



Association for  
Children with a  
Disability

Support Educate Influence Achieve

Name:

Date:



# NDIS Planning Workbook



## Getting ready for the NDIS

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The aim of this workbook is to help you prepare for your child's first planning meeting with the NDIS by:

- Understanding the NDIS process, language and framework
- Identifying what supports your child has now
- Considering what you might like to change
- Considering goals for the year and the future, and the supports required to reach those goals
- Being as prepared as possible for your child's NDIS planning meeting

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# NDIS Participant Statement & Plan

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The NDIS will gather information through the planning process to develop an **NDIS Participant Statement and Plan**, which contains information about your child's:

- Living arrangements
- Important people in their life
- Day to day life
- Goals
- Supports
  - Informal supports
  - Community supports
  - Reasonable and necessary funded supports (which the NDIS will fund)

This workbook will help you to identify and document your child's current needs and supports, and to think about the supports they will require over the next 12 months that the NDIS plan will be in place.

Complete the sections that are relevant to your child (i.e. the 'Work' section will not be relevant if your child is 2 years old).



## Living arrangements

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Where I live and the people I live with

**What are your child's current living arrangements?  
Who do they live with?**



## Important people

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People in your child's life who support you and your child

**Who are the important people in your child's life who support you and your child? (e.g. family, relatives, friends, neighbours, teacher, carer or others)**



# Daily Living

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## Things your child does every day

### **What supports does your child need to become more independent in daily living skills (consider what is age appropriate)?**

Daily Living includes getting up and dressed in the morning, having a shower or toileting, managing money, making appointments, meal preparations and eating, and cleaning the house.

The following list may prompt you to think about your child's daily living needs.

- Home and Community Care program
- Attendant care support
- Support Services
- Meals on Wheels
- Extra support at kinder or school
- Extra support at OSHC or Childcare
- Family or friends
- State Trustees/Administrator
- SWEP program
- Contenance support

# MONDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		

# TUESDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		



# WEDNESDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		

# THURSDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		

# FRIDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		

# SATURDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		

# SUNDAY

<b>What does my child do now and what supports do they have?</b>	<b>Are there any changes I would like to make?</b>	<b>What support will my child need? (What's missing?)</b>
<b>Morning</b>		
<b>Afternoon</b>		
<b>Evening</b>		



# Transport

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## Being out and about

### **What support does your child need to get to places?**

Getting around in the community, to school, kinder, appointments, and recreational activities is part of life. Transport enables a person to access the community.

The following list may prompt you when thinking about your child's transport needs:

- Public transport such as buses, trams and trains;
- Taxis, taxi vouchers, modified vehicle,
- School bus
- Activities
- Appointments

<b>Day of the week</b>	<b>What transport do you use?</b>	<b>What transport will your child require in the next 12 months?</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Saturday</b>		
<b>Sunday</b>		



# Consumables

Continance products, nutrition, interpreting and translating

## What consumables does your child use?

Consumables include continance products, Home Enteral Nutrition (HEN) products, and interpreting and translating.

Purpose	Product	Quantity each week
<b>Continance</b>	Disposable	
	Non disposable	
	Wipes	
	Kylie sheets	
	Colostomy bags	
	Catheters	
	Gloves	
	Other	
<b>Nutrition</b>	Formula	
	Gastrostomy device	
	Extension sets	
	Flexitaners	
	Giving sets	
	Syringes	
	Other	
<b>Interpreting and Translating</b>		





# Assistive technology

## Technology and equipment

**Do you need vehicle modifications, communication devices or equipment for your child?**

Examples might include ramps, hydraulics suspension, sliding boards or hand controls.

Purpose	Type of technology	How often is it used?
Communication		
Mobility		
Environmental Controls		
Self-care		
Access		
Childcare		
School		
Specialist clothing or footwear		
Other		



# Home modifications

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## Safety and accessibility at home

### **Do you need to make changes in your home for it to be safe and accessible?**

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.

The following list may prompt you to think about your child's needs so their home is safe and accessible.

- Office of Housing
- SWEP
- Specialist equipment
- Assistance dog
- Equipment repairs and servicing
- Vision support

**Now I have:**

<b>Building modifications</b>	
<b>Equipment</b>	
<b>Equipment repairs and servicing</b>	
<b>Technology</b>	

**In the next 12 months my child will need:**

<b>Building modifications</b>	
<b>Equipment</b>	
<b>Equipment repairs and servicing</b>	
<b>Technology</b>	



# Social & community participation

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## Connecting with others

### **What community and social activities does your child participate in?**

The following list may prompt you to think about your child's social needs.

