

# NDIS Planning Workbook

## Preparing for your child's NDIS Planning Conversation

This booklet can be downloaded from the Information and Resources section of Kalparrin's website ([www.kalparrin.org.au](http://www.kalparrin.org.au))

This workbook is designed to help parents and carers prepare for their child's NDIS Planning Conversation. The information that you provide here will help your NDIA Planner, Early Childhood Partner or Local Area Coordinator to understand your child's current situation, their needs and aspirations and the types of support they are likely to require over the next 12 months.

It is important therefore to prepare carefully for the Planning Conversation to ensure that the NDIS Plan developed for your child is able to accommodate their support and funding needs.

This workbook has been developed by Kalparrin, with thanks to funding from the Department of Communities.

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The information contained in this workbook is current as at December 2021, however, the NDIS changes rapidly.  
Please check the NDIS website for updates [www.ndis.gov.au](http://www.ndis.gov.au)*



## Introduction

This workbook has been developed for parents and carers of a child who has been accepted by the NDIS as a Participant of the National Disability Insurance Scheme, (NDIS).

Once your child has been accepted as a Participant of the NDIS, you will receive a letter of confirmation and an NDIA Planner, Early Childhood Partner (ECP) or a Local Area Coordinator (LAC) will be assigned to you. They will contact you to arrange a time and date to have a Planning Conversation.

## What to expect

Planning Conversations can take place about a month after you receive your letter of confirmation to join the NDIS, however, timeframes can vary significantly. The Planning Conversation is a meeting that takes place, either over the phone, via video call or in person, between you and your NDIA Planner, ECP or LAC.

It involves an in-depth discussion about your child and their support and funding needs and generally takes between one and three hours.

The information collected will help to formulate your child's NDIS Plan and will address their support needs to meet daily living activities as well as their short-, mid- and longer-term goals. Once completed, this Plan will provide your child with individualised funding that you can control and choose how to use.

**It is important therefore to prepare carefully for the Planning Conversation to ensure that the NDIS Plan developed for your child is able to accommodate their support and funding needs.**

## How to prepare

As you work your way through this workbook, it's a good idea to enlist some help, including:

- Working with someone else, such as a friend, family member, carer, therapist and/or other allied health professional(s).
- Join Kalparrin (it's free) and speak with one of our knowledgeable Family Support Officers, all of whom have lived experience of caring for a family member with disability and/or additional needs ([kalparrin.org.au](http://kalparrin.org.au)).
- Join a peer support group, such as [Kalparrin Families Facebook group](#), where you can ask questions and seek tips and insights from other parents and carers who have already been through the NDIS process.
- Sign up for one of Kalparrin's [Connect and Learn Online Peer Support programs](#) and meet other parents at a similar stage of their child's disability journey.

Once you have completed your NDIS Planning Workbook, you can request a pre-planning meeting with your NDIA Planner, ECP or LAC to check that you are on track and have all that you need ahead of your Planning Conversation.

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## Your child's NDIS Planning Conversation

Name and contact details of your NDIA Planner, Early Childhood Partner or Local Area Coordinator.

Name:

Phone Number:

Email Address:

Office Address:

Date and location of your child's NDIS Planning Conversation.

Time:

Date:

Location:

Who will attend with you (optional)?

## Section 1: About your child

Information about your child including their disability, living arrangements, typical daily life and areas in which they need support.

Family name:

Given name/s:

Your child's NDIS Participant number (found in your NDIS Access confirmation letter):

Age:

DOB:

My child's disability / developmental delay / medical or health condition is:

My child has:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> A physical disability                     | <input type="checkbox"/> An intellectual disability | <input type="checkbox"/> An acquired brain injury |
| <input type="checkbox"/> Developmental delay(s)                    | <input type="checkbox"/> Vision impairment          | <input type="checkbox"/> Autism                   |
| <input type="checkbox"/> A genetic condition                       | <input type="checkbox"/> Hearing impairment         |   |
| <input type="checkbox"/> A chronic medical condition               | <input type="checkbox"/> A mental health condition  |   |
| <input type="checkbox"/> Other (please indicate in the box below): |   |   |

My child's disability impacts their day-to-day life in the following ways:

## Where and with whom does your child live?

Example: Jamie's dad and I are separated. Jamie and his two sisters spend one week with his dad and the next week with me and our dog, Bruno.

## What support does your child receive?

**Informal supports:** Include only those **people who are not employed or paid by you** such as parents, relatives and friends.

**Community supports:** Include individuals and organisations such as sporting, church or community coordinators or groups.

