



2015

Post School Options Information Package



Together we can

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1. Community Participation Programs

What is Community Participation?

The Oxford English dictionary defines participation as to 'have a share in' or to 'take part'. In terms of community participation, emphasis is on the rights of the individual, and the choices that they make, in order to participate in the world around them. (page 8, Chapter 2, Understanding Community Participation, <http://lyceumbooks.com>)

At Fisher Road School, Community Participation is about ensuring students are developing skills to establish meaningful engagement with local communities and have the opportunity to take part in interactions with other people in the community. These experiences can include off site programs such as shopping, walking in the community and work experience programs. As well, on site integration with people in the community who come to Fisher Road School is important. For example, weekly visits from students at The Shore School, North Sydney who engage on an interpersonal level with students from Fisher Road School.

Community Participation is very important for students in Years 10, 11 and 12 at Fisher Road School. In order to prepare students for community participation (CP) programs and transition to work (TTW) programs at post school options, students will continue to practise everyday living skills and have interactions with people and activities in the community.

1.1 Walk in the community

Walking in the community can prepare students in Year 10, 11 and 12 for community participation programs that they may join when they leave school. Many programs at post school service providers take students out for bushwalks in the local community and walking in the street on the way to other activities. Therefore, students at Fisher Road School regularly experience walking in the community to prepare them for activities when they finish school.

When out walking, students have the chance to interact with people in the community and practise socially expected behaviours, such as keeping hands to self when walking past other people in public.



1.2 Shopping programs

Shopping is an important part of everyday living. Students at Fisher Road School have the opportunity to go out in the community, whether it is going to the shops for window-browsing or going to buy groceries at the supermarket.

Walking through a shopping centre, looking at shops or buying food and clothes is an activity that many post school service providers include in their weekly programs. By regularly including shopping in community access programs, students at Fisher Road School are well primed for activities at post school service providers. Students learn to locate and purchase goods, handle money, interact and communicate with shopkeepers or shoppers in the store. Expected behaviours in the supermarket are also learnt with students revising visual schedules and social stories prior to the shopping experience.



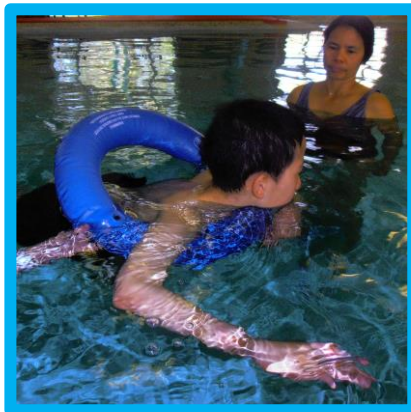
1.3 Eating in public places

Post school service providers often take clients to eat in food courts, have picnics in public parks, eat at cafes or take away restaurants such as Subway™. There are many occasions where senior class students can have lunch when out in the community. Whether it is eating at the local park, eating in a food court or ordering from a fast food restaurant. Senior classes at Fisher Road School practise eating in public places so that students will feel comfortable and ready on outings with post school service providers. As well, eating in public places is an important aspect of community participation.

1.4 Swimming at Fisher Road School and Warringah Aquatic Centre

While we have an indoor swimming pool at Fisher Road School, it is important for senior students to generalise their swimming experiences at other types of swimming pools. By doing so, they are ready for a variety of swimming programs and different sites, when offered at post school service placements.

PD/Health/PE programs at Fisher Road School prepare students by including a swimming excursion during warmer months to Warringah Aquatic centre. Students have the opportunity to meet new people at the public swimming pool and engage with staff at the swimming centre.



1.6 Pamphlet Delivery

For some students at Fisher Road School, pamphlet delivery is a suitable way to experience a job that can be encountered in everyday life. It is also a great way to contribute to the community by distributing advertisements for local businesses.

The senior school has run a pamphlet delivery program in the past and there is a possibility that pamphlet delivery will rerun in 2015.

1.7 Excursions

Excursions are a great way for students to visit a place in the community or attend a one off event.

Senior classes have joined together in the past to have an end of semester ten pin bowling excursion to Dee Why RSL. Excursions are a great way for senior students to combine into teams and work together with students who are not usually in the same class. More excursions like this are planned for 2015.

1.8 Integration opportunities

In 2015, class prefects and school captains will have the opportunity to visit local schools to participate in other public schools events and SRC meetings.

