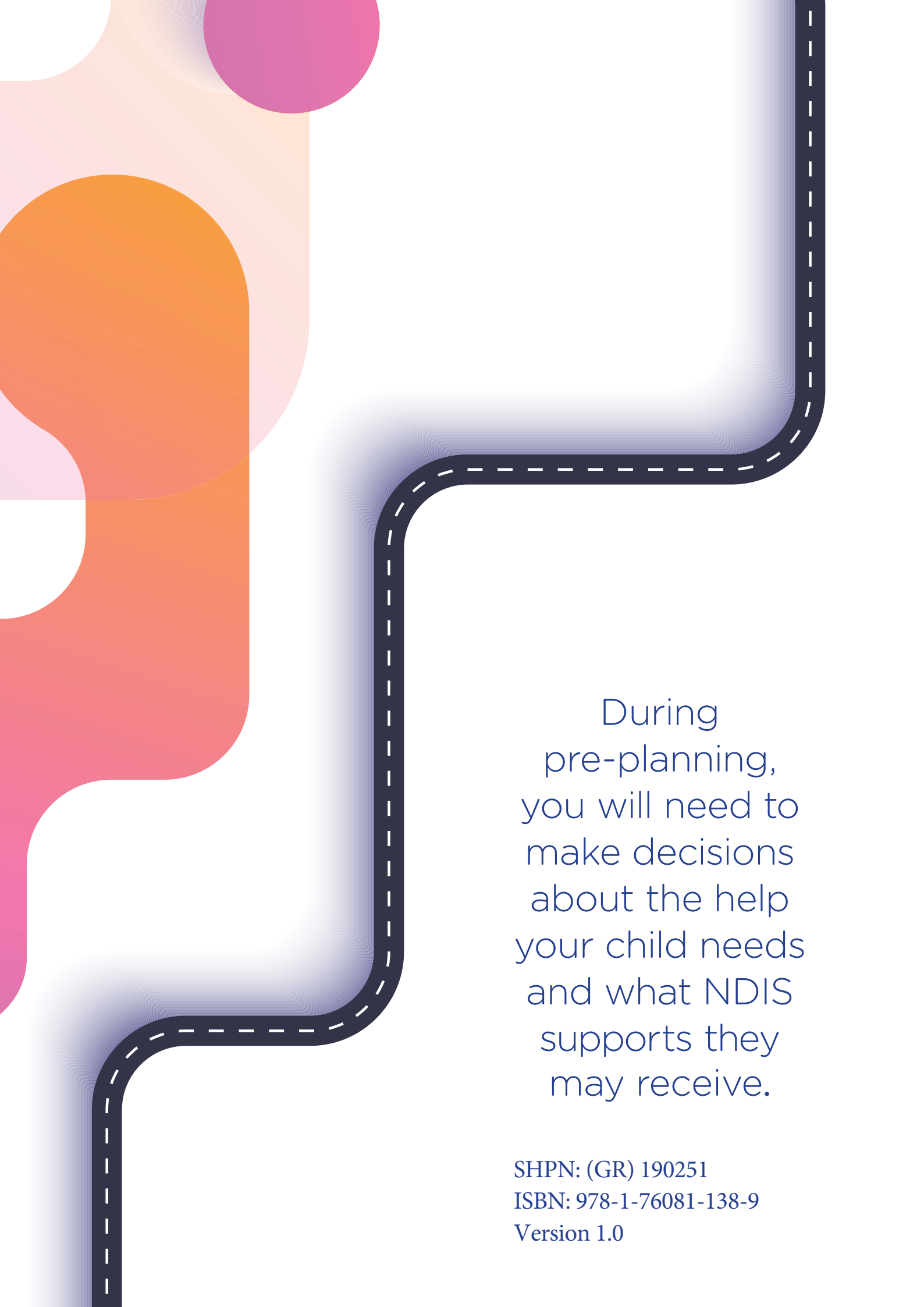


Pre-planning workbook

The **NDIS for
children and young
people with a newly
acquired disability:**
for parents and carers



During
pre-planning,
you will need to
make decisions
about the help
your child needs
and what NDIS
supports they
may receive.

SHPN: (GR) 190251

ISBN: 978-1-76081-138-9

Version 1.0

What is this workbook for?