**Mainstream supports:** Include items, individuals and organisations such as oxygen supports, teachers, GPs, kindergarten, school, (eg items, people or places not funded by NDIS).

## In what areas does your child require support?

Activities that you do to support your child due to their disability	Amount of time this takes	How often each day	Total Time each day
Personal care, (eg bathing, grooming, dressing, cleaning teeth, toileting, ordering and obtaining supplies)		X	=
Mealtimes, (eg preparing food, including special types of food, feeding, tube feeding and supervision)		X	=
Communication, (helping your child to communicate / interact, use assistive technology)		X	=
Movement, (assistance with moving around the house, sitting, holding and managing objects, turning over during the night)		X	=
Health and medical treatment, (appointments with doctors, specialists, therapists and other allied health professionals)		X	=
Safety, (managing trip hazards, water temperature, wandering off, hurting themselves, alcohol or drug use)		X	=
Emotional support and behavioural management, (helping to calm, re-frame, manage anxiety, avoid triggers)		X	=
Managing services and supports, (including financial matters, purchasing consumables, aids and equipment)		X	=
Education and employment, (getting your child to and from school or college / employment, meeting with teaching staff/ employers)		X	=
Assistance with social and community participation, (coordinating and/or attending social activities)		X	=
Transport, (to and from appointments, school, social activities)		X	=
Advocacy and representation, (representing the interests of your child in respect to services, supports, education, employment)		X	=
Other		X	=
Other		X	=
<b>Total</b>			

## A typical week in your child's life

Describe a typical week in your child's life. Include their morning, afternoon and evening routines, who helps them with these activities and what you think might need to change going forward.

Monday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

Tuesday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

Wednesday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

Thursday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

Friday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

Saturday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

Sunday	Who supports your child?	Who provides transport (if applicable)?
Morning		
Afternoon		
Evening		
Are there changes to this arrangement that will need to happen in the next 12 months?		

## Occasional activities

Describe occasional activities in which your child participates such as school holiday recreational programs, social camps or holidays with family. It's a good idea to include information from the supplier about the cost of these activities.

Activity	When and how often does this activity typically occur?	Who supports your child?	Who provides transport (if applicable)?
<p>Are there changes that will need to happen in the next 12 months if your child is to continue participating in these activities?</p>			

## Consumables

Describe consumable products that your child needs or will need in the next 12 months. Try to include information from suppliers about the cost of the consumables that your child needs / uses.

	Consumable item	Weekly quantity	Weekly quantity required in the next 12 months
Continence	<input type="checkbox"/> Disposable continence products		
	<input type="checkbox"/> Non-disposable continence products		
	<input type="checkbox"/> Wipes		
	<input type="checkbox"/> Waterproof bed pads and sheets		
	<input type="checkbox"/> Colostomy bags		
	<input type="checkbox"/> Catheters		
	<input type="checkbox"/> Gloves		
	Other:		
Nutrition	<input type="checkbox"/> Formula		
	<input type="checkbox"/> Gastrostomy device		
	<input type="checkbox"/> Extension sets		
	<input type="checkbox"/> Flexitaners		
	<input type="checkbox"/> Giving sets		
	<input type="checkbox"/> Syringes		
	Other:		
Other	<input type="checkbox"/> Oxygen		
	Other:		

## Assistive technology, aids and equipment

What assistive technology, aids and equipment does your child use or need, for example, a wheelchair, modified cutlery, communication device, ramps, hydraulic suspension, sliding boards or hand controls. It's advisable to begin the process of assessment and obtaining quotations from occupational therapists and/or other health professionals early. Take them with you to the Planning Conversation.

Purpose	Item	Status
Communication		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Mobility		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Environmental controls		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Self-care		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing

Purpose	Item	Status
Access		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Specialist clothing or footwear		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Orthotics		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Other		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Other		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing

## Home modifications

Describe home modifications that you have already made and/or will need to make to your home to help your child live safely, such as installation of fixtures or fittings, changes to building structures or to assist with vision impairment? It's a good idea to begin the process of assessment and obtaining quotations from occupational therapists and/or other related professionals straight away. Take them with you to the Planning Conversation.

Purpose	Item	Status
Building modification(s), fixtures and fittings		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Equipment		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Equipment repair(s) and servicing		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing
Technology		<input type="checkbox"/> Using currently <input type="checkbox"/> Needed in the next 12 months <input type="checkbox"/> Outgrown / needs replacing

## Transport needs

How does your child get to activities and events such as medical and therapy appointments, sporting and recreational activities, school or higher education? Indicate if there are changes that will need to happen to current arrangements in the next 12 months, particularly if they're a teenager or moving into adulthood, including vehicle modification, perhaps to accommodate a wheelchair.

