



School to work transition and the National Disability Insurance Scheme (NDIS):

The NDIS and the interface with other service systems in school to work transition.

Ticket to Work resource

www.tickettowork.org.au



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Purpose

This document is to support decision making and support provided by Ticket to Work members, though it may be helpful for others interested in improving school to work transition for students with disability.

In the area of school to work transition, the NDIS interfaces with the school education, training and employment sectors. Ticket to Work networks have found that there can be some confusion around responsibilities for activities/supports that would benefit school to work transition. The following information includes decision trees and stories that are designed to support understanding of the interface. We have also provided information on the sorts of support that Ticket to Work networks can provide to students and their families to plan and prepare for the Ticket to Work network.

Ticket to Work is an evidence-based response to Australia's poor school to employment transition and aims to improve young people's life opportunities by supporting their participation in open employment.

We hope these resources ensure that young people with disability are able to gain the necessary supports from all service sectors in order to successfully transition to school to work.

Improving school transition for young people with disability

Australia is a signatory to the 'Convention on the Rights of Persons with Disabilities' legally binding treaty and part of Australia's international obligations. The Convention states there is a requirement to support transition from school:

*'That Learners with disabilities receive the support to ensure the effective transition from learning at school to vocational and tertiary education, and finally to work.'*ⁱ

There is much evidence that school to work transition is an important way to improve the employment participation of people with lifelong disability, yet many young people with disability do not successfully transition from school into further training or employment.

It has been identified that, by bringing services across institutional and funding sources together, significantly improved school transition and employment outcomes for young people with disability can be achieved.ⁱⁱ

Students with disability need to access to planning, experiences and positive support networks whilst at school; it is recommended that young people with disability start preparing for school transition and employment participation from the age of 14ⁱⁱⁱ and that early intervention is the key to successful outcomes post-school.



School to Work transition: responsibilities of the NDIS and other service systems.

In the area of school to work transition, the NDIS interfaces with the school education, training and the employment sectors. Ticket to Work networks have found that there can be some confusion around responsibilities for activities that would benefit school to work transition. We have put the following information together to support decision making. In this process, we have referred to:

- [‘COAG - Principles to Determine the Responsibilities of the NDIS and Other Service Systems’](#). Cited May 2016
- [‘NDIA mainstream interface: school education’](#) Cited May 2016.
- [‘NDIA Mainstream interface: higher education and vocational education and training \(VET\)’](#)
www.ndis.gov.au/document/supports-ndis-will-fund-relation-3 Cited May 2016.
- [‘NDIA mainstream interface: employment supports’](#) Cited May 2016.
- [DES eligible school leaver guidelines](#) V 3.8 Cited May 2017.
- [The Disability Standards for Education 2005 \(the Standards\)](#) Cited May 2016.
- [NDIS Act 2013 No. 20, 2013](#) Cited Oct 2016.

The NDIS will fund personalised supports related to people’s disability support needs unless those supports are part of another service system’s universal service obligation (for example, meeting the health, education, housing or safety needs of all Australians) or covered by reasonable adjustment (as required under the Commonwealth Disability Discrimination Act or similar legislation such as the Disability Standards for Education 2005).^{iv} The exception could be where state or territory disability services funded a service that ceased with the onset of the NDIS and there is an agreement between the commonwealth and that state/territory for the services to continue under the NDIS.

Supports most appropriately funded by the NDIS include *‘specialist supports for transition from school education to further education, training or employment that are required because of the student’s disability’*.^v