- Recreational programs
- OSHC programs
- Sporting clubs
- Recreational groups or activities
- Keeping in touch with family and friends
- Holiday programs
- Local council programs, libraries, community centres

My child participates in:	Supports required

In the next 12 months my child would like to try:	Supports required



# Occasional activities

## Social or recreational events

### Does your child need support to participate in these activities?

Examples might include social and recreational activities, camps, school holiday programs and outside school hours care.

Month	Activity	What supports my child requires
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		



# Choice & control

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## Building skills

### **Who could assist you with learning new skills around managing supports?**

This could include training to increase your skills to manage supports, including building financial skills, organisational skills and the ability to direct your supports.

It also includes support to connect with and maintain relationships with informal, mainstream or funded supports, and resolve service delivery issues.

The following list might prompt you to think about the people who assist you and your child with this type of support:

- Key worker
- Transition coordinator
- Support coordinator
- Case manager
- State trustees/Administrator

What support is your family receiving now?	When do you use this support?	In the next 12 months, what type of support do you think you will require?





# Work

## Employment opportunities

**Does your young person have a goal to work? Will they be leaving school soon and like to get a job?**

Whether full-time, part-time or casual, supported or open employment, or work experience, your young person may require assistance to obtain or retain employment.

**My dream job is:**

**Supports I need to achieve this:**

**Equipment**

**Technology**

**Paid support**

**Unpaid support**

**Transport**



# Relationships

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Being able to get along with others and making and sustaining friendships are important for everyone.

## **Does your child need support to interact with others?**

The following list might prompt you to consider your child's needs to support improved relationships.

- Psychologist
- Paediatrician
- Speech therapist
- Behaviour support programs
- Family and friends

What support are you using now?	When do you use this support?	In the next 12 months, what type of support will your child require?



# Health & wellbeing

Physical, mental, emotional and social health

**Does your child require supports, due to the additional requirements of their disability, to maintain health and wellbeing?**

Activity	What supports does your child require?	In the next 12 months, what type of support will your child require?



# Lifelong learning

Skills training, advice, and orientation to assist a person with disability moving through school to further education

**What supports can assist your child's transition through school and to further education?**

(NOTE: The NDIS does not fund supports in educational settings which are the responsibility of the Department of Education and Training.)

**What my child/young person will be transitioning to in his/her education:**

**Supports required to assist this transition:**

**Skills training**

**Advice**

**Orientation**

**Informal support**

**Paid support**

# Informal supports provided by families

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We don't often think of ourselves as 'carers' or 'informal supports'. The NDIS considers it reasonable to expect parents to provide a level of support to their children.

On the following pages are tables to complete about your role as a carer for your child.

Think about what you do on a daily or weekly basis and how many hours you spend assisting, prompting or supervising your child with tasks and activities that other typical children can do for themselves.

This is an opportunity for you to reflect on the supports you provide to your child, and consider whether you would like to use paid supports for some of these:

- **What is typical for a child of the same age?**
- **Should your child start to become more independent in this task?**
- **Do you, as a parent, wish to continue the level of support you are providing?**
- **Do you wish to consider some of your own goals, such as going back to work?**

Support provided	Time spent	Frequency
<b>Personal Care</b>		
• Bathing		
• Grooming		
• Dressing		
• Cleaning teeth		
• Organising supplies		
• Other		
<b>Mobility</b>		
• Prompting and or assisting child from position to position		
• Assisting with moving around the home		
• Assistance with moving around the community		
• Assisting the child to hold and manage objects		
• Assistance with moving and positioning in bed throughout the night		
• Other		
<b>Meal time</b>		
• Assistance with preparing food		
• Assistance with eating food		
• Assistance with drinking		
• Supervision during meal time		
• Assistance with tube feeding		
• Supervision of meal and snack choices		
• Other		
<b>Safety</b>		
• Supervising your child in the home or out in the community so they do not hurt themselves or others		
• Ensuring your child doesn't wander off, whether in the home or out in the community		
• Other		