Transport	When does your child need this transport?	What kind of transport will be needed in the next 12 months?
Your car		
School bus		
Taxi / taxi vouchers		
Public transport, eg buses and trains		
Other		

## Section 2: Setting goals

NDIS funding is specifically designed to provide the supports and services that your child needs to manage their disability, increase their independence, participate in the community and pursue their goals and ambitions.

**Identifying and articulating your child's goals is an important part of the Planning Conversation. Think carefully about them as they represent the focal point for the funding that your child will eventually receive.**

### Guidance note

There is no limit to the number of goals that you set for your child, however, three to six goals are relatively standard.

All goals should be achievable and measurable and you should explain why the goal is important to your child (and your family) and an approximation of when your child might be able to achieve each goal.

If your child is likely to require assistive technology, aids, equipment, services or supports to achieve each goal, it may be wise to begin the process now of obtaining quotations from your child's therapist or health professional.

#### Points of focus

When setting goals for your child, keep the following objectives in mind:

- **Increased social and community participation:** Support to increase your child's skills so that they can participate in the community, social and recreational activities.
- **Improved relationships:** Support to help your child develop positive behaviours to interact with others.
- **Improved health and wellbeing:** Such as diet and exercise advice to manage the impact of your child's disability. (Note: The NDIS will not fund gym memberships.)
- **Improved learning:** To help your child learn and move from school to further education.
- **Daily living:** Assessment, training or therapy to help increase your child's skills, independence and community participation. These services can be delivered in groups or individually.
- **Improved life choices:** Such as training and/or Plan management to help you manage your child's NDIS Plan, funding and paying for services.
- **Finding and keeping a job:** This may include employment-related support, training and assessments that help your child to find and keep a job.
- **Improved living arrangements:** Support to help your child find and maintain an appropriate place to live.

#### Passing the 'reasonable and necessary' test

Reasonable and necessary means that all supports and services that you request for your child must meet specific criteria, set by the NDIS including:

- Be directly related to your child's disability; and
- Not include day-to-day living costs that are not related to their disability support needs, such as groceries; and
- Must represent value for money; and
- Be likely to be effective and work for your child; and
- Take into account the support given to you by other government services, your family, carers, networks and the community.

## Examples of short- and longer-term goals

### Example One

Describe the goal	I would like Ben, aged 3, to be more independent and autonomous during family mealtimes.
Why is this goal important?	To increase Ben's participation, sense of enjoyment and dignity, particularly as he grows and is required to have mealtimes with people other than his family, such as at kindergarten and school.
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	<p><b>Potential services and supports</b></p> <ul style="list-style-type: none"> <li>• Physiotherapy to strengthen his core and ability to sit unaided in a chair.</li> <li>• Occupational therapy to help develop fine motor skills and ability to hold a spoon.</li> <li>• Dietary and nutrition advice to help improve food tolerances and sensitivities.</li> </ul> <p><b>Potential aids and equipment</b></p> <ul style="list-style-type: none"> <li>• Specially adapted cutlery</li> <li>• Specially adapted chair</li> </ul>
Does it pass the 'reasonable and necessary' test?	<p>Is this goal <b>reasonable and necessary</b>?</p> <ul style="list-style-type: none"> <li>• Likely to be effective?</li> <li>• Represents value for money?</li> <li>• Directly related to your child's disability?</li> </ul>

### Example Two

Describe the goal	I would like Laura, aged 8, to meet friends and learn some new skills by taking part in recreational activities and increase her independence away from her family.
Why is this goal important?	To have the opportunity to pursue her interests, develop hobbies and participate in activities that others of her age typically enjoy.
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	<p><b>Potential services and supports</b></p> <ul style="list-style-type: none"> <li>• Join an after-school art class.</li> <li>• Join an outdoor adventure group.</li> <li>• Support worker to accompany her to classes, recreational evenings and overnight camps.</li> <li>• Social skills program to help her make friends, develop relationships and manage frustration when she is not understood.</li> <li>• Speech pathology to help develop her language ability.</li> <li>• Occupational therapy to help her develop her gross and fine motor skills.</li> </ul> <p><b>Potential aids and equipment</b></p> <ul style="list-style-type: none"> <li>• Orthotics</li> <li>• Continence products</li> </ul>
Does it pass the 'reasonable and necessary' test?	<p>Is this goal <b>reasonable and necessary</b>?</p> <ul style="list-style-type: none"> <li>• Likely to be effective?</li> <li>• Represents value for money?</li> <li>• Directly related to your child's disability?</li> </ul>