Each Monday morning students from The Shore School, North Sydney come to Fisher Road School. This type of reverse integration is highly valuable for senior students as it allows quality times for students to interact with peers of the same age.

Students from St Augustine's school and Loreto Kirribilli have also visited Fisher Road School to join in activities such as Plant A Tree Day. Fisher Road School welcomes the integration opportunities with other schools.



1.9 Sailability

Manly Sailability is an organisation run by volunteers and facilitates sailing for people with disabilities. Sailing takes place from Manly Yacht Club and uses the expanse of Manly Cove and North Harbour. Senior students have the opportunity to have fun and experience “freedom on the water, regardless of ability”. There are usually several dates allocated to students at Fisher Road School throughout the year. All staff at Sailability are very welcoming and the sailing program is a great way for students to interact with other people in the community.

Many post school service providers also utilise this wonderful amenity and groups of people are brought to the Manly Yacht Club. Senior students have the opportunity to familiarise themselves with this sailing experience so that they are comfortable on future trips when they leave school.

Pittwater Sailability also offers opportunities for our students to participate in sailing throughout the year

1.10 Communication in the community

Learning to communicate when out in the community is an important skill that students at Fisher Road can learn in order to engage in community participation.



Prue Clubb, Fisher Road Speech Pathologist has been working with teachers to come up with a variety of inclusive ways for all students to communicate in the community. For example, choice boards, proloquo2go, Picture Exchange Communication Systems (PECS) and Pictello. Most importantly, students can learn methods to use when communicating to a person in public such as a shopkeeper. For example, learning to travel with an iPad or PECS folder, gain the shopkeepers attention then request an item.

Communicating in the community remains an important area for people to continue to learn in life after school.

2. Student Learning Outcomes and links with other learning centres.

2.1 Northern Beaches Campus, Brookvale TAFE

Students at Fisher Road have the opportunity to participate in an Introduction to TAFE course that has been tailored by the disabilities coordinator, Anne Strange, at Brookvale TAFE. The course gives students a taste of life at TAFE and there is a focus on community participation for students with special needs.

Students are given an orientation of Brookvale campus and receive a TAFE I.D. card, which allow them to borrow music, movies and books from the TAFE library. This provides further opportunities in choice making, requesting, negating, lining up, waiting and communicating, all of which are necessary communicative skills to develop.

The course takes students through key skills in faculty areas such as hairdressing, hospitality and horticulture. The TAFE teacher, Kristen has exceptional teaching skills to adapt the lessons so that they are suitable for students from Fisher Road School. Some of the tasks that are learnt and practised are folding hand towels, wiping tables, making tea and milkshakes, setting tables, folding serviettes, polishing cutlery and using a dust pan and brush to sweep.

There are also great opportunities for students to mingle in the TAFE cafeteria after class and buy food or drinks for lunch. There will be time allocated each week for students to visit the library and learn expected behaviours in a library and borrowing procedures.

Many outcomes can be achieved at TAFE, which can cross over into the learning environment at Fisher Road School.



2.2 Fisher Road Café

Fisher Road Café is an exciting new project that was officially opened at the end of Term 1. The café will be run by students in Class CW and follow on from skills that have been learnt at TAFE.

There is a juice bar, smoothie bar and milkshakes as well as a range of healthy foods. The café will be open Tuesday mornings and will be available by pre order menus, which will go home on Thursdays and collected on Fridays.

Each week a class from Fisher Road school will be invited to enjoy their food and drink orders in the newly decorated Food Technology room. Students can enjoy the ambience of the café and integrate with other students in the school.

The menu will contain juices and smoothies for people who are watching calories and wanting a healthy, vitamin-laden drink as well as people who are looking for a protein and fibre shake or shakes to gain weight.

While the Fisher Road Café is initially for staff and students, there is a possibility of extending the clientele to local public schools, parents and the community.

We look forward to welcoming you to the new Fisher Road Café.



3. Work Experience, Work Placement and Work Skills.

3.1 Sunnyfield Disability Service



Work experience programs are offered to students in year 10 onwards. In 2015, Fisher Road School students can attend work experience at Sunnyfield Disability Services. Sunnyfield is a valuable opportunity for students to learn and repeat production line jobs at a factory work place. Students are involved in packing and sorting products and packaging boxes for deliveries. Counting is practised and students learn work ethics. Many Work and Community outcomes can be gained from this onsite work experience program.