When you are in the planning stage of the NDIS process, this workbook may help you with:



Documenting: what to include in a participant statement/cover letter to provide to the NDIA representative conducting your NDIS planning meeting.



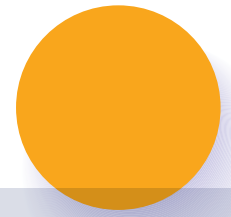
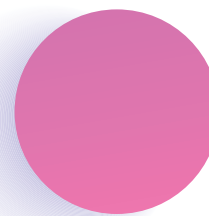
Preparing: preparing you for the types of questions that may be asked in the pre-planning meeting.



Being empowered: highlighting any areas of your child's care you may be unsure of. You can use the prompting questions to ask your treating team about your child's disability and what their needs might be over the duration of their NDIS plan.



Communicating: acting as a documented 'snapshot' of your child's life, which you may choose to show staff who will work with your child over the duration of your child's NDIS plan (including support workers and therapy providers).



NDIS Pre-planning meeting details

Date/time

Meeting with

Organisation

Phone

Email

About your child

Name

Date of birth

NDIS number

Primary diagnosis

Your contact details

Parent/carer

Phone

Email

Other

Daily Living

What does your child's day to day life look like with a newly acquired disability?

Do/will they attend daycare, preschool or school?

What are they good at? What do they enjoy doing?

Compared to other children of the same age, what isn't working so well?

How could your child be more independent? What could you change?

Are their feelings and behaviours different to before their newly acquired disability e.g. more emotional, more active, sleeping difficulties?

Your child's living arrangements

Where does your child live? What type of residence?

Who lives in the home? Does your child have siblings?

Are there any other people with a disability in the home?

Is there anything about the home which is challenging?

Important people and informal supports

Informal supports are supports provided by carers, family or friends.

Who are the important people in your child’s life e.g. yourself as a parent/carer, siblings, grandparents, uncles, aunties, friends and neighbours. How do/will you/they help your child?

Do/will you or other carers get a break from the caring role? Parent or carer’s ability to work or study? Sleep interruptions? Behaviour challenges? Babysitter? Risk of relationship breakdown? Invasive medical supports e.g. catheters, CPAP?

Describe your child’s mainstream supports

This includes your child’s GP, paediatrician, specialists and school. Include name, address and phone numbers for all current mainstream services.

Name	Contact details

**Describe your child’s community supports
(the social and community activities that your child does, or will do)**

These could include music and dance, the library, swimming, sports, camps, holiday programs or a place of worship. Are there any barriers to accessing community activities?

My child participates in:	Supports Required

In the next 6/12 months my child would like to try:	Supports Required



Formal Supports

(Current formal supports, or if your child is still in hospital, supports that your child will require after discharge)

Supports my child has now

This can include supports like speech or occupational therapy, behavioural therapy, physiotherapy, hydrotherapy or support workers.

It is important to capture supports, and frequency of services received. Include name, address and phone numbers for all formal services.

Support	Frequency	Contact Details

Supports my child needs

Are there services your child needs but you are unable to access right now?

Support	Frequency	Contact Details



Assistive Technology and Equipment

What assistive technology or equipment does/will your child use because of their disability? Include age of existing equipment as well as regular maintenance requirements. Will they need to be repaired or replaced in the next 12 months?

Equipment: Walker, wheelchair, orthotics, specialist clothing?

Technology: Communication boards, computer applications, cochlear implants, guide dog?

Write a summary of what equipment your child uses, or will use (including regular maintenance costs)

*For new equipment needs, consider including a letter of recommendation from your therapist, or equipment quotes. The NDIA may arrange an assessment for new equipment requirements.

Technology and equipment my child currently has

Purpose e.g. Communication, mobility, environmental controls, self-care, access, childcare or school, specialist clothing or footwear, other	Type of technology or equipment	How often is it used? Maintenance costs?

Technology and equipment my child needs

Write a summary of what equipment/assistive technology is needed that they don't have yet.

Purpose e.g. Communication, mobility, environmental controls, self-care, access, childcare or school, specialist clothing or footwear, other	Type of technology or equipment	How often might it be used? Maintenance costs?

Home and vehicle modifications – Safety and accessibility

Does your child need vehicle modifications, or changes/installations to make your home safer/more accessible? For example, hand rails, ramps or wheelchair to car.

