**Imputing Students**

Prior to your meeting with parents consider the following:

* Who is best placed to lead the discussion, and who will participate? For example, a classroom teacher may have the closest relationship with the family and provide a familiar bridge for less familiar participants such as a learning support teacher or specialist.
* Can the student be included in the discussion to offer first-hand information?
* Focus on the needs of the student and the functional impact the imputed disability has on their participation and learning.
* Highlight the positive impact of any educational adjustment(s) and illustrate how they would be reasonable and effective.
* Focus on the long-term outcomes for the student.
* Include any evidence that supports the decision to impute a disability.
* Clarify that the school team is not providing a diagnosis and, if appropriate, encourage them to consult with a qualified practitioner
* Clarify the obligations of the school under the Standards and clarify the role of the NCCD, the type of data collected and how it is used.