Danielle Dowden, the employment services manager at Sunnyfield has co-ordinated a program for Fisher Road Students in 2015. In term one and two, students will continue to participate on the sorting and packing factory floor at Allambie Heights. In term three, students can experience a different Sunnyfield factory site at Chatswood and in term 4 students will return to the Allambie Heights site

An important aspect of work experience is having opportunities to socialise in a group at the workplace. In 2015, students will join the rest of the workers at Sunnyfield on their lunch break from 12:30pm to 1:00pm. During this time students can sit at the lunch tables and meet new friends and engage in communication. Students can bring food from home or buy lunch from the Sunnyfield cafeteria. On the following page is a sample of the summer menu. Healthy food and drinks are available at a reasonable price.



Sunnyfield Menu (Summer)



Drinks

Coffee	- Cappuccino, Espresso, Flat White, Latte, Mocha and Chai Latte	Small \$3.00/ Large \$3.50
Milk Shakes	- Caramel, Chocolate, Strawberry	\$3.50
Juice	- Apple, Orange, Tropical	\$1.50
Soft Drink	- Coca Cola, Coca Cola Diet, Coca Cola Zero, Fanta, Sprite	\$2.00

Snacks & Bakery

Cakes & Pastries	\$3.00
Muffins & Banana Bread	\$3.00
Gluten Free Gourmet Biscuits	\$3.00
Fresh Fruit	\$0.50
Assorted Flavoured Yoghurt	\$1.50
Chocolate Bars	\$2.00
Assorted Chips	\$2.00

Salad Boxes

in season salad selection

CHOICE: Ham, Chicken, Tuna, Cheese, Egg or Avocado (all with salad)	\$4.00
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Sandwiches & Rolls

Sandwiches: fresh or toasted (white, multigrain or wholemeal)	\$3.00
Bread Rolls (white or wholemeal)	\$4.00
FILLING CHOICE: chicken, ham, tuna, egg, cheese, salad (choose your mix)	

Hot Foods

Meat Pies	\$3.00
Spaghetti	\$3.00
Meat Lasagna	\$3.00
Macaroni Cheese	\$3.00
Noodle Pots - choice of Beef or Chicken	\$3.00
Pizza	\$3.00
Sausage Rolls	\$3.00

Sunnyfield Enterprises, 185 Allambie Road, Allambie Heights NSW 2100

3.2 Work placement at Best & Less™

Work placement involves a student in Year 11 or 12 being placed at a work site or business organisation with a supervisor to watch over them. A level of independent work skills is required for this kind of work placement. This year students who can work without assistance will be placed at Best & Less™ Brookvale for an hour per week to practise their work skills and learn to be in a work environment. Students will learn expected behaviours at the work place such as following instructions, hygiene and wearing necessary safety equipment.

We are incredibly thankful to Best & Less™ for supporting this work placement opportunity.



3.3 Fisher Road School work skills

Training for life after school is a critical component of the program for Senior students. The aim of these programs is for students to develop sound work practices and appropriate social behaviours necessary to be a member of the working community.

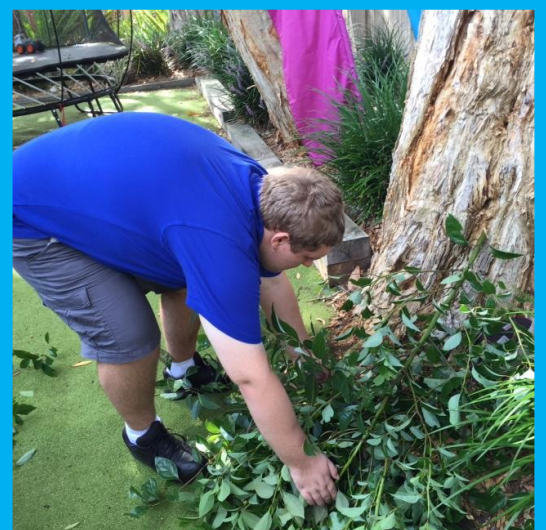
These programs provide opportunities for our students to be independent in specific roles/skills which we believe is vital for student self esteem and self worth as they accomplish a variety of tasks with minimal support or with independence.

