

## NCCD model diagram transcript

The diagram of the NCCD model is presented as a flow chart where most steps lead to 'yes' or 'no' answers that help determine the outcome of the action.

Introductory statement: Throughout the school year school teams use evidence, including discussions with parents, guardians and carers, to inform decisions about the adjustments that they make for students with disability.

For the NCCD, you should have evidence that shows you have made [adjustments](#) or incorporated support within quality differentiated teaching practice for each student. This should cover a minimum period of [10 weeks](#) of school education (excluding school holiday periods), in the 12 months preceding Census Day.

### Step 1

Question: Is the student provided with an adjustment?

If yes, go to [Step 2](#).

If no, go to [Step 5](#).

### Step 2

Question: Is the student provided with an adjustment to address a disability under the *Disability Discrimination Act 1992*?

If yes, go to [Step 3](#).

If no, go to [Step 6](#).

### Step 3

Question: Does the school team have evidence to show that it has followed Disability Standards for Education 2005 processes, including consultation with the student and/or their parent, guardian or carer to identify the reasonable adjustment to be provided to the student, including where *Support is provided within quality differentiated teaching practice*?

If yes, go to [Step 4](#).

If no, go to [Step 6](#).

### Step 4

Result: Student data is included in the NCCD.

The following are steps to be completed once you have determined a student is to be included in the collection.

## Step 4a

Statement: The school team determines the level of adjustment being provided, including, where appropriate, [Support is provided within quality differentiated teaching practice](#).

## Step 4b

Statement: The school team determines the broad category of disability to be reported in the NCCD for the student.

## Step 4c

Statement: The processes and evidence identified by the school team and the level of adjustment and disability category chosen is approved in accordance with school policy, for example, by the principal.

This is the end of the flow chart.

## Step 5

Question: Does the student meet the definition of disability under the *Disability Discrimination Act 1992* and is there a functional impact of the student's disability in relation to education?

If yes, go to [Step 3](#).

If no, go to [Step 6](#).

## Step 6

Result: Student data is not included in the collection.

This is an end point of the flow chart.

## Concluding information

For information about adjustments, see the resource [Strategies to support decision-making](#).

The NCCD Portal has information on the [10-week period](#).

For information about the four levels of adjustment, go to the resource [Selecting the level of adjustment](#) on the NCCD Portal.