



Catholic Education
Diocese of Parramatta

National Disability Insurance Scheme Guide for Schools and Families

Position Statement

Catholic Education Diocese of Parramatta (CEDP) and the National Disability Insurance Scheme (NDIS)

School and other educational settings play a vital role in the community. They are a mainstream service where students and families meet, form connections, share values and reach educational goals. The NDIS is designed to complement rather than substitute these services.

CEDP schools aim to meet the individual learning needs of each student addressing the functional impact of the disability in the educational setting through the personalised planning process. The NDIS focuses on addressing the functional needs that result from their disability in the broader community.

To ensure better outcomes for students with disability, a consistent and strong relationship between the family, school and NDIS service providers is necessary.

Services funded through the National Disability Insurance Scheme (NDIS)

The NDIS Operational Guidelines state that: *"NDIS-funded...therapy services should generally not be delivered at school... Nor should children or young people be taken out of school to receive these supports."*

External service providers currently or intending to deliver services to students do not have an automatic right of access to the school setting.

CEDP's preferred position is for External Funded Service Providers (EFSP) to collaborate and exchange information with schools after written consent has been given by parents/caregivers. For example a student's psychologist with parent permission, may consult with the school to inform the adjustments and provide expert advice and support.

National Disability Insurance Scheme

About the National Disability Insurance Scheme (NDIS)

The National Disability Insurance Agency (NDIA) is the independent Commonwealth agency responsible for implementing **The National Disability Insurance Scheme (NDIS)**. The NDIS provides support to Australians with disability, their families and carers.

The NDIS provides all Australians under the age of 65 with a permanent and significant disability with the reasonable and necessary support they need to enjoy an ordinary life.

The NDIS helps people with disabilities achieve their goals, including independence, community involvement, education, employment and health and wellbeing.

As an insurance scheme, the NDIS takes a lifetime approach, investing in people with disability early to improve their outcomes later in life.

NDIS Eligibility

To become an NDIS participant a person must:

- Have a permanent disability that significantly affects their ability to participate in everyday activities
- Be aged less than 65 when they first enter the NDIS
- Be an Australian citizen or hold a permanent visa or a Protected Special Category visa

NDIS Participant Planning

If eligible and you wish to apply to join the NDIS, the first step is to contact the NDIS and request and complete an [Access Request Form \(ARF\)](#). Three participant booklets are available to support people with disability and participants throughout their NDIS journey. The booklets are a practical tool to help people with disability, participants, their families, carers and the wider community to learn more about the NDIS, apply to the scheme, prepare for a planning meeting and to implement their plan.

Links for teachers to available resources and information about post school options to assist their students' transitions from school.

Below is a list of links that you can access for more information as well as share with your students and their families.

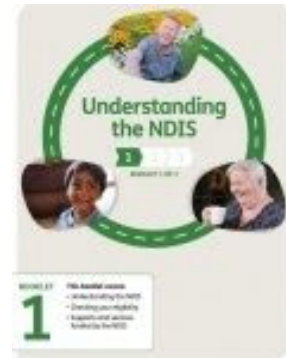
Booklet 1 – Understanding the NDIS

- Learning about the NDIS
- How to complete an Access Request Form (ARF)
- Supports and services funded by the NDIS

Downloads:

[Booklet 1 – Understanding the NDIS \(PDF 371KB\)](#)

[Booklet 1 – Understanding the NDIS Easy Read \(PDF 1.2MB\)](#)



Booklet 2 – Planning

- Understanding your current supports
- Creating an NDIS plan to achieve your goals
- Receiving an approved NDIS plan

Downloads:

[Booklet 2 – Planning \(PDF 467KB\)](#)

[Booklet 2 – How to make an NDIS plan Easy Read \(PDF 3.3MB\)](#)



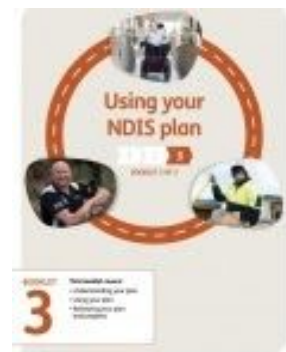
Booklet 3 – Using your NDIS Plan

- Understanding what's in your plan
- Learning how to use your plan
- Choosing and managing supports and services
- Reviewing your plan and progress

Downloads:

[Booklet 3 – Using your NDIS Plan \(PDF 534KB\)](#)

[Booklet 3 – Using your NDIS Plan Easy Read \(PDF 1.1MB\)](#)



NDIS plans can include some or all of the following planning areas shown below. The specific details and planning areas included in a participants plan will be dependent on the goals they set. Goals can be reviewed and changed yearly or continue for a maximum of a three year period before requiring a review.