Home modifications include installation of equipment or changes to building structures, fixtures or fittings to enable your child to live as safely and independently as possible at home.

Type of Modification	Purpose

Consumables

What consumables does/will your child use because of their disability? Include age of existing equipment as well as regular maintenance requirements. Will they require repair or replacement in the next 12 months?

Write a summary of what consumables your child uses, or will use, including HEN (home enteral nutrition) products like feeding tubes, syringes and thickened formula.

Does your child need a continence package? (5 years old +) This could include gloves, wipes, sheets, catheters and nappies.

Consumables my child currently uses

Purpose	Type of consumable	How often is it used? Repair or replacement costs?

Consumables my child needs

Purpose	Type of consumable	How often might it be used? Repair or replacement costs?

Relationships

This includes support workers and therapists like psychology, speech pathologist, behaviour support programs and occupational therapy. It is important to capture supports, and frequency of services received. Include name, address and phone numbers for all formal services.

What support is your child receiving now?	Frequency	In the next NDIS plan, what type of your support will your child require?



Are there times when your child's safety is in danger?

Does your child run away? Choking or aspiration?

Lack of water safety awareness? Falls? Self-harm? Harming you, or others?

Putting you or others in danger with their behaviour?

"The need to see the whole child so they can best put a plan in place to support them."

Danielle Beston, Social Worker,
Sydney Children's Hospitals
Network

Typical (or expected) weekly schedule when at home

To ensure you capture all necessary support, talk about a bad day and a good day e.g. disturbed sleep, change in routine, illness, meltdowns, running away in shopping centre etc. What is considered typical for a child the same age?

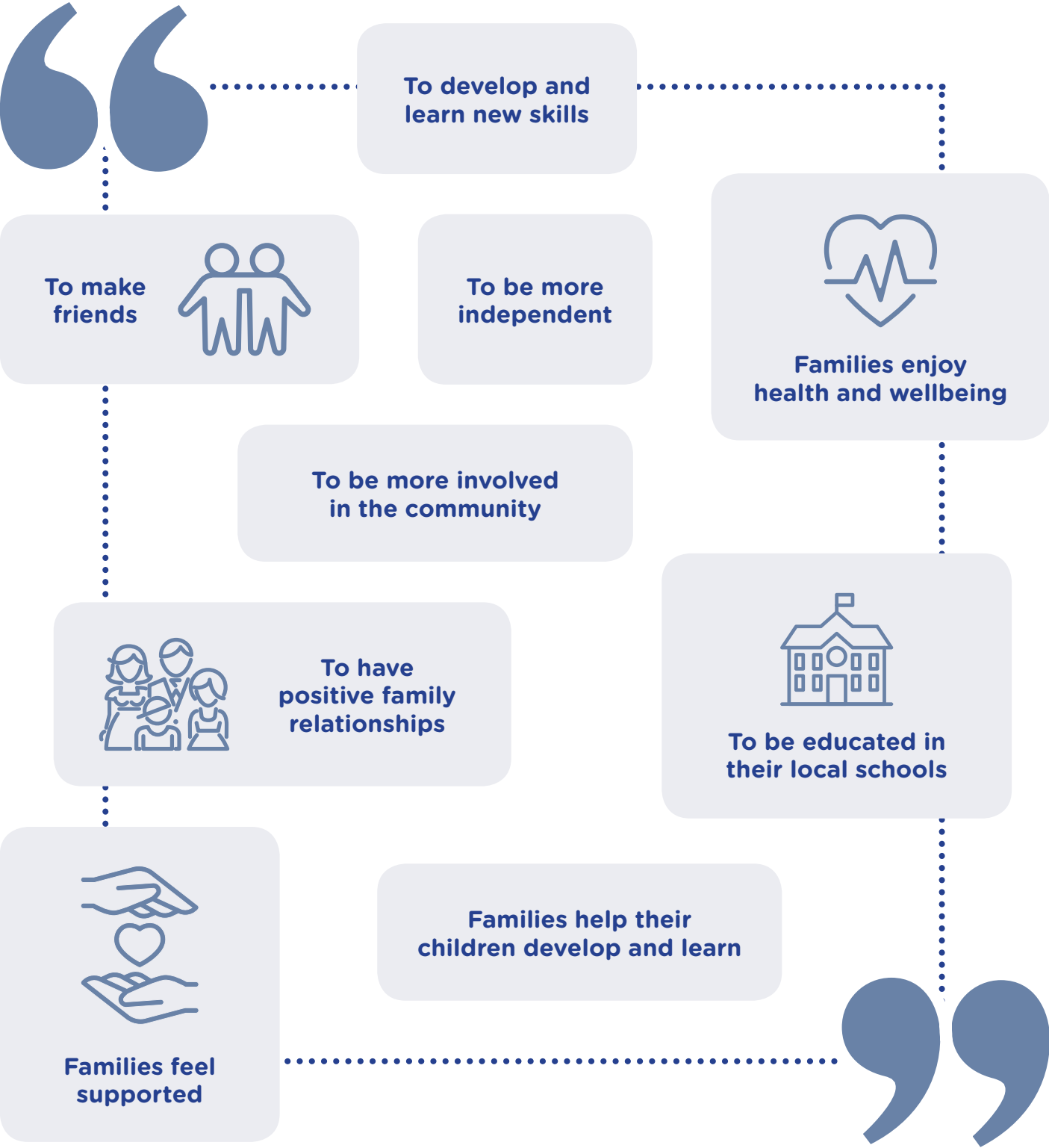
	Morning	Afternoon	Overnight
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Goals