Support provided	Time spent	Frequency
<b>Health</b>		
<ul style="list-style-type: none"> <li>Attending medical appointments</li> </ul>		
<ul style="list-style-type: none"> <li>Researching, discussing and making decisions about treatment and therapy options for your child</li> </ul>		
<ul style="list-style-type: none"> <li>Administering medications</li> </ul>		
<ul style="list-style-type: none"> <li>Wound management</li> </ul>		
<ul style="list-style-type: none"> <li>Attend allied health appointments and assessments with your child</li> </ul>		
<ul style="list-style-type: none"> <li>Assist child to follow and implement allied health programs in the home or in the community</li> </ul>		
<ul style="list-style-type: none"> <li>Providing transport to and from medical appointments</li> </ul>		
<ul style="list-style-type: none"> <li>Operating and maintaining medical or allied health equipment</li> </ul>		
<ul style="list-style-type: none"> <li>Other</li> </ul>		
<b>Communication</b>		
<ul style="list-style-type: none"> <li>Assisting your child to communicate their needs</li> </ul>		
<ul style="list-style-type: none"> <li>Assisting with interpreting or understanding information</li> </ul>		
<ul style="list-style-type: none"> <li>Assisting child to learn and practice new ways of communicating</li> </ul>		
<b>Behavioural Support</b>		
<ul style="list-style-type: none"> <li>Managing a child's environment to reduce triggers</li> </ul>		
<ul style="list-style-type: none"> <li>Managing behaviours</li> </ul>		
<ul style="list-style-type: none"> <li>Managing symptoms of stress or anxiety</li> </ul>		
<ul style="list-style-type: none"> <li>Providing support and assurance when child is experiencing episodes of stress or anxiety</li> </ul>		
<ul style="list-style-type: none"> <li>Providing assistance and support with problem solving and planning</li> </ul>		
<ul style="list-style-type: none"> <li>Providing assistance with reframing thoughts and behaviours</li> </ul>		



Support provided	Time spent	Frequency
<b>Social participation</b>		
<ul style="list-style-type: none"> <li>• Creating opportunities for play and interaction with other children</li> </ul>		
<ul style="list-style-type: none"> <li>• Modelling behaviours and social interaction with other people</li> </ul>		
<ul style="list-style-type: none"> <li>• Assisting and managing behaviours when interacting with others</li> </ul>		
<ul style="list-style-type: none"> <li>• Providing transport to and from social activities</li> </ul>		
<b>Coordinating services and supports</b>		
<ul style="list-style-type: none"> <li>• Organising appointments</li> </ul>		
<ul style="list-style-type: none"> <li>• Access appropriate services and supports</li> </ul>		
<ul style="list-style-type: none"> <li>• Researching suitable services and supports</li> </ul>		
<ul style="list-style-type: none"> <li>• Arranging services and supports</li> </ul>		
<ul style="list-style-type: none"> <li>• Completing assessments and applications</li> </ul>		
<ul style="list-style-type: none"> <li>• Monitoring and reviewing services and supports</li> </ul>		
<b>Education</b>		
<ul style="list-style-type: none"> <li>• Researching suitable educational opportunities</li> </ul>		
<ul style="list-style-type: none"> <li>• Attend meetings at educational settings</li> </ul>		
<ul style="list-style-type: none"> <li>• Share information and strategies with staff working with your child</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop goals with educational staff to work towards</li> </ul>		
<ul style="list-style-type: none"> <li>• Monitor and review goals and education plans</li> </ul>		
<ul style="list-style-type: none"> <li>• Assist your child to understand and complete tasks</li> </ul>		
<ul style="list-style-type: none"> <li>• Transport child to and from educational settings</li> </ul>		

# Carer Statement

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As a carer, you have the option to submit a Carer Statement and/or request a separate interview to support the person you care for.

This might include:

- How the caring role affects you
- Whether you are willing and able to keep caring for the person with disability in the same way into the future- this might become more relevant as you get older
- The impact of your caring role on your own personal needs, goals and health (for example- work, study, travel, social cultural or religious activities).

A Carer Statement may add insight, for instance:

- into your wellbeing and the toll that caring is having on you and your family
- a family illness, family separation, or any other change which will impact on the informal support the family provides or the person's living environment.

It is an opportunity to reflect on the sustainability of your caring role, and how that might change.

We encourage you to write and submit a Carer Statement.

(Based on Carers Australia, 'NDIS & Carers — Support for Families and Carers' [www.carersaustralia.com.au](http://www.carersaustralia.com.au))

# Goals

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## Working towards outcomes

- **What are the things that are most important for your child and your family?**
- **What are the things that you would like to try but never had the opportunity or support to do so?**
- **What things would you like to change?**

From the worksheets you have completed in the previous pages, identify the main goals for your child over the next 12 months.

