



# Post-school planning: Things to consider and how to prepare

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**Think big and raise  
your expectations!**



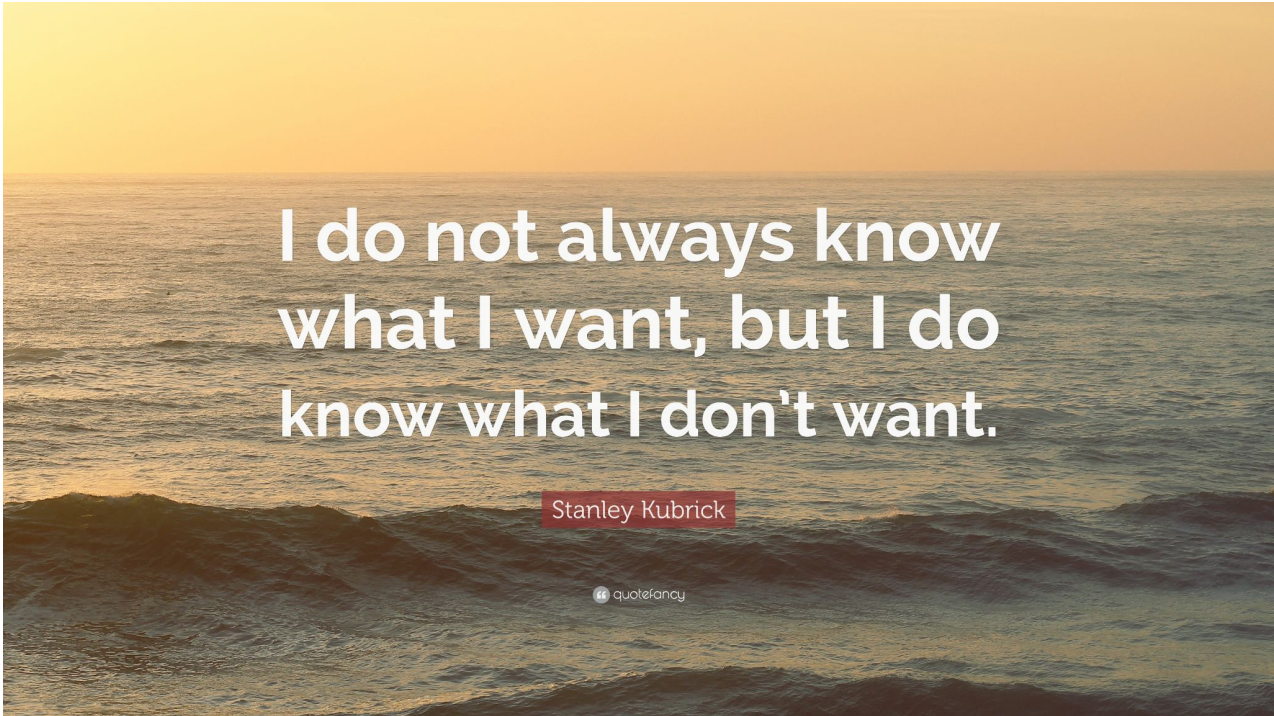
# An Ordinary Life

Report of the Independent Advisory Council to the  
National Disability Insurance Scheme

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**Reasonable and Necessary Support across the  
Lifespan:  
An Ordinary Life for People with Disability**

October 2014

A photograph of a sunset over the ocean. The sky is a warm, golden yellow, and the water is a deep blue with white-capped waves in the foreground. The quote is centered in white text.

I do not always know  
what I want, but I do  
know what I don't want.

Stanley Kubrick

quote fancy

## What are my options?

Things to think about: it's not just about SLES and day programs.

- Skill building
- In-home activities of daily living
- Social and community access
- Therapies
- Employment
- Volunteering
- Home and Living, moving out of home
- Relationships
- Friendships
- Travel training, transport options
- Driving
- Further study (NDIS vs Education responsibilities)
- Personal care

## What is the impact of transition?

- Do you want a Christmas holiday break?
- When does school end? Term 3 or term 4?
- Have trial days
- Seek quotes and service descriptions
- Set Plan lengths so that reassessments are due before the end of school



## Other things to consider

- Will your chosen post-school program need specialised care plans e.g. Behaviour Support Plan, before you can start?
- Do you need an advocate?
- Is transport included?
- Is general transport an option?