In school programs include:

- Maintaining school grounds
- Vegetable gardening
- Packaging
- Recycling
- Can crushing



- Paper shredding
- Managing the school canteen
- School laundry
- Gift wrapping
- Office Skills



4. Support Teacher Transition – Lin Strachan

4.1 Introduction

My name is Lindsay (Lin) Strachan, I'm the Support Teacher Transition, henceforth known as STT, for the Northern Beaches.

As background, I started life as a secondary English teacher, and with the birth of my first child ... red hair, Down Syndrome, and later as an added bonus, autism ... I took a post grad course in special education. Two more children and ten years later I finally returned to teaching and began a joyous century or so in the boutique unit for exceptional students at Freshwater, now a senior campus. In 2013 I finally succumbed to persuasion and took up the role of STT for two days per week, whilst continuing to teach for two days at Freshie. This year I was able to leave my darling class in the marvellous hands of my team teacher, so for the first time am not actually teaching, hence my overweening need to get to know your children.

The role of the STT is, most importantly, to support schools and families with transition to the post school world. Obviously this is a different scenario for each young person, as not only is the range of abilities wide, from the students I see in mainstream classes, to SSPs, to units, to distance education; but each child has different hopes and talents and, of course, limitations. Therefore it is so helpful when I am permitted to meet with your students well before they reach the pointy end of year 12. I was able to participate in several planning meetings with teachers and parents at Fisher Rd last year; this gives me the basis of a more personal profile of your youngster, and enables me to properly and knowledgeably inform the assessment I undertake of each year 12 student in order that they receive the appropriate level of post school funding support. During term two each year the school will organise times for me to sit down with parents of year 12, their teachers, and any other support staff that families think necessary, eg respite staff, carers, grannie, etc. Together we focus on the needs of that young person and submit an application to ADHC that will hopefully achieve the most appropriate support funding. As you're aware the NDIS will come into being over the next few years, taking the place of ADHC, but schools and STTs will continue to support your children in the transition process.

As part of my role I help to set up the Post School Options Expo for students with a disability, where many agencies come together at the Concourse in Chatswood (20/5/15) to inform and amaze. It is extraordinarily important that families visit this event. Might I suggest that parents start to attend this Expo when their child is in year 10, as this gives them a run up start on the enormous amount of information that's out there, and allows them to sort out the ideas they actually need to suit their particular child and circumstances. Whilst the STT cannot actually endorse or suggest particular agencies or actions, where possible we will liaise with service providers on issues regarding transition.

I do hope this gives you some idea of the STT role at Fisher Rd, obviously the job takes on different aspects in other schools, but it is always interesting. My favourite part of this role is, without doubt, meeting your children!

Thank you for the opportunity.

4.2 ADHC Post school programs eligibility assessment (Year 12 students).

Leaving school is a significant transition point in the life of a young person with a disability. The Department of Family and Community Services (FACS) have two programs to help young people with disability in making this transition:

- Community Participation
- Transition to Work

Ageing, Disability and Home Care (ADHC) fund non-government organisations to deliver these programs across NSW.

The purpose of these Post School Programs is to help young people with disability develop the skills they need to increase their independence and participate as valued and active members of the community.

Early in Term 2, families of Year 12 students will be invited to attend an eligibility assessment meeting at Fisher Road School with Lin Strachan and the classroom teacher. The meeting will last one hour per family and is scheduled for Monday 11th May and Tuesday 12th May, 2015.

The purpose of this meeting is to come together to discuss and assess each individual student and complete an ADHC eligibility assessment form for the level of support funding that the student may receive when they leave school. The assessment also determines what funding band the young person will receive if they are eligible for the Community Participation program. This funding is used to attend post school service providers and can be managed to include transportation to and from the provider. The outcome of the assessment will be advised by ADHC in September, 2015.

4.3 Post school options parent information night

The post school options parent information night will be on Wednesday, April 29th at 6:30pm until 7:30pm at Fisher Road School. Parents of students in Year 10, 11 and 12 are encouraged to attend to gain important information about the lead up to finishing school and options for post school activities such as service providers, accommodation, transport and other processes.

Lin Strachan will lead the meeting and offer her knowledge of post school options and invaluable experience. There will opportunities at the meeting for questions and open discussion about issues relating to post school options.

