



# 2011 Response to School Leavers with a Disability

## Information Pack

### Introduction

All young people have a unique and integral role to play within their families, their social network, and as a contributing member of the social, cultural, and economic life of the ACT community.

People with a disability leaving school should have the same opportunities to contribute in our community as any young person.

Some young people need help and guidance for a short period after they leave school to find their vocation and to establish their lives. Other people need ongoing support to participate in our community.

The ACT Government assists young people with a disability to enhance their capacity to contribute in the life of our community. Disability ACT is the ACT Government agency responsible for developing strategic policy, allocating funding and developing, providing, and monitoring services for people with disability in the ACT and the families who care for them.

### Types of Formal Support Available

Disability ACT provides two types of services for young people with a disability who are leaving school:

#### 1) Transition Support

The Transition Service assists young people with vocational skills, training, volunteer work as well as developing skills and making connections in the following areas; interpersonal, recreational, living skills or social.

The service is aimed at young people who are looking to find a vocation, but are not yet ready to participate in employment or further education on a full time basis. The Transition Service assists young people to set out what a good life means for them, and then in conjunction with their family, to start planning, and working towards this goal,

The Transition Service is provided by a community organisation: House with No Steps (HWNS), and delivers individually tailored information, and support to young people and their families for up to three years after the young person has left school. However, planning and some support will begin whilst the young person is still at school. The Transition Service team can assist you to:

- Figure out your vocational goals after you leave school
- Develop a plan to help you work towards your goals
- Work with you, your family, and your community networks to put your plan into action and





# 2011 Response to School Leavers with a Disability

- Link you to the appropriate services, groups and organisations within the community which meet your wants and needs.

The Transition Service will support young people to find clear pathways, build skills, and gain experience and confidence, and will give their families confidence in planning for the future using a person centred approach

## 2) Community Access Support

Community access services assist people with disabilities to develop skills and to participate within our community. Community access services are provided to people with high support needs who require ongoing alternatives to paid employment. "Ongoing" means they will have access to these services each year, and won't have to reapply for support.

People allocated community access support may be linked to an existing service, or can be supported to create an option that best meets their unique needs, goals or aspirations. Disability ACT helps young people and their families to identify the right service response for them.

Existing services: there are a number of established services in the ACT that provide community access support. These services can offer people opportunities to

- develop new skills (or use existing skills) when participating in community, sporting, artistic, voluntary, recreational, or leisure activities,
- Build relationships,
- Develop skills that support independent living,
- Develop personal and vocational skills to increase opportunities to participate in paid work; and
- Use community facilities and participating in community events

These services generally operate during business hours, and may be provided in your home, at community venues, or from a service base.

Individual support options: families can also create unique supports around their family members (eg: to start a small business, to volunteer for an organisation etc). Disability ACT can provide guidance to explore and plan these ideas, and can provide ongoing funding to assist you to make this happen.

The level of community access support Disability ACT can provide will vary depending on the young person's circumstances and needs. However in 2011:

- the maximum level of formal support for people wishing to access existing services is equivalent to **12 hours** per week. This will vary depending on whether the service is provided individually (1:1) or in groups, or whether they are provided during business hours, at night or on weekends.
- the maximum level of funding that Disability ACT will allocate for individual support options will be \$15,000 per year.





# 2011 Response to School Leavers with a Disability

## What is the process?

1. Disability ACT will send out information packs and referral forms to each school in the ACT.
2. If you meet the eligibility and priority criteria below, please complete a referral form in discussion with your teacher or careers adviser.
3. Forward the completed referral form to Disability ACT by no later than **18 March 2011**
4. Your school will then invite a facilitator from Disability ACT or from the Transition Service to attend your Individual Learning Plan (ILP) meeting to meet you and discuss what you want to do after school, and what your support needs are<sup>1</sup>. The purpose of this meeting is to:
  - assess your eligibility for formal support services provided by Disability ACT ; and
  - review your Individual Learning Plan and your aspirations for the future
  - to give you information about developing your **Futures Plan**
5. Additional meetings with Disability ACT/ the transition service may be organised if required.
6. The facilitator will advise the Executive Director Disability ACT of your circumstances and any formal support you require.
7. The Executive Director then determines who will be allocated formal support amongst those in priority need and in consideration with the level of resources allocated.
8. In **July 2011** Disability ACT will confirm whether you will be offered assistance from a transition or community access service. While every effort is made by Disability ACT to accommodate all need, we are not able to respond to all requests for formal resources, and in those circumstances wherever possible, information about and referral to alternate options will be given.