Look back at the previous questions, and the specific challenges or safety issues that you have highlighted. Your goals would likely be reflected in the things you would like to change.

We understand it is possible to include 2-7 goals. The goals in your child’s first plan should be things the NDIS can fund for the following 12 months.

Planners can help you further formulate goals, and may even suggest grouping some goals together. We also suggest you think about which goals are most important for your child.



Setting your child's goals

	What does this area look like now? (include multiple examples)	What is the goal?
Gross motor skills (physical development)		
Fine motor skills (physical development)		
Social skills		
Language and communication skills		
Self-care skills		
Behaviour		
Cognitive development		
Transition		

Setting your child's goals

	What informal and community supports can help?	What formal supports would you like funded?
Gross motor skills (physical development)		
Fine motor skills (physical development)		
Social skills		
Language and communication skills		
Self-care skills		
Behaviour		
Cognitive development		
Transition		

Questions to prepare for the planning meeting

- Do you feel you will need support/assistance to coordinate your child's plan and/or your child's personal budget?
- What are you hoping for or expecting from the National Disability Insurance Agency (NDIA) as your child's funding support provider?
- What are you hoping for or expecting from your child's service providers?
- How do you want to manage your child's funding?

You have a number of options for managing your child's NDIS funding package:

1. Manage your/your child's own funds (self-management) – Do you pay your bills on time? Can you keep and organise receipts, bank statements and other paperwork? If you want to directly employ staff, do you know what the laws are?
2. Pay a professional to do it (plan management)
3. Let the NDIA do it (agency management)

... or you can request a combination of the above.



Coordinating your child's supports

Once your child's plan is approved, you may get help from NDIS Partners to discuss the plan and how to implement it.

For NDIS participants with more complex needs or circumstances, families may be eligible to work with a Support Coordinator who can help you understand and implement your child's plan.

If you would benefit from Support Coordination, you will need to discuss this with the NDIA representative at the planning meeting, and ask for this funded option.

Support Coordination is a separately funded part of your child's plan (under Capacity Building) and is subject to 'reasonable and necessary' rules. This means you will need to put forward a good case for needing this additional support.

Materials to take to the planning meeting (printed)

- Medical Reports
- Therapy Reports
- Existing Individual/Family Service Plans
- Assistive Technology Assessments and Quotes (if available)
- Home Modification Assessments and Quotes (if available)

Reference:



<https://www.acd.org.au/ndis-support/ndis-planning-workbook/>



Questions for the health care team



Questions for the NDIA



Notes

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This booklet was developed as part of an NDIS Information, Linkages and Capacity project, 2018.

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- NDIS ILC Project Reference Group

Acknowledgements

- Plumtree Children's Services: <https://plumtree.org.au/>
- Association for Children with a Disability: www.acd.org.au
- NSW Paediatric Spinal Outreach Service
- Cerebral Palsy Alliance: <https://www.cerebralpalsy.org.au/>
- NSW Department of Education: <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/resources/national-disability-insurance-scheme>

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To find out about support for
children with a disability, go to
www.health.nsw.gov/ndis

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