

NCCD EVIDENCE TOOLKIT FOR AUSTRALIAN SCHOOLS

A quick reference for documenting adjustments and evidence under the Nationally Consistent Collection of Data on School Students with Disability (NCCD). General guidance only — your school team makes the professional judgements and the NCCD determination.

The four-step model

- **1. Is an adjustment being provided?** Identify support beyond what is ordinarily provided to all students.
- **2. What is the level of adjustment?** Decide the level provided across the year (see below).
- **3. What is the category of disability?** Impute a broad category from the functional impact — no medical diagnosis is required.
- **4. Record the evidence.** Keep dated evidence across the four sources below.

Four levels of adjustment

- **Quality Differentiated Teaching Practice (QDTP).** Adjustments within everyday differentiated teaching.
- **Supplementary.** Targeted, supplementary adjustments at specific times.
- **Substantial.** Substantial adjustments most of the time.
- **Extensive.** Extensive adjustments at all times.

Four categories of disability (imputed)

- **Physical, Cognitive, Sensory, and Social/Emotional.** Impute the broad category from the impact on the student — not from a label.

Four sources of evidence to keep

- **Assessed individual needs.** What the student needs and why.
- **Adjustments provided.** The specific adjustments, and how often.
- **Consultation & collaboration.** With the student, parents/carers, and staff (consultation is required; parental consent is not).
- **Monitoring & review.** How adjustments are reviewed and what changed.

What to capture — across domains of functioning

Gather dated, specific evidence from the people who see the student across settings. Useful domains include: curriculum access & learning; communication; attention, executive function & self-regulation; social, emotional & behavioural; safety; sensory; mobility; and health & personal care.

- Observations from each teacher who works with the student (what they see, when, how often).
- The adjustments made in each class and their effect.
- Notes from consultation with parents/carers and the student.
- Plan reviews and any change to the level of adjustment.

Timing that matters

- **The 10-week guide.** Adjustments should generally have been provided for around 10 weeks (except the Extensive level).

- **Census.** The NCCD count is based on the first Friday in August — but evidence is built all year, not at the last minute.

Common mistakes to avoid

- Evidence created only at census time rather than as support happens.
- Recording volume of notes instead of evidence of the four sources.
- Missing the consultation and review evidence (the two most often overlooked).
- Relying on one staff member when several see the student across settings.

Spend less time chasing evidence

See how coordinators gather NCCD evidence from every educator who knows the student:

groundedscribe.com/for/disability-inclusion-coordinators