# Child Safety NDIS planning preparation guide

## **Child details**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Given name/s |  | | | | | Surname |  | | | | | |
| DOB |  | | | | | | | | | | | |
| Indigenous status | Aboriginal | | | Torres Strait Islander | | | | Both | | | Does not identify | |
| Non-English speaking background |  | Details: | | |  | | | | | Interpreter required? | |  |
| Primary disability |  | | | | | | | | | | | |
| Secondary disability/ies |  | | | | | | | | | | | |
| Preferred communication |  | | | | | | | | | | | |
| Mobility |  | | | | | | | | | | | |
| Current living arrangement |  | | | | | | Length of time in this arrangement | | | |  | |
| Home contact (parent, carer or provider) | Name | |  | | | | Role | |  | | | |
| Phone | |  | | | | Email | |  | | | |

## **Child Safety details**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intervention type | CPO-LTG-Other | CPO-LTG-CE | CPO-STG | CPO-STC | CPO-STC-O | Adoption Care Agreement |
| Interim Order | Supervision Order | Directive Order | IPA | Interstate Order |  |
| CSO |  | | | | | |
| Senior TL |  | | | | | |
| CSSC |  | | | | | |
| Region |  | | | | | |

## **NDIS eligibility documentation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Citizenship/residency/  Guardianship evidence | Birth certificate | | Australian naturalisation certificate | | | |
| Passport | Australian Permanent Residency/Special Category Visa | | | | |
| Child Protection Order | | | Other: | | |
| Disability evidence | Specialist assessment | | | GP report | | Paediatric report |
| Guidance officer assessment | | | | Other: | |

## **Form completed by**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name |  | Relationship to child | |  |
| Phone |  | Email |  | |

## **About :**

**Family and care-giver relationships**

Who does live with?

|  |
| --- |
|  |

Who are the key care-givers in ’s life?

|  |
| --- |
|  |

Who are the other important family/social connections for ?

|  |
| --- |
|  |

How does ’s disability affect their relationship with their family and care-givers?

|  |
| --- |
|  |

What supports could help strengthen ’s relationships with their family and care-givers?

|  |
| --- |
|  |

Is there a potential goal for in this area?

|  |
| --- |
|  |

**Education, learning, training or employment**

How does ’s disability affect their participation in education, learning, training or employment?

|  |
| --- |
|  |

What supports could help improve ’s readiness for, participation in, or transition between, education, learning, training or employment?

|  |
| --- |
|  |

Is there a potential goal for in this area?

|  |
| --- |
|  |

**About Cont.:**

**Physical capability**

How does ’s disability affect their physical capability (relative to other children and young people their own age)?

|  |
| --- |
|  |

What supports could help improve ’s physical independence?

|  |
| --- |
|  |

Is there a potential goal for in this area?

|  |
| --- |
|  |

**Emotional independence**

How does ’s disability affect their level of independence (relative to other children and young people their own age)?

|  |
| --- |
|  |

What supports could help improve ’s sense of independence and self-confidence?

|  |
| --- |
|  |

Is there a potential goal for in this area?

|  |
| --- |
|  |

**Social and community participation**

How does ’s disability affect their ability to participate in their community, engage in activities of their choice, and/or socialise with their family and friends?

|  |
| --- |
|  |

What supports could help improve ’s social and community participation?

|  |
| --- |
|  |

Is there a potential goal for in this area?

|  |
| --- |
|  |

**About Cont.:**

**Communication and self-expression**

How does ’s disability affect their ability to communicate their needs and wishes?

|  |
| --- |
|  |

What supports could help improve ’s communication and self-expression?

|  |
| --- |
|  |

Is there a potential goal for in this area?

|  |
| --- |
|  |

**Cultural expression**

What considerations are needed to ensure the NDIS plan for supports their connection to their identity, culture and language?

|  |
| --- |
|  |

**Safeguards**

Do workers require any special training (e.g. double up shifts) to work with ?

If yes please describe:

|  |
| --- |
|  |

Are there any additional safeguards that are required to be put in place for ?

If yes please describe:

|  |
| --- |
|  |

**Preparing for adulthood (15+ years)**

Has already identified their post-school goals or dreams?

|  |
| --- |
|  |

What supports could help achieve these goals?

|  |
| --- |
|  |

What future housing needs are anticipated?

|  |
| --- |
|  |

Is a Positive Behaviour Support Plan likely to be required under the Disability Services Act?

|  |
| --- |
|  |

What guardianship/decision-making roles are anticipated?

|  |
| --- |
|  |

Is the NDIS School Leavers Employment Supports program relevant for ?

|  |
| --- |
|  |

**Disability-specific family supports and parent and carer training programs**

What disability-related training, memberships or programs can be identified to help ‘s parents and/or carers better understand and care for ?

|  |
| --- |
|  |

**Daily activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | What happens now? | What is working well? | What are we worried about? | Next steps - what could improve? |
| Monday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |
| Tuesday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |
| Wednesday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |
| Thursday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |

**Daily activities cont:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | What happens now? | What is working well? | What are we worried about? | Next steps - what could improve? |
| Friday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |
| Saturday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |
| Sunday | | | | |
| Morning  (1am-12noon) |  |  |  |  |
| Afternoon  (12noon-6pm) |  |  |  |  |
| Evening  (6pm-1am) |  |  |  |  |

|  |  |
| --- | --- |
| What are ’s interests and hobbies? | What does like to do but has not done in a while? |
|  |  |

**Current supports (all types of funded and unfunded supports and all aids, consumables or equipment)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Support | Purpose | Provided by | Funded by | Frequency |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |