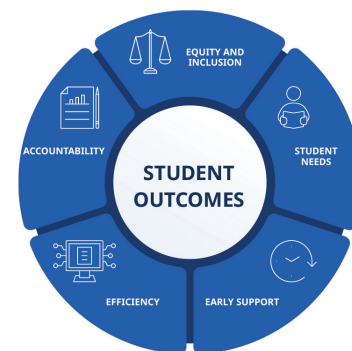


Students with disability resourcing — information for students and families



Brighter futures

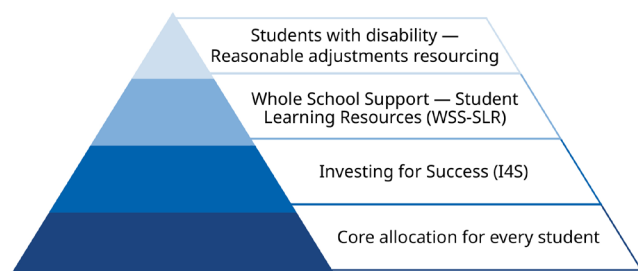
The Department of Education's [Brighter futures education strategy](#) commits to delivering excellence in every state school, for every student.

State schools support students with disability to participate in high-quality education and fully engage in the curriculum alongside their similar-aged peers, supported by reasonable adjustments.

What resources are currently provided to schools?

Schools receive a range of resources to meet the needs of their school community and the diverse needs of students including:

- a core allocation of teachers and teacher aides for every student enrolment
- Investing for Success which includes funding for every student and additional funding for students with disability
- Whole School Support – Student Learning Resource which includes guidance officers, learning support and behaviour support teachers for all students
- Additional allocations of teachers and teacher aides through the reasonable adjustment resourcing (RAR) model.



Schools can also access a wide range of specialists from regional offices including therapists, nurses, Principal Advisors Autism, Principal Advisors Mental Health, Reading and Writing Coaches, wellbeing professionals, Principal Advisors Inclusion, Auslan Coaches and Advisory Visiting Teachers.

All schools are resourced in the same way, based on the reasonable adjustments being made.

What is RAR?

Students with disability – Reasonable adjustments resourcing:

- provides resources based on the reasonable adjustments being made by schools, reported through the [Nationally Consistent Collection of Data on School Students with Disability \(NCCD\)](#) for all disabilities
- provides the right level of resources for Prep and other new students earlier
- resources schools in the same way, based on student needs
- does not require parents/carers to obtain additional medical or specialist reports (parents/carers are encouraged to provide any reports they already have to help schools make the right adjustments for their child).

How are resources allocated to schools under RAR?

In addition to the core allocation, extra teachers and teacher aides are provided to schools as a pool where adjustments are needed for students with disability for:

- students who are recorded in the NCCD as having received adjustments in the highest three levels of adjustment (Supplementary, Substantial, Extensive)
- Prep and other new students to the Queensland state education system, where schools anticipate needing to make adjustments in the NCCD's highest three levels of adjustments
- students receiving the most intensive adjustments in the department's Extensive plus category.

What is the NCCD?

The NCCD is a national data collection reported by schools annually. It records students who have received reasonable adjustment to address the functional impact of a disability.

The NCCD adjustment levels reflect the frequency and intensity of adjustments provided. As the NCCD is required by law, parent/carer consent is not required for a school to record a student in the data collection.

More information about the NCCD can be found on the NCCD website at www.nccd.edu.au.

What disabilities are included in the NCCD?

All disability types are recognised in the NCCD including dyslexia, attention deficit hyperactivity disorder (ADHD), mental health conditions and fetal alcohol spectrum disorder, as well as autism, intellectual disability, and vision, hearing and physical impairments.

Resources are provided to schools through the RAR model based on the level of reasonable adjustments made for students, regardless of their type of disability.

Not every adjustment requires additional resourcing. Some are provided as part of good teaching practice. Students who require lower-level adjustments will continue to be supported through usual school processes, without needing additional resources.