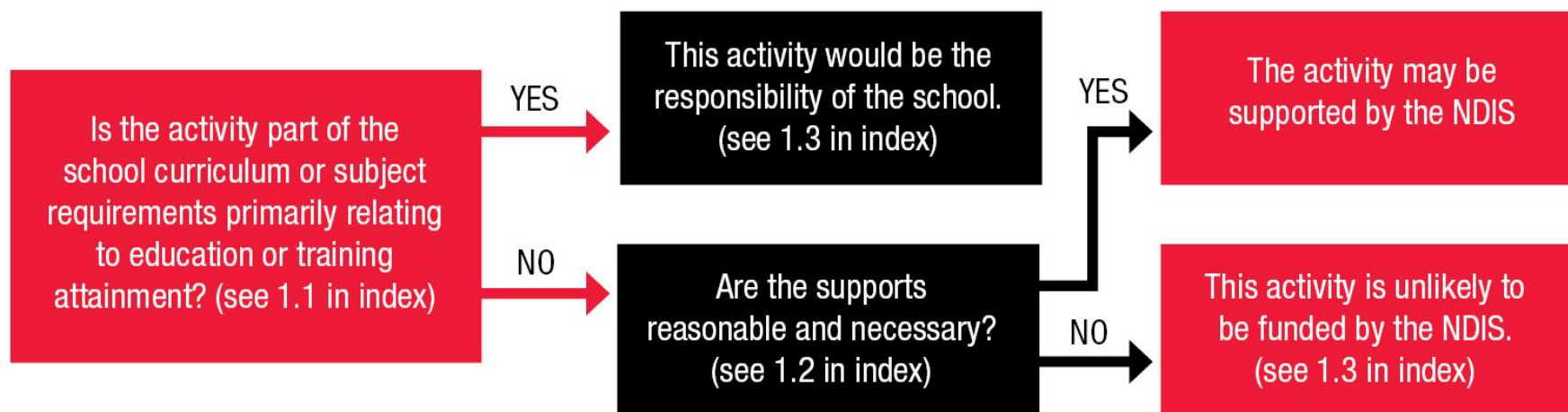
Through Ticket to Work’s research and practice, we know that a student’s disability often requires them to access additional support to assist them to transition successfully from school into open employment. We also know the importance of a successful transition to long term economic and social participation for people with disability. ^{vi}

Ticket to Work networks should consider how they prepare and support schools, parents and students to increase the individuals ability to transition into employment pathway utilising NDIS supports, including how to integrate a planning process to ensure a coordinated approach that is plan-based.



School interface: Supports for students with an employment goal through NDIS

The following diagram assists stakeholders to understand the interface between the NDIS and schools in supporting students with disability to find employment or transition from school to work. This diagram is a guide. Please contact your local school or Ticket to Work network for further information.



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1.1 Activities that would be the responsibility of the school would include:

- the universal and statutory role of the schooling system eg curricula or activities that students without disability would normally experience at that school, eg attending excursions, accessing school curriculum.
- meeting school requirements under the [Disability Standards for Education](#) ^{vii}
- work experience or other activities that are part of subject assessment or requirements, such as VET in school subjects.

1.2 In order to be considered reasonable and necessary, a support must:

- be related to the participant's disability
- represent value for money
- take into account informal supports
- not include day-to-day living costs that are not related to a participant's disability support needs
- be likely to be effective and beneficial to the participant in reaching their goal ^{viii}

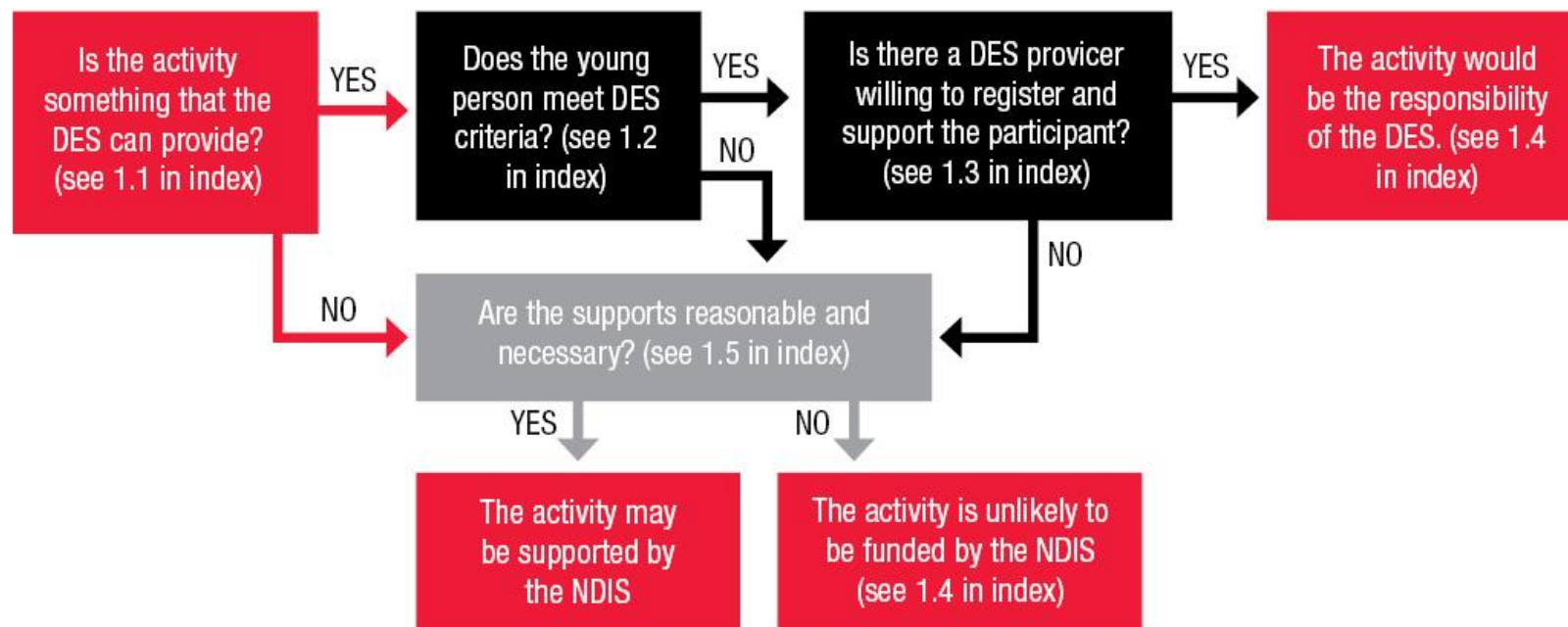
1.3 In this instance, Ticket to Work members, Local Area Coordinators (LACs) and NDIA would look at how individuals 'should be supported to receive supports outside the NDIS, and be assisted to coordinate these supports with the supports provided under the NDIS (NDIS ACT section 4(14))^{ix}