4.4 Getting to know the student in IEP meetings

Lin Strachan has started to get to know some students at Fisher Road by attending IEP meetings with parents and teachers. This is a great way for you to meet Lin and ask any further questions. It is also a perfect opportunity for Lin to get to familiarise herself with each student in Year 10, 11 and 12. This insight will provide Lin with a better understanding of supporting students into the post school programs of Community Participation (CP) or Transition To Work (TTW).



5. Post School Service Providers

5.1 Post school options expo

Parents of students from year 10 onwards are encouraged to attend the post school options expo to begin to understand the types of services that are available when a student finishes school. This year, the expo is held on May 20th, 2015 at the Chatswood Concourse.

Discover the **pathway**
that's right for **you** at the
post school options
expo for students
with a **disability**



Join us at the **EXPO** to discover
all you need to know about;

Transition to Work
Community Participation
Supported Employment
Sport & Recreation
Open Employment
Apprenticeships
& Traineeships
and much more!

DATE: Wednesday 20th May 2015

TIME: 11am – 6pm

COST: FREE

LOCATION: THE CONCOURSE, Pavilion Room – 409 Victoria Ave Chatswood

WHO SHOULD ATTEND: Students, Parents, Guardians, Advocates, Teachers and Support Staff. We encourage all students and families to attend even if the young person will not be leaving school for several years as the information distributed at this event will enable you to make informed choices for the future.

For more information contact;

Erica Jackel on 0408 529 641 or ericajackel@sunshineilgd.org

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Communities



5.2 Choosing a post school service provider

Seeing most of the post school service providers in the one place at the post school options Expo will give parents and carers a chance to get a good view of what options are available. Parents are encouraged to ask questions at each of the stalls at the expo and enquire about topics such as waiting lists, accommodation and availability in 2016. When choosing a service provider, consider the facilities and resources that are available and what would best suit your son or daughter.

Whilst Fisher Road School support the transition of our students into post school options, the decision of a post school service provider is that of the parents and families.

5.3 Parent group visits

This year Fisher Road School will be starting a parent day trip to visit some of the service providers in the local area. A senior class teacher will drive the Fisher Road bus and parents are welcome to come along for the trip. This bus trip will happen in late Term 2 or 3.

The following service providers will be viewed.

- Sunnyfield Disability Services
- Sunshine
- Flintwood
- Northside

5.4 Individual transition visits

In Term 4, once a decision has been made as to which post school service provider the student will be placed at, a Student Transition Plan will be developed by Fisher Road School. This includes approximately three visits to the new centre and staff from the service provider may come to Fisher Road School on several occasions to observe the student in their daily school routines.

There are also opportunities for the class teacher to discuss successful strategies and techniques with the manager of the post school service provider.

6. Individual Transition Plan (ITP) Package

In 2015, there are six Year 12 leavers at Fisher Road School. Each student will receive an Individual Transition Plan (ITP) package that will be put together by the classroom teacher. The ITP package will be sent to the chosen service provider in Term 4 and a copy will be sent home before the student graduates. The package contains important information about the student, which the post school service provider should be aware of.

6.1 Exchange of student profiles, behaviour management strategies and staff contact details

The ITP package will contain student profiles that relay information about student's likes and dislikes, behaviour management strategies and Fisher Road staff contact details if further information or advice is needed from staff at the post school service provider.

6.2 Social story

The ITP package will contain a social story of pictures that were taken on the individual transition plan. The booklet will have images of staff, rooms, equipment that the student likes, toileting locations, and activities such as music.

The year 12 school leaver will be able to read through the social story with family and friends over the school holidays and prepare themselves for the transition onto a new service provider in the community.

6.3 Calendar Count down

As many service providers have a short break over the New Year and start back in the second week of January, a calendar countdown will be included in the package so that the student can see exactly when they will start the new service provider. This calendar will give the year 12 leaver a chance to mark off the days as part of their daily routines.

6.4 Post school staff contact and communication

The staff from the post school service provider are encouraged to communicate with teachers at Fisher Road School before and after the student has finished Year 12. This supports a smooth transition for our students as strategies in communication, behaviour, personal care, mobility and general support can be maintained. This also allows staff to swap ideas and suggestions.

7. Year 12 jacket

It is a tradition for year 12 students to have a jacket that can be worn throughout their final year at school. Having a year 12 jacket not only helps other students identify year 12 leavers, but allows students to celebrate their school days, have pride and remember their identity as being part of the Fisher Road School community.