## General transport

**Level 1** - The NDIS will provide up to **\$1,606** per year for participants who are not working, studying or attending day programs but are seeking to enhance their community access.

**Level 2** - The NDIS will provide up to **\$2,472** per year for participants who are currently working or studying part-time (up to 15 hours a week), participating in day programs and for other social, recreational or leisure activities.

**Level 3** - The NDIS will provide up to **\$3,456** per year for participants who are currently working, looking for work, or studying, at least 15 hours a week, and are unable to use public transport because of their disability.

[Link to NDIS website: transport funding](#)



## Goals!

- Broad
- Outcome focused
- Connect to an Ordinary Life
- Consider a 12-month plan: a significant period of transition and change

★ **Take note of the new default plan length!**



## NDIS Act 2013: Section 34 – Reasonable and Necessary Criteria

- Related to goals
- Supports social and economic participation
- Value for money
- Effective and beneficial
- Takes into account reasonable expectations of others
- Most appropriately funded by NDIS

***“...the funding or provision of the support takes account of what it is reasonable to expect families, carers, informal networks and the community to provide....”***

NDIS Act (section 34(1)(e))



## Reasonable and necessary criteria

***“...the funding or provision of the support takes account of what it is reasonable to expect families, carers, informal networks and the community to provide....”***

NDIS Act (section 34(1)(e))

## What is an Ordinary Life for YOU?

- As a carer/informal support, what is an Ordinary Life for you?
- What is still reasonable to expect of you? What isn't?

> Use this language in a Carer Impact Statement.



## An Ordinary Life: For Informal Supports, Carers, Siblings

- Employment
- Other children
- Caring role for others eg ageing parent
- Social connection
- Relationships
- Transporting others
- Own health and wellbeing needs

These are all valid and can impact Reasonable and Necessary Support requests and recommendations.

### ***Reasonable family, carer and other support***

3.4 In deciding whether funding or provision of the support takes account of what it is reasonable to expect families, carers, informal networks and the community to provide, the CEO is to consider the following matters:

- (a) for a participant who is a **child**:
  - (i) that it is normal for parents to provide substantial care and support for children; and
  - (ii) whether, because of the child's disability, the child's care needs are substantially greater than those of other children of a similar age; and
  - (iii) the extent of any risks to the wellbeing of the participant's family members or carer or carers; and
  - (iv) whether the funding or provision of the support for a family would improve the child's capacity or future capacity, or would reduce any risk to the child's wellbeing;

## NDIS Rules 2013

- (b) for other participants:
  - (i) the extent of any risks to the wellbeing of the participant arising from the participant's reliance on the support of family members, carers, informal networks and the community; and
  - (ii) the suitability of family members, carers, informal networks and the community to provide the supports that the participant requires, including such factors as:
    - (A) the age and capacity of the participant's family members and carers, including the extent to which family and community supports are available to sustain them in their caring role; and
    - (B) the intensity and type of support that is required and whether it is age and gender appropriate for a particular family member or carer to be providing that care; and
    - (C) the extent of any risks to the long term wellbeing of any of the family members or carers (for example, a child should not be expected to provide care for their parents, siblings or other relatives or be required to limit their educational opportunities); and
  - (iii) the extent to which informal supports contribute to or reduce a participant's level of independence and other outcomes;
- (c) for all participants—the desirability of supporting and developing the potential contributions of informal supports and networks within their communities.