## Goal 1

Describe the goal	
Why is this goal important?	
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	
Does it pass the 'reasonable and necessary' test?	Is this goal <b>reasonable and necessary</b> ? <ul style="list-style-type: none"> <li>• Likely to be effective?</li> <li>• Represents value for money?</li> <li>• Directly related to your child's disability?</li> </ul>

## Goal 2

Describe the goal	
Why is this goal important?	
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	
Does it pass the 'reasonable and necessary' test?	Is this goal <b>reasonable and necessary</b> ? <ul style="list-style-type: none"> <li>• Likely to be effective?</li> <li>• Represents value for money?</li> <li>• Directly related to your child's disability?</li> </ul>

## Goal 3

Describe the goal	
Why is this goal important?	
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	
Does it pass the 'reasonable and necessary' test?	Is this goal <b>reasonable and necessary</b> ? <ul style="list-style-type: none"> <li>• Likely to be effective?</li> <li>• Represents value for money?</li> <li>• Directly related to your child's disability?</li> </ul>

## Goal 4

Describe the goal	
Why is this goal important?	
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	
Does it pass the 'reasonable and necessary' test?	Is this goal <b>reasonable and necessary</b> ? <ul style="list-style-type: none"> <li>• Likely to be effective?</li> <li>• Represents value for money?</li> <li>• Directly related to your child's disability?</li> </ul>

## Goal 5

Describe the goal	
Why is this goal important?	
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	
Does it pass the 'reasonable and necessary' test?	Is this goal <b>reasonable and necessary</b> ? <ul style="list-style-type: none"> <li style="width: 50%;">• Likely to be effective?</li> <li style="width: 50%;">• Represents value for money?</li> <li style="width: 50%;">• Directly related to your child's disability?</li> </ul>

## Goal 6

Describe the goal	
Why is this goal important?	
What does your child need to achieve this goal?  (Including consumables, support worker, assistive technology, aids and equipment, transport requirements. Your child's doctor and/or health care professional(s) can help identify and provide quotations where applicable.)	
Does it pass the 'reasonable and necessary' test?	Is this goal <b>reasonable and necessary</b> ? <ul style="list-style-type: none"> <li style="width: 50%;">• Likely to be effective?</li> <li style="width: 50%;">• Represents value for money?</li> <li style="width: 50%;">• Directly related to your child's disability?</li> </ul>

## Section 3: Deciding how to manage NDIS Funding

During your Planning Conversation, you will be asked about how you want to manage the funding in your Child's NDIS Plan to pay for supports and services. Take a look at the table overleaf to compare the pros and cons of the various options.

I would like to manage my child's NDIS Plan in the following way:

- 1. NDIA-managed (also known as Agency managed)
- 2. Plan-managed
- 3. Self-managed
- 4. Combination

If your preference is to manage your child's NDIS Plan using Option 4, a combination of management options, please indicate what management options you would like to use for what aspects of the Plan, eg I would like my child's Plan to be NDIA-Managed (Agency) with the exception of support workers which I would like to self-manage.

### Guidance note

There are four different ways to manage your child's NDIS Plan:

#### 1. NDIA-managed (also known as Agency-managed)

When you elect to have your child's NDIS Plan managed by the NDIA, you are able to choose from a range of NDIS-registered providers who will claim payments directly from your funding. The NDIA will manage your book-keeping and records of your spending.

#### 2. Plan-management

If you decide to appoint a Plan Manager, they will pay your service providers for you. You will have the flexibility to choose NDIS-registered providers and/or non-registered providers. Your Plan Manager will also help you to keep track of funds and take care of the financial reporting.

#### 3. Self-management

Self-managing your child's NDIS funding gives you the most control, independence and flexibility in arranging and paying for your child's supports but comes with increased responsibilities for purchasing and paying for support services, making agreements, keeping records, meeting employer obligations and more.

#### 4. Combination of the above options

You can also choose a combination of the above three options. For example, you can choose to self-manage one part of your child's Plan, eg management of support workers, and have the rest managed by the NDIA.

