# Child Safety NDIS planning preparation guide

## **Child details**

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| --- | --- | --- | --- |
| 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?

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| --- |
|  |

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

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Who are the other important family/social connections for ?

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

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

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Is there a potential goal for in this area?

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**Education, learning, training or employment**

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

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

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Is there a potential goal for in this area?

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**About Cont.:**

**Physical capability**

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

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What supports could help improve ’s physical independence?

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Is there a potential goal for in this area?

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**Emotional independence**

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

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

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Is there a potential goal for in this area?

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**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?

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

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Is there a potential goal for in this area?

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**About Cont.:**

**Communication and self-expression**

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

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

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Is there a potential goal for in this area?

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**Cultural expression**

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

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**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:

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| --- |
|  |

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

Has already identified their post-school goals or dreams?

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What supports could help achieve these goals?

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What future housing needs are anticipated?

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

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What guardianship/decision-making roles are anticipated?

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Is the NDIS School Leavers Employment Supports program relevant for ?

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**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 ?

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**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) |  |  |  |  |

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| --- | --- |
| 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)**

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