## What Happens next?

For people referred to the transition service:

- House With No Steps will make contact with you, and will start working with you and your teacher to prepare for your transition from school.

For people referred for community access support:

- you will have time to develop your Futures Plan.
- DACT may also link you to services to help you in planning.
- In September 2011, a facilitator from DACT will meet with you to review your plan, and to work out with you what community access service response will best meet your needs.
- Disability ACT will then engage the formal services or other arrangements you have negotiated according to your plan.

---

<sup>1</sup> Where schools advise that ILP meetings are scheduled before April, a facilitator may meet with you prior to receiving your referral form.





# 2011 Response to School Leavers with a Disability

## What is Futures Planning?

To receive assistance from Disability ACT you need to develop a plan. This plan will outline your goals and current ideas/strategies to achieve them. Obviously everyone's goals and strategies are different and there is not a prescribed or preferred format for the plan. However there are some key elements to building a good life after school that any young person and their family might consider. Disability ACT encourages families seeking formal support services post school, to plan for their son/daughter, in terms of their whole of life opportunities and aspirations.

## Assistance with, and information about Planning

Please refer to the Information Sheet on *Planning* or contact Disability ACT Information Service on 6207 1086, email [DisabilityACT@act.gov.au](mailto:DisabilityACT@act.gov.au) or visit Disability ACT website [www.dhcs.act.gov.au](http://www.dhcs.act.gov.au)

## Who is eligible for formal support?

To be eligible for formal support you must :

1. Have a disability as defined under the *ACT Disability Services Act 1991* and the relevant Commonwealth, State/ Territory funding agreement:

*The person must have a disability that is attributable to an intellectual, cognitive, neurological, sensory, psychiatric or physical impairment, or a combination of these impairments. The person with a disability will need support due to a substantive reduction of their capacity for communication, social interaction, learning or mobility. The disability is permanent or likely to be permanent and may be of a chronic episodic nature, and*

2. be a current resident of the ACT, **and**
3. have completed school with no option to return, **and**
4. is not and will not be undertaking full time study or full time training, **and**
5. cannot realistically pursue full time employment.

## Who has priority for services?

Within the eligibility criteria, priority consideration will be given to school leavers who:

- who **have a primary disability** that is not solely attributed to a mental illness, and;
- where the support would make a **substantial difference to the quality of life** of the person, and/or;
- where the support would substantially **reduce risk** of current support arrangements breaking down





# 2011 Response to School Leavers with a Disability

## Timelines

Feb 2011	Disability ACT conducts information sessions
18 March 2011	Referrals received from 2011 school leavers
March - April 2011	Facilitators from DACT and the transition service meet with students, teachers and families in ILP meetings. Additional meetings will be organised if required.
May 2011	Disability ACT/ House With No Steps will confirm who will be referred for transitional or ongoing community access support

## Transition Service

June - December 2011	The Transition service commences working with students, families and teachers in preparation from transition from school
2012 -	The transition service provides assistance for up to three years to support the young person's transition from school.

## Community Access Services

June- September 2011	Individuals have time to prepare their futures plan (with assistance if required)
September 2011	Families meet with Disability ACT to review their plan and determine their formal service response.
October- December 2011	DACT will then engage services or other arrangements for you according to your plan.
2012-	Services/ funding commence





# 2011 Response to School Leavers with a Disability

## Privacy

### Protecting your Privacy:

Disability ACT is collecting information to identify if you are eligible for formal assistance. Access to this information will be strictly limited to those people who have a need for the information. This includes the executive and senior managers responsible for the service and funding allocation processes and the project officer responsible for managing the process of collating information for the Executive Director.

Disability ACT respects the right to privacy and the personal nature of the information requested of families, carers and individuals. Disability ACT will not release your details outside the department unless you agree by signing the specific section included in the application form.

Consent provides Disability ACT with the option to link you with appropriate supports related to your identified post school service needs, and/or to retain the information to assist in future planning to address identified unmet need. Additionally your information will form part of Disability ACT's National Minimum Data Set (NMDS) which is data that informs the Australian Government of the numbers of individuals accessing Disability ACT.