Refer to the NDIS Support Categories table (at end of Workbook) to relate goals back to an NDIS Outcome Domain.

## NDIS Outcome Domains



**Daily living**



**Work**



**Social & community participation**



**Relationships**



**Home**



**Health & wellbeing**



**Choice & control**



**Lifelong learning**

<b>Goal 1</b>	
<b>Outcome Domain</b>	
<b>Supports/Strategies required</b>	

<b>Goal 2</b>	
<b>Outcome Domain</b>	
<b>Supports/Strategies required</b>	

<b>Goal 3</b>	
<b>Outcome Domain</b>	
<b>Supports/Strategies required</b>	

# Evidence

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The NDIS requires evidence to show that your child has needs resulting from the impact of their disability.

Evidence can consist of reports, support plans, assessments, and any other documentation which demonstrate the needs of your child, strategies which have been put in place, or progress which has occurred.

- Lifestyle plan
- Behaviour support plan
- Person centred plan
- Client support plan
- Health support plan
- Individual Education Plan
- Therapy assessments  
(physio, psychologist, speech therapist or occupational therapist)
- Letter from doctor or therapist
- Information from kindergarten, school or childcare
- Any day program or activity schedules
- Recreational program information or reports
- Information from a current service provider
- Carer Statement
- Any other information you have

# NDIS Support Categories

This NDIA Price Guide is arranged into 15 categories that align to the purpose of the supports and the eight NDIA Outcomes Framework Domains.

SUPPORT PURPOSE	OUTCOMES FRAMEWORK DOMAIN	SUPPORT CATEGORY (Plan Budgets)
<b>CORE</b>	Daily Living	1. Assistance with Daily Life
	Daily Living	2. Transport
	Daily Living	3. Consumables
	Social & Community Participation	4. Assistance with Social & Community Participation
<b>CAPITAL</b>	Daily Living	5. Assistive Technology
	Home	6. Home
	Choice & Control	7. Coordination of Supports
<b>CAPACITY BUILDING</b>	Home	8. Coordination of Supports
	Social and Community Participation	9. Increased Social and Community Participation
	Work	10. Finding and Keeping a Job
	Relationships	11. Improved Relationships
	Health & Wellbeing	12. Improved Health and Wellbeing
	Lifelong Learning	13. Improved Learning
	Choice & Control	14. Improved Life Choices
	Daily Living	15. Improved Daily Living Skills

Source: <https://www.ndis.gov.au/html/sites/default/files/documents/Provider/201617-vic-nsw-qld-tas-price-guide.pdf>

# NDIS Support Definitions

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- 1. CORE** A support that enables a participant to complete activities of daily living and enables them to work towards their goals and meet their objectives.
- 2. CAPITAL** An investment, such as assistive technologies, equipment and home or vehicle modifications, funding for capital costs (e.g. to pay for Specialist Disability Accommodation).
- 3. CAPACITY BUILDING** A support that enables a participant to build their independence and skills.

## NDIS Outcomes Framework: Supports should help participants achieve their goals

The NDIS Outcomes Framework has been developed to measure goal attainment for individual participants and overall performance of the Scheme. There are 8 Outcome Domains ('Domains') in the framework. These Domains help participants think about goals in different life areas and assist planners to explore where supports in these areas already exist and where further supports are required

<b>1. Daily Living</b>	<b>5. Work</b>
<b>2. Home</b>	<b>6. Social and Community Participation</b>
<b>3. Health and Well-being</b>	<b>7. Relationships</b>
<b>4. Lifelong Learning</b>	<b>8. Choice and Control</b>

Source: <https://www.ndis.gov.au/html/sites/default/files/documents/Provider/201617-vic-nsw-ql-d-tas-price-guide.pdf>

# Notes

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## For more information

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### Contact the Association for Children with a Disability (ACD)

Phone: **03 9880 7000**  
**1800 654 013 (rural callers)**

Email: [mail@acd.org.au](mailto:mail@acd.org.au)

Website: [www.acd.org.au](http://www.acd.org.au)

### Contact the NDIS

Phone: **1800 800 110**

Email: [enquiries@ndis.gov.au](mailto:enquiries@ndis.gov.au)

Website: [www.ndis.gov.au](http://www.ndis.gov.au)



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