## Comparison of management options for NDIS funding



	NDIA-managed	Plan-managed	Self-managed
	The NDIA will pay your providers on your behalf	The NDIA will provide funding in your Plan to pay for a Plan Manager who pays providers on your behalf	The NDIA will pay you so you can pay your providers directly
Simplicity	✓✓✓	✓✓	✓
Freedom to choose NDIS-registered providers	✓	✓	✓
Freedom to choose service providers who are not NDIS-registered	✗	✓ Although your Plan Manager must be an NDIS-registered provider	✓
Freedom to negotiate pricing and pay less than the NDIS Price Guide	✓	✓	✓
Freedom to pay more than the NDIS Price Guide	✗	✗	✓
Freedom to make value-for-money decisions in line with your child's Plan	✓	✓	✓
Ability to view your child's Plan on the myplace portal to keep track of their budget	✓	✓	✓
Requirement to manage book-keeping and records of spending	✗ The NDIA will do this for you	✗ Your Plan Manager will do this for you	✓
Increased time commitment	✗	✗	✓
May require you to build skills in certain areas	✗	✗	✓

## Section 4: Deciding whether to include Support Coordination

If your child is new to the NDIS or their support needs are complex, you can ask to have the services of a Support Coordinator included in your child's NDIS package.

- Yes, I would like to include Support Coordination in my child's NDIS Plan
- No, I don't need Support Coordination

**If you think having a Support Coordinator on board would be helpful, it's important to outline this requirement during your Planning Conversation so that the funding for this support can be built into your child's NDIS Plan.**

### Guidance note

The cost for a Support Coordinator is covered by the Capacity Building portion of your budget. You can read more about the three budgets that make up the funding in your child's NDIS Plan in [Kalparrin's Getting Started with the NDIS, Book 1](#), available to view or download from the Information and Resources section of Kalparrin's website ([kalparrin.org.au](http://kalparrin.org.au)).

There are a number of benefits of working with a Support Coordinator, particularly if this is your child's first Plan and you are unfamiliar with how the NDIS works, your child's situation is complex or they have specific goals that will need more help to achieve.

A Support Coordinator could also help you to:

- Connect with therapists, mainstream supports and disability-specific support providers.
- Maximise the value for money your child receives from their funding package and the support workers and services you subsequently appoint.
- Implement your child's Plan.
- Coordinate multiple supports and services.

## Section 5: Developing a Carer Statement

Submitting a Carer Statement (also known as a Carer Impact Statement) is not an essential part of the NDIS planning process but it may help to secure the funding that your child needs to achieve their goals.

It is important, therefore, for the NDIA to understand what your caring role involves, over and above, the level of care that you would normally provide to a child who is developing typically, (eg the 'extra parenting' that you provide due to your child's disability).

- Yes, I intend to prepare a Carer's Statement
- No, I don't need to provide a Carer's Impact Statement at this stage

### Guidance note

A Carer Statement (sometimes referred to as a Carer Impact Statement) is a document written by you that outlines what you do as a carer, **above and beyond** normal 'parental responsibility', how often you do these tasks, the amount of time involved and the impact that caring for your child has on you and other members of your family.

A Carer Statement can take the form of an informal letter or a structured statement and should include:

- Information about your child, (refer page 5 of this document)
- Information about you, such as your age, health issues that you may have, others for whom you care, (eg other children, elderly or vulnerable relatives), your support networks, whether you are the sole carer for your child.
- Details about how you spend a typical week caring for your child, (pages 7 to 11 of this document).
- Additional circumstances such as your ability to work given your caring role, your goals and aspirations, perhaps to study, find paid employment or have another child.
- The impact that caring for your child has on you, physically, mentally, socially, emotionally and financially.
- Your ability to sustain this level of care in the future.

### Help to develop a Carer Statement

For help to develop a Carer Statement, download a copy of Kalparrin's 'Template for Developing a Carer Statement' via the Information and Resources section of Kalparrin's website, ([kalparrin.org.au](http://kalparrin.org.au)).

## Checklist of what to take to your Child's Planning Conversation

- 1 You can attend the Planning Conversation by yourself or bring along your child, a friend, family member, advocate or anyone else that might be helpful to you during the meeting.  
(Note: If you decide to bring along your child, be mindful that you will be discussing your child's disability and that this may not be a suitable environment for them to attend.)

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- 2 A therapist or someone that works or cares for your child and who you think might be able to provide useful and/or professional support during the meeting.

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- 3 This NDIS Planning Workbook.

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- 4 Your Carer Statement.

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- 5 Proof of your identity such as a passport and driver's licence, (100 points).

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- 6 Your bank account details if you are considering self-managing all or part of your NDIS funding.

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- 7 Evidence - your child's medical assessments and reports and any other information that would help your NDIA Planner to understand the impact of your child's disability and personal circumstances, including:
  - Functional Assessment(s)
  - Quotations for equipment, consumables and/or modifications
  - Report(s) from health professionals such as physiotherapist, psychologist, speech or occupational therapist
  - Letter(s) from your child's GP, doctors, specialists and other health professionals
  - Information from childcare, kindergarten, school, sporting or recreational clubs
  - Individual Education Plan (IEP)
  - Information from a current service provider

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- 8 A list of any assistive technology that your child uses such as a wheelchair, modified cutlery or communication device.