Schools can also seek additional support and resources from the department's regional office.

Do students need to have a medically diagnosed disability?

It may be difficult for some parents/carers to obtain a medical report confirming their child's diagnosis.

In line with the NCCD guidelines, schools can impute a disability if they believe a student has a disability and have consulted the student and/or parents/carers.

Students and parents/carers are encouraged to provide a copy of any medical or specialist reports to help their school make the right adjustments for their learning. Parents/carers can also provide written consent for the school to obtain reports from their medical or specialist service or supports.

Schools will only need a medical or specialist report if a student starting Prep is to be provided with additional resources, or for Extensive plus resourcing.

What does it mean when a school imputes a disability?

A school can impute a disability if they have reasonable grounds, supported by evidence, to make such a judgement. The school will collect evidence demonstrating that the student's need for adjustment(s) has been identified and arises from characteristics of disability.

Schools cannot diagnose a disability such as autism, intellectual disability, mental health conditions or ADHD. Instead, schools are identifying whether the adjustments they are making address the functional impact of one of the NCCD's four broad disability categories: physical, cognitive, sensory or social/emotional. More information about imputing a disability is available at www.nccd.edu.au.

Are students and parents/carers consulted about the supports at school?

Students and parents/carers must be consulted about reasonable adjustments. The focus of discussions with students and parents/carers will be on adjustments and supports needed to enable students to attend school and achieve.

What happens if a student changes schools?

Resources to support students with disability are allocated to the school not individual students. If a student is transferring from one Queensland state school to another, their new school will be able to access information about the adjustments made at the previous school.

Are schools resourced to make adjustments for Prep students?

Schools are resourced for the adjustments they anticipate making for Prep students, if they know:

- the student has been diagnosed with a disability; and
- of the type of adjustments that might need to be made.

In this situation a medical or specialist report is needed because schools cannot impute a disability until a student has been at school for a period of time and an accurate assessment can be made.

Parents/carers are encouraged to provide their child's Kindergarten transition statements to the school, or consent for the school to obtain information from their child's early childhood education provider. This will help the school understand the adjustments needed for the student.

What happens for students with disability moving from a non-government school or from interstate?

Schools will be resourced for the adjustments they anticipate they'll need to make for students transferring from a non-government school or from interstate or overseas if they know:

- that the student has been diagnosed with a disability; and
- of the type of adjustments that might need to be made.

The student's diagnosis must be provided by an appropriately qualified medical practitioner or specialist and clearly state a diagnosis.

A medical or specialist report is needed because schools cannot impute a disability until a student has been at school for a period of time and an accurate assessment can be made. Parents/carers are also encouraged to provide records from the student's previous school, or consent to the school obtaining these records, to help inform the adjustments needed.

What is Extensive plus resourcing?

A small number of students with permanent disability require the most intensive supports at all times across multiple areas of their schooling.

Resources are provided to schools for these students through Extensive plus funding if the school has documented evidence that the student:

1. has a diagnosed permanent disability; and
2. requires highly individualised, comprehensive and ongoing reasonable adjustments at all times for Teaching and Learning; and
3. requires highly individualised, comprehensive and ongoing reasonable adjustments at all times in at least three of the Access and Participation domains:
 - Communication
 - Health and personal safety/care
 - Social participation
 - Access to learning activities, specialist staff, equipment or facilities.

For some students this level of adjustment may not be needed permanently and that with the right support within the school and in the community, the student's needs may change. Extensive plus resourcing may be provided permanently where a student's needs are likely to be permanent, or temporarily where a student's needs may reduce with the right support.

For students who do not have a permanent disability, schools can request access to additional support or specialist advice from their regional office to help identify, develop and implement reasonable adjustments.

More information

Visit www.education.qld.gov.au and search 'Reasonable adjustments resourcing'.



Need help in your language?

Call 1800 512 451 and ask for an interpreter.