## Post-school life

School provides a structure for 5 days a week, not just for the student, but also for their informal supports . **What happens now?**

School has often held the responsibility and time-management for:

- learning
- health and wellbeing/sport
- friendships, relationships
- group-based social options
- some therapies and assessments (in house)
- travel/transport

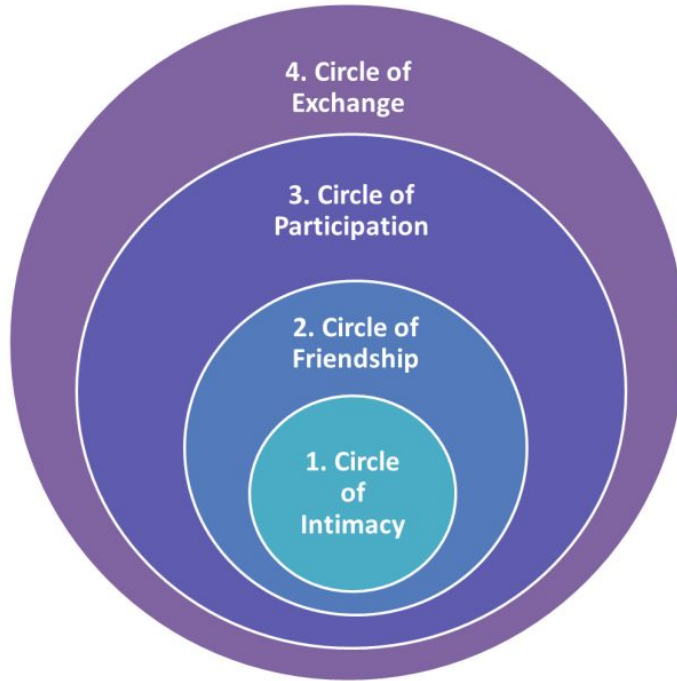
**Now it's your chance to choose your own adventure!**

## Social & community access

- Social programs
- Day programs
- Weekend recreation
- Evening recreation
- Holidays
- Hiring support workers to choose your own adventure
- Consider support ratios

**Don't only think of NDIS funding programs. What exists in the mainstream and community as options?**

## Judith Snow, Circles of Support



Judith Snow (1998) describes 4 different circles of relationships that exist within our lives.

Consider solutions via 4 lenses:

- 1. Informal**
- 2. Community**
- 3. Mainstream**
- 4. Funded, NDIS**

## Goals

*“I would like to receive formal support to build my confidence and independence to access and navigate my community so that I can try new things and make new friends.”*

*“I would like to receive formal support so that I can try new social activities, find new hobbies, make new friends, and start to build my independence from my family.”*

## Goals

*“I would like to learn how to use an Uber or taxi on my own.”*

versus

*“I would like to learn how to use an Uber or taxi on my own so that I can build my independence to access my community, try new activities, make new friends, and build my independence and confidence to do things separate to my family.”*

versus

*“I would like the necessary support to build my confidence and independence to access my community and build my peer network”*

## Employment goals

***“I would like to receive formal supports to do employment training, learning, and work experience, so that I can transition into open employment within two years of leaving High School.”***

- School Leaver Employment Supports (SLES)
- Know NDIS vs DES



## Other ideas

- Open employment
- Supported employment (ADE)
- Volunteering
- Self-employment
- Work experience (can be supported)
- Microenterprise

<https://www.ndis.gov.au/stories/5996-micro-enterprise-meaningful-employment-alternative>

<https://microenterprises.valuedlives.org.au/>



## Skill building

***"I would like to learn how to increase my independence with activities of Daily Living in my home, so that I can increase my skills and confidence, as I work towards moving out of home before I turn 25."***

The power of the medium-long goal!



## Remember

- Post-school goals can be about more than employment and supported community access Monday - Friday
- Post-school goals also relate to the availability and capacity of informal supports, and the impact on their 'ordinary life'
- Topics may change, and new topics may be introduced such as relationship, night-time social goals
- Allow for rest, too!
- Consider expectations and an Ordinary Life

## What next?

Stay up to date:

1. [NDIS newsletter](#)
2. [Fighting Chance NDIS newsletter](#)
3. [Team DSC newsletter](#)
4. Know about participant check-ins, Plan Variations and Plan Reassessments
5. Legislation updates
6. Information is power: **the participant is the boss of their NDIS plan**

Questions?