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- 9 Your myGov login and password details. This may be helpful if the NDIA Planner decides to show you how to use the myplace portal, a platform that you will use once your child's NDIS Plan is finalised, to keep track of their funding. To log in to the myplace portal you will need your myGov login.

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- 10 A list of questions that you'd like to discuss during the Planning Conversation.

## What's next?

Once you have completed your Planning Conversation, your NDIA Planner, Early Childhood Partner or Local Area Coordinator will aim to provide Plan approvals within the following timeframes, however, this **can vary significantly**:

- **Children under seven years of age:** The Plan should be ready within 90 days. You should receive a copy no later than seven days after approval.
- **Children seven years of age or older:** The Plan should be ready within 70 days. You should receive a copy no later than seven days after approval.

Once approved, a typical NDIS Plan lasts for one year but you can ask for your child's Plan to be reviewed and renewed more frequently, particularly if your child's condition is changing quickly.

## Need more information?

### Contact a Kalparrin Family Support Officer

- t. (08) 6456 0035
- e. [kalparrinwa@health.wa.gov.au](mailto:kalparrinwa@health.wa.gov.au)
- w. [kalparrin.org.au](http://kalparrin.org.au)

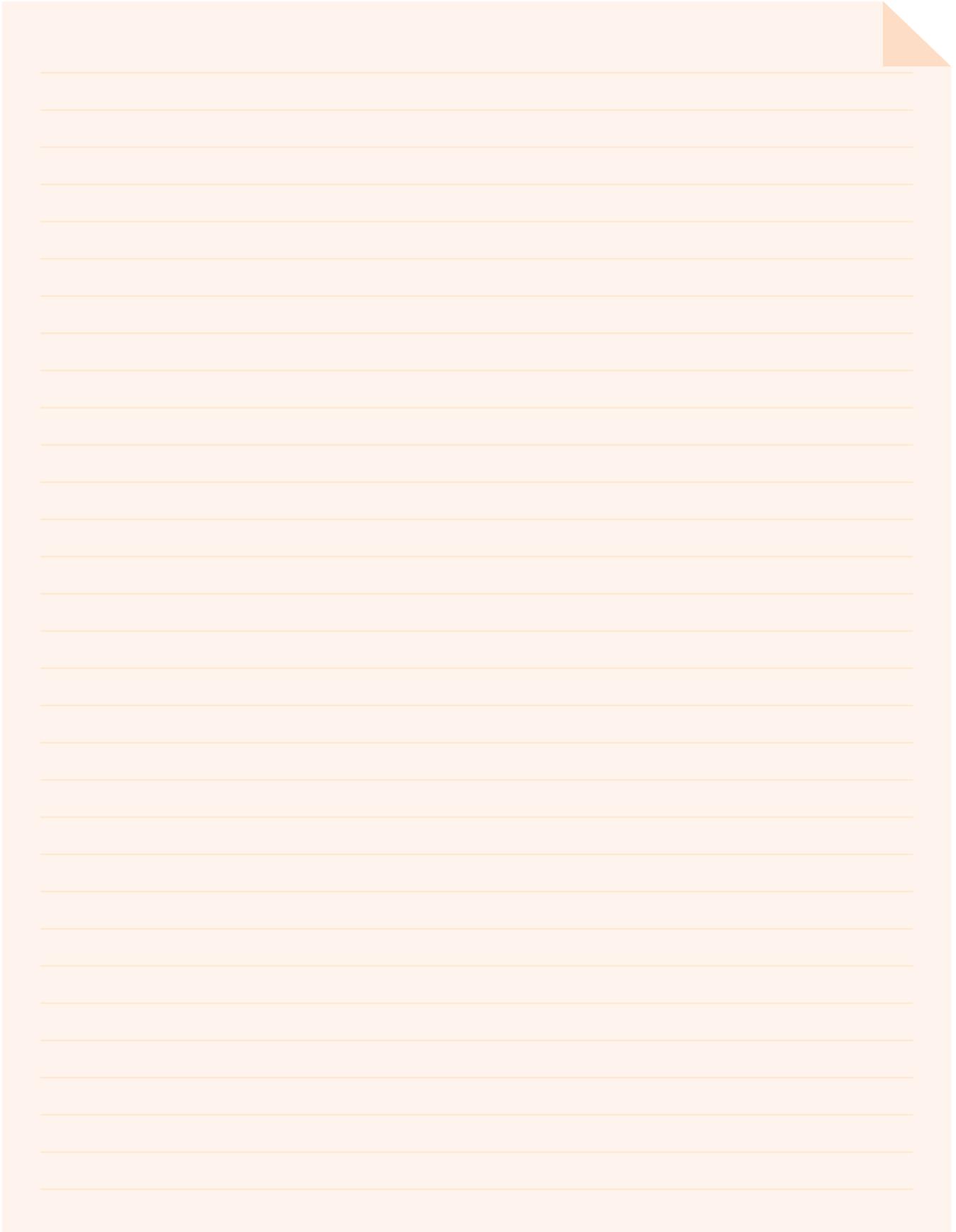
### Drop in and see us

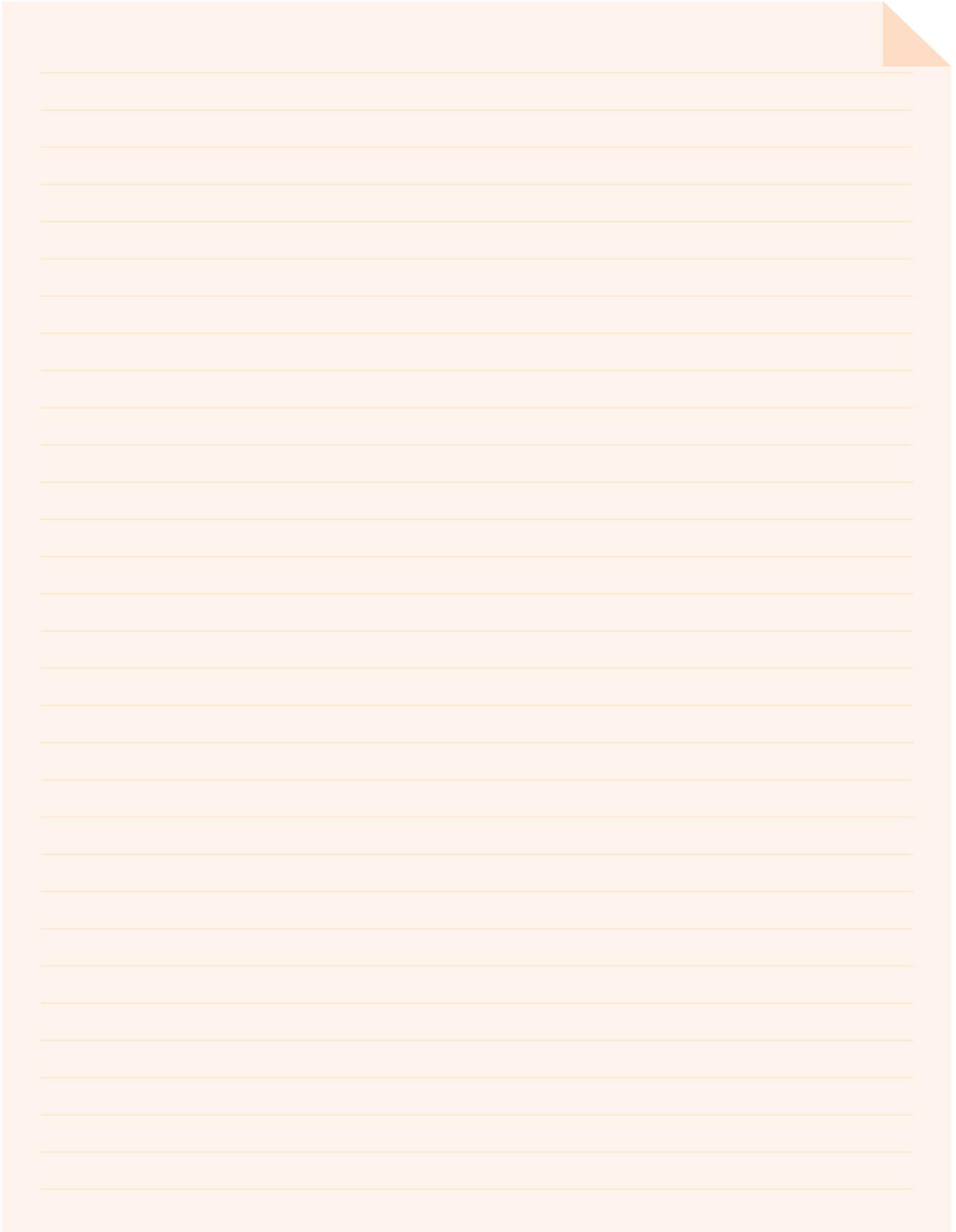
Kalparrin Centre  
Ground Floor, Perth Children's Hospital  
15 Hospital Avenue, Nedlands WA 6009