Year 12 jerseys can be ordered towards the beginning of term 2 and worn in term 2.



8. Year 12 Graduation Party 2015

Around the end of November each year, students in year 12 celebrate their final year of school by having a graduation party.

Usually around Term 2, a year 12 graduation committee is formed which involves parents, staff and any other interested members from the P&C. The year 12 graduation relies on input from all of the year 12 parents and should be organised and planned by parents. Some fundraising and donations are required for the event to occur.

Last year, the graduation party was held in the school grounds on a Saturday afternoon and students and parents enjoyed a barbeque lunch, disco and presentations.



Post School Programs Eligibility Assessment

Information for Young People and their Families

The purpose of this fact sheet is to provide information for young people and their parents and guardians about the 2015 Post School Programs Eligibility Assessment process.

After school many young people with disability will go directly to employment, vocational education and training or higher education. In addition, Ageing, Disability and Home Care (ADHC), Department of Family and Community Services NSW (FACS) provide two Post School Programs, Transition to Work and Community Participation.

Post School Programs are for young people who:

- have moderate to high support needs;
- have a disability defined under the *Disability Inclusion Act 2014*; and
- are leaving school (have completed Year 12); or
- are making a request through the early entry process (young people over 17 years of age who have completed Year 10 or will complete Year 10 by the time they leave school) or late entry process;
- are not undertaking full time paid employment, full time vocational education or full time higher education (part time employment and education is encouraged); and
- are a resident of NSW.

The 2015 Post School Programs Eligibility Assessment is used by ADHC to find out if a young person is eligible for an ADHC funded Post School Program (either the Transition to Work or Community Participation program).

This assessment also determines what funding level (called a funding band) the young person will receive if they are eligible for Community Participation.

National Disability Insurance Scheme

Young people who reside in the Newcastle or Lake Macquarie Local Government Areas (LGA's) are not eligible to be assessed for an ADHC funded Post School Program. These individuals should contact the National Disability Insurance Agency (NDIA) to determine if they are eligible for support. The NDIA can be contacted on 1800 800 110. More information is also available on the NDIA website <http://www.ndis.gov.au>.

Contact Life Skills and Employment on 1800 761 030 or at
lifeskillsandemployment@facs.nsw.gov.au

www.facs.nsw.gov.au

Young people living in the Maitland LGA are not eligible to be funded for an ADHC Post School Program and should be referred to the NDIA if they have not already done so themselves. However, they can choose to be assessed through the school leaver assessment process and can consent for ADHC to provide the assessment information to NDIA to support an application for eligibility under the scheme.

Transition to Work Program

The Transition to Work program is a two year program that helps young people with disability to become work ready. The program helps people to gain the skills and/or qualifications needed to successfully find and keep employment.

Transition to Work provides services to young people with a range of support needs but is primarily targeted to young people with moderate to high needs who are unable to immediately access employment or attend full time TAFE or University because of their support needs.

People will typically receive 18 hours of support per week for 48 weeks of the year. The actual days and hours received will vary and are agreed between the person and their service provider. Hours of support are linked to the individual plan and will depend on the activities chosen.

Community Participation Program

The Community Participation program assists young people with disability to develop the skills they need to work towards their goals, increase their independence and participate as active members in their community.

Community Participation is for young people with disability with moderate to very high support needs who need an alternative to paid employment or further education in the medium or longer term.

There are four levels of funding known as 'funding bands' in Community Participation. These are moderate, high, very high and exceptional. Each person is allocated to a funding band based on their support needs which are determined through the Post School Programs eligibility assessment.

Each young person receives between 24 hours and 30 hours of support each week depending on their assessed need. The hours received can vary depending on how the individual's plan is implemented and how the funding is managed. Hours of support are linked to the individual plan and will depend on the activities chosen.

Contact Life Skills and Employment on 1800 761 030 or at
lifeskillsandemployment@facs.nsw.gov.au

www.facs.nsw.gov.au

People in the Community Participation program can choose how they access their support to best meet their goals and supports through different model options.