<p>Choice and control</p> <p>»Strengthens ability to identify preferred options, exercise control in selecting and managing their supports, including engaging and paying providers when required.</p> <p>For example: Student may need help to gain more independence in their life, may need support coordination built into their plan</p>	<p>Daily living</p> <p>»Items and equipment for daily living »Personal care and community access for everyday life, and to live securely and independently »Support to acquire or increase skills in independence and community participation</p> <p>For example: Student may need help with shopping, transport, housework, finances, food preparation, personal care, mobility or positioning</p>	<p>Health and wellbeing</p> <p>»Dietetics, personal training, and exercise to increase a participant’s health, fitness and wellbeing</p> <p>For example: Student may need help with healthy diet and exercise routines, therapy supports, behaviour support or behaviour intervention due to behaviours that may be a danger to self and others</p>
<p>Home</p> <p>»Assistance to improve and increase satisfaction with living arrangements »Minor to major home modifications</p> <p>For example: Student may need help to decide and find where they would like to live (e.g. supported living or in a private home), or to identify if they need home/vehicle modifications or assistive technology.</p>	<p>NDIS planning areas</p>	<p>Lifelong learning</p> <p>»Ongoing support to transition into and from school and into and during further education</p> <p>For example: Student may need help to access TAFE and other training, or university</p>
<p>Relationships</p> <p>»Social skills development and behaviour intervention supports, where necessary</p> <p>For example: Student may need help with building relationships with friends in the community, social skills training, and interacting with others</p>	<p>Social and community participation</p> <p>»Development to build skills (individually or in groups), mentoring and peer support to develop capability for community participation.</p> <p>For example: Student may need assistance to participate in local sports club, go out with friends, use public transport, and get a drivers licence</p>	<p>Work and income</p> <p>»Successfully obtain and retain employment in the open or supported labour market</p> <p>For example: Student may need assistance to find and keep a job in open or supported employment, to volunteer, get a tax file number, connect with a Disability Employment Service, and explore ideas for potential employment</p>

[Let’s Talk about Work booklet](#)

To help planners or LACs understand how to best support participants to achieve their goals.

[Local Area Coordination](#)

The key roles of Local Area Coordinators (LACs), and where to find your Local Area Coordination service.

[What do NDIS planners need to know about students to make reasonable and necessary decisions?](#)

Explains how planners use the NDIS Act to determine which type of supports will or will not be supported.

Self Management

Explains the responsibilities and processes involved in self-managing an NDIS budget.

School Leaver Employment Supports (SLES) information:

What is SLES?

Some basic information that explains what SLES is and the types of supports students can receive with SLES funding.

SLES bookmark →

A printable resource that explains SLES in plain English for participants

Ten questions to ask when choosing a SLES Provider

To assist with providing the right provider to help participants achieve their employment goals.

Post School Pathway Options

Below is an infographic that shows various pathway options for students leaving school, NDIS funded supports for Reasonable & Necessary (R&N) employment supports in Community Participation (CP), School Leaver Employment Supports (SLES) and Australian Disability Enterprise (ADE).

SUPPORT FOR: SCHOOL LEAVERS WITH A DISABILITY

IF YOU ARE A SCHOOL LEAVER...
If you are a school leaver living with disability, you may be starting to think about what you will do after school. You might have heard about School Leaver Employment Supports (SLES), an NDIS transition support available to those who cannot access Disability Employment Services (DES).

IT IS IMPORTANT TO UNDERSTAND ALL YOUR OPTIONS...
It is important to understand all your options and the supports that may be available to you to help you transition from school to work. Talk to your Local Area Coordinator to find out more information about what employment supports you might be able to access after school.

IF YOU HAVE A PART TIME JOB...
If you have a part time job, you might be able to access DES to help you find and keep a job.

IF YOU CAN'T ACCESS DES...
If you can't access DES, NDIS may be able to support you to reach your employment goals.

IN SOME STATES...
In some states there was a Functional Capacity Assessment done by teachers in schools. In 2018 there will be no assessment. Your NDIS planner will make a 'reasonable and necessary' decision based on you available information.

SO IT'S REALLY IMPORTANT...
So it is really important that you bring all of your school documentation to help your planner understand your work capacity and start your journey to employment!

Know and understand the employment landscape



Other useful links to help families:

[National Disability Coordination Officer Program \(NDCO\) useful resources](#)

Further information about post school programs and supports outside of the NDIS.

[Pathway to Employment](#) for secondary students with significant disability

A flowchart of pathway options for secondary students, a Ticket to Work resource.

[How to access a Disability Employment Service \(DES\)](#)

How a DES (a mainstream service) can help, what types of services there are, and how to register.

[Who is an Eligible School Leaver \(ESL\)?](#)

Guidelines for DES Eligible School Leavers program.

[Australian Disability Enterprise \(ADE\) \(supported employment\)](#)

Information about what ADEs are, their background, and their future.

[Pre-planning Toolkit for Higher Education or Vocational Education and Training](#)

NDCO have developed a collection of disability type specific NDIS pre-planning resources for people with disability entering Higher Education or Vocational Education and Training, designed to be used before starting a tertiary course at university or with a vocational education and training provider. These booklets will help participants identify what supports they may need, who is responsible for providing them, and how to access them.

Contacting the NDIA

If you would further information about the NDIS, please contact the NDIA on
1800 800 110