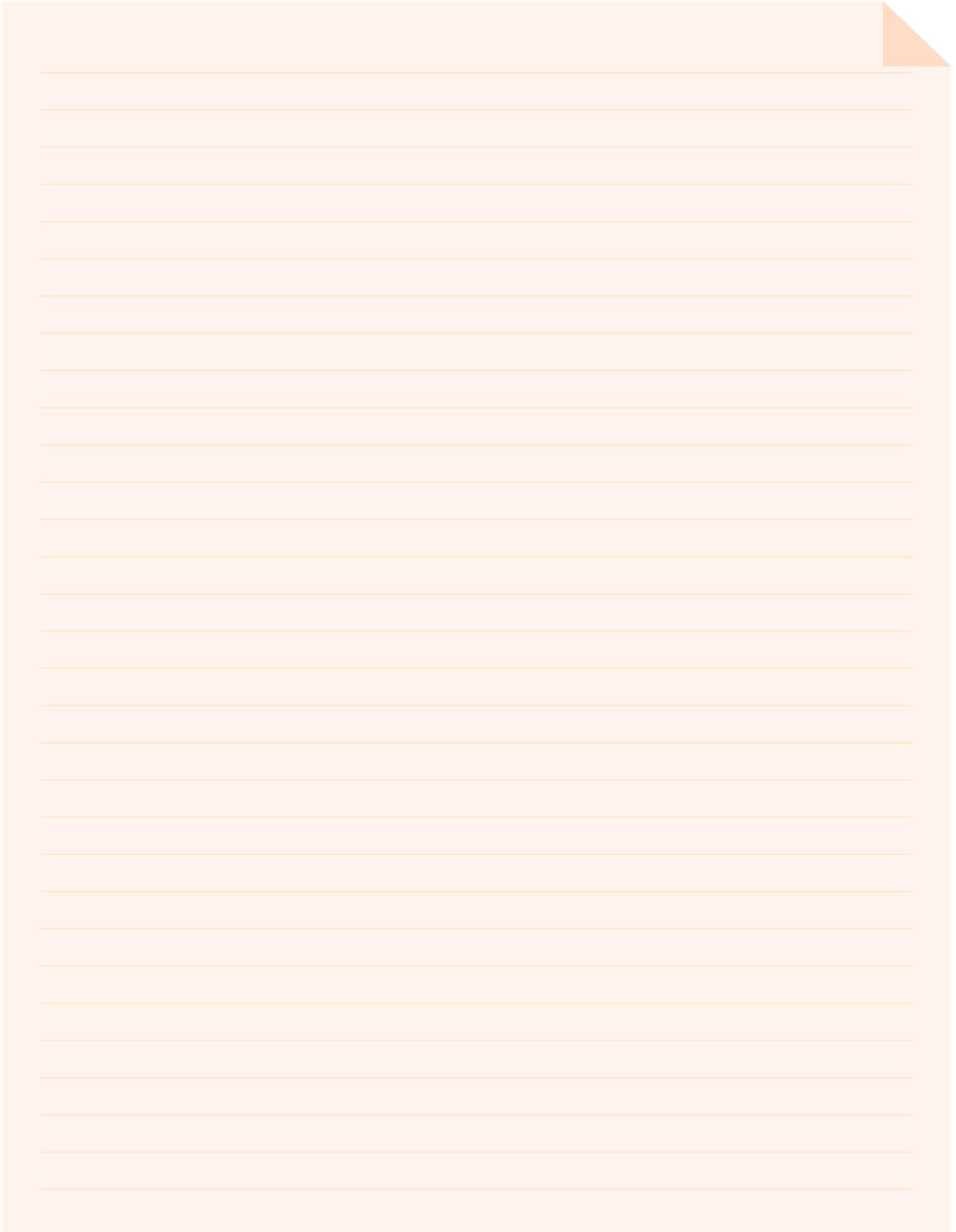
### Contact National Disability Insurance Agency direct

- t. 1800 800 110
- e. [enquiries@ndis.gov.au](mailto:enquiries@ndis.gov.au)
- w. [ndis.gov.au](http://ndis.gov.au)

## Additional notes









# Kalparrin

**Parents of Children with Special Needs Inc trading as Kalparrin**

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15 Hospital Ave, Nedlands WA 6009  
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Locked Bag 2010  
Nedlands WA 6909

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