- **Accessing support directly through a service provider:** the young person can select a service provider to deliver the agreed supports in their plan and ask FACS to pay the service provider directly. The service provider will manage all aspects of the funding.
- **Using an intermediary service:** the young person may choose to direct their own supports with help from an intermediary service provider (through the Self Managed Model). The young person and their family design an individual program within the funding allocation. They choose, direct and control the nature of their support, consistent with the aims of Community Participation. An intermediary acting on behalf of the person and their family manages the financial, legal and administrative arrangements.
- **Receiving a direct payment:** young people in the Community Participation program may wish to apply to receive a direct payment for their funded supports. The young person develops a plan that includes the goals they want to achieve and the types of supports they want to purchase with their funding. Once it is agreed how the funding will be spent, FACS pays the funding directly into the young person's or their nominees bank account. With direct payments the young person and/or their family arrange and manage the supports, pay the service providers and report back to FACS on how the funds have been spent.

Young people make decision about their own services and have choices in terms of the activities that best meet their needs, interests, life stage and circumstances.

There are also specialist services for young Aboriginal people and young people from culturally and linguistically diverse backgrounds. Information about these services is included in the Transition to Work and Community Participation *Choosing a Service Provider* booklets published annually by ADHC and on the ADHC website www.adhc.nsw.gov.au.

What is the 2015 Post School Programs Eligibility Assessment?

The Post School Programs Eligibility Assessment is an assessment which ADHC uses to find out if a young person is eligible for a Post School program to commence in 2016

The assessment determines each young person's eligibility by looking at the type and level of support that they will need after leaving school.

Contact Life Skills and Employment on 1800 761 030 or at
lifeskillsandemployment@facs.nsw.gov.au

www.facs.nsw.gov.au

Young people who would like to be considered for a Post School Program in 2016 should inform their school that they are interested in being assessed as soon as possible.

Assessments are carried out by consultants or teachers who have been trained by ADHC and the Australian Health Services Research Institute, University of Wollongong. Support Teachers Transition (STT's), Consultants and school based assessors who carry out the assessments can provide support and advice to people and their families/guardians about the assessment process.

In 2015 assessments will be carried out between 20 April - 26 June 2015. Young people and their parents/guardians are encouraged to take part in the assessment. It may be useful for young people and their families/guardians to arrange to have a meeting with the school contact prior to the assessment so that there is a better understanding of the process.

It is important to understand that young people do not need to prepare for this assessment. The questions that will be asked are around how the person functions in their everyday life and what level of support they need.

If an interpreter is needed one can be arranged by calling the Life Skills and Employment Information line on 1800 761 030.

Consent to be assessed

Before an assessment can begin the person or their parent/guardian must consent to the assessment.

Consent is given by filling out the *Information Recording Consent Form* for 2015 School Leavers. Once this form is completed it must be given to the assessor before the assessment can proceed. A copy of this form will be provided by the assessor and is also available on the Post School Programs page of the ADHC website by going to www.adhc.nsw.gov.au and following the links *For individuals, families and carers > Support for people with a disability > Learning new skills > For school leavers Post School Programs*

What does the eligibility assessment include?

The Post School Programs Eligibility Assessment was developed by the Australian Health Services Research Institute at the University of Wollongong.

The assessment is divided into 3 sections:

Section 1: Background Information

In this part of the assessment information is recorded including the persons name, age, gender, country of birth, address, school and disability type.

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Section 2: Functional Assessment

This section looks at key areas in a person's life where they require assistance and the level of the support which is needed. The Functional Assessment section is divided into four parts:

■ Functional Overview (Section 2, Part 1)

This part of the assessment is made up of 9 multiple choice questions and is designed to provide a snapshot of how the person is managing at the moment. Questions in this part of the assessment are about activities that all people need to complete as part of their daily lives. For example, one question asks if the young person can go shopping for groceries or clothing without help, with some help, or whether the person cannot go shopping for groceries or clothing at all.

■ Domestic Activities of Daily Living (Section 2, Part 2)

There are 8 multiple choice questions in this part of the assessment. Questions ask what a person can do at home and how much support they need to get around. These questions are similar to those asked in part 1 but they provide a more detailed picture of what the person can do. This part includes questions about whether the person can use the telephone, or can take responsibility for their own medications.

■ Self Care Assessment (Section 2, Part 3)

This part includes 10 multiple choice questions about personal care and indoor mobility. Questions are about whether a young person can do things such as showering, dressing and eating.

■ Behavioural Functioning Assessment (Section 2, Part 4)

These questions provide information about the person's behaviour support needs. There are 5 multiple choice questions which make up this part of the assessment. In addition, a space is provided where additional information about the level and nature of support required for people with significant behaviour and/or mental health issues can be added.

