

EARLY CHILDHOOD

For children with disability and developmental vulnerability, receiving supports early in life can build skills and independence, and reduce the need for supports later in life.

KEY FINDINGS FROM THE PILOT USING NSW DATA

OVERALL

Through the linkage of data at a person-centred level, this test case understands the use of early childhood supports (up to age 7) in children who were born between 2003-2019, a population of 2.33m NSW children.

By 7 years of age, 13% of children in this test case were identified with a disability.

Of these, **more than 1 in 4** had multiple disabilities.

Of these, **more than 1 in 2** with disability were identified with Intellectual and /or Learning disability.

BOOSTING LITERACY AND NUMERACY

Around **8 out of 10** children with disability attended early childhood education.

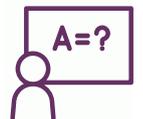
(Compared with just under 6 out of 10 children with no disability).¹



Children who attended early childhood education tended to have **better literacy and numeracy** at year 3.



Children with disability tended to have lower **literacy and numeracy** by year 3.



(Half as likely to meet minimum standard).

BUT EARLY INTERVENTION MAY NEED BETTER TARGETING

Less than half the children with disability had accessed a disability or early intervention support by age 7.



Supports were not well accessed by children with a language background other than English. (Around 2 in 5 children vs. less than 1 in 5)

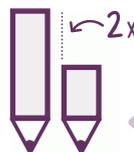


AND GREATER SUPPORT REQUIRED FOR FAMILIES OF CHILDREN WITH DISABILITY



1 in 3 children with a placement in out-of-home care have disability.

Children with disability had more than **2x** the rate of school suspensions than children with no disability.



Children with disability have a **higher average number of days absent** from school.²



¹ of all children in the dataset of which some were too young to have attended Early Childhood Education.

² more robust insights could also be obtained by linking to non-government preschools

WHERE TO FROM HERE?

Through linking data for the NDDA pilot we were able to have visibility of the pathway from early childhood education to school in NSW.¹

- The NDDA pilot has demonstrated that further work with linked data will enable better targeting of supports for children and families with disability and developmental vulnerability enabling them to reach their potential.
- Early childhood education is well accessed by children with disability and is associated with better educational outcomes in primary school for all children.
- Further work is required to identify ways to boost literacy and numeracy particularly among developmentally vulnerable children.²



National
Disability
Data Asset