gov.auFor queries about Disability Inclusion outcomes and funding, contact:Email with solid fill disability.inclusion.outcomes@education.vic.gov.au | The Department’s Policy and Advisory Library has a range of resources to support Victorian Government schools on the [NCCD](https://www2.education.vic.gov.au/pal/nccd-students-with-disability/policy). The national [NCCD portal](https://www.nccd.edu.au/) also has resources to support schoolsA NCCD helpdesk for Victorian Government schools is available contact:Receiver with solid fill 03 7022 2069Email with solid fill disability.data.collection@education.vic.gov.au |