Section 3: Additional Information

The abilities of each person and the supports required for the person to achieve their potential are individual, complex and difficult to capture in a single assessment. A separate space has been included for other information that assists in understanding the person's support needs, including information from families and carers. If there is any information that the person or their parent/guardian feels has not been adequately addressed, it should be included in this section. Examples of information that could be added include details of the

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person's personal care needs, or if they have had work experience or training, and whether this has been successful.

If anything in the assessment is unclear, young people and families are encouraged to ask questions.

Assessments can take place at a face-to-face meeting with the assessor, or in some circumstances, for example where distance is a barrier, an assessment may take place over the phone or be conducted based on pre-existing knowledge of the young person and their support needs.

The assessment forms are completed and lodged electronically with ADHC. The assessor will provide a copy of the assessment to the applicant and their parent/guardian if they request it.

When the completed assessments are received by ADHC, personal details are removed and the information is sent to the Australian Health Services Research Institute, University of Wollongong for analysis and to identify eligibility for a Transition to Work or Community Participation program, and, if eligible for Community Participation, the most suitable funding band.

When will eligibility assessment outcomes be known?

In early September 2015 ADHC will contact all young people who were assessed as part of the 2015 Eligibility Assessment process to inform them about their eligibility for a Transition to Work or Community Participation program, and if eligible for Community Participation, the allocated funding band.

If a person is not eligible for an ADHC Post School Program they may be eligible for a Commonwealth supported program. Young people and their families can find out information about Disability Employment Services and Australian Disability Enterprises, the Commonwealth disability employment programs, by contacting Centrelink on 13 27 17 or by going to the Disability Employment Services page of the Centrelink website:

<http://www.humanservices.gov.au/customer/services/centrelink/disability-employment-services>

Support to connect with services in the community.

Ability Links Coordinators are in place across NSW and can assist people ineligible for a Post School Program to connect with services in their community. They have a strong knowledge of the community they work in and how to access supports available to them. You can find information about the program and contacts for Linkers in your area by following the link below.

http://www.adhc.nsw.gov.au/individuals/inclusion_and_participation/ability_links_nsw

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Can the outcome of the eligibility assessment be reviewed?

Yes. Young people and their parent/guardians can submit a review to ADHC by completing a *Review Information Consent Form* and including all relevant information. More information about the review process will be included with the letter young people receive about the outcome of their assessment. For more information on the review process please call the ADHC Life Skills and Employment Information Line on 1800 761 030.

Making a complaint about the application, assessment or review process

If a person or their parent/guardian is dissatisfied with the way in which their application, assessment or review is administered, or with the conduct of an ADHC employee during the process or any related service delivery or policy issue, they have the right to make a complaint. Information about this process is available from the Life Skills and Employment Information Line on 1800 761 030 or the ADHC website www.adhc.nsw.gov.au.

More information

For more information on ADHC Post School Programs:

- Log on to the ADHC website at www.adhc.nsw.gov.au and follow the links to *For individuals, families and carers > Support for people with a disability > Learning new skills > For school leavers*
- Call the ADHC Life Skills and Employment Information Line on 1800 761 030
- Contact the FACS office in your district. Contact details are listed on the ADHC website. You may be able to obtain assistance from advocacy agencies that are listed on the ADHC website.
- For more information for Commonwealth programs, payments and allowances for young people with disability contact Centrelink on 13 27 17 or go to the website <http://www.humanservices.gov.au/customer/dhs/centrelink> .

Contact Life Skills and Employment on 1800 761 030 or at lifeskillsandemployment@facs.nsw.gov.au

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What is the timeframe for 2015 school leavers?

20 April – 26 June	Assessment period: Young people (and their parent/guardians, if they choose to be present at the assessment) complete their Post School Programs Eligibility Assessment. Assessments are submitted by education staff.
Early September	<p>ADHC contact all applicants and their families about:</p> <ul style="list-style-type: none"> ■ their eligibility for Transition to Work or Community Participation ■ if eligible, their Community Participation funding band. <p>Applicants will receive information about the review process.</p> <p>Eligible school leavers and their families will be provided with information about choosing a Transition to Work or Community Participation service provider.</p> <p>If the young person is not eligible for an ADHC Post School Program, information will be provided about programs provided by other agencies.</p>
Early 2016	Post School Programs commence.