Note: each school can be different in what they provide, contact the relevant school for further information.



Employment interface: Supports for students with an employment goal through NDIS

The following diagram assists stakeholders to understand the interface between the NDIS and Disability Employment Services (DES) in supporting students with disability to find employment or to transition from school to employment. This diagram is a guide. For further information, please contact your DES provider or local Ticket to Work network.



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1.1 Under the [DES Deed](#) there are limitations to what a DES can provide eg a DES provider cannot support a students in after-school work.^x

1.2 To be eligible for DES support under the [Eligible School Leavers \(ESL\) guidelines](#), the student must have significant disability and:

- Attract additional educational disability funding OR Be in a special school/special class in a mainstream school OR receiving the DSP
- Be a full-time student in final year of secondary school or Year 11 student who intends/or is doing a school-based apprenticeship/traineeship.
- Be assessed (by DES) as having the capacity to work 8 hours a week with DES support and not already working 8 hours + per week. ^{xi}

1.3 DES Providers can decide if they provide services to a student that meet the ESL guidelines, as they determine who they directly register. ^{xii}

1.4 In this instance, Ticket to Work members, Local Area Coordinators (LACs) and NDIA would look at how individuals 'should be supported to receive supports outside the NDIS, and be assisted to coordinate these supports with the supports provided under the NDIS (NDIS ACT section 4(14))^{xiii}

1.5 In order to be considered reasonable and necessary, a support must:

- be related to the participant's disability
- represent value for money
- Take into account informal supports
- not include day-to-day living costs that are not related to a participant's disability support needs
- be likely to be effective and beneficial to the participant in reaching their goal ^{xiv}

Note: Under the DES Deed and guideline there may be other requirements, contact relevant DES provider for further information.



Examples of key school-to-work activities supported by NDIS

Below are examples of activities that have been funded by NDIS that can develop a student's employability and improve post-school outcomes. Important to note that supports should meet the individual's goals (and meet NDIS operational guidelines).

Career Development: Discovery process: In the WA School to Work initiative students in Years 10 and above can access up to 150 hours of NDIS supports per year to assist school to work transition See [story here](#) or [video](#). Discovery is a person centered career development planning process specifically for people with significant disability. It involves doing discovery activities and getting to know a person before developing a plan for employment.

After-school work: Students participating in part-time work whilst still at school experience higher levels of full-time employment and substantially lower unemployment post-school.^{xv} We see the 'after school job' is a rite of passage that is. NDIS supports could be used to develop and support the student with disability reach their goal of an after school jobs.

Work experience: Education and employment outcomes are significantly improved by frequent and systematic exposure to meaningful work experiences whilst at school.^{xvi} Work experience may be part of a subject assessment and/or the universal role of education, therefore would be the schools responsibility, though further exposure to work (above what is usually provided by the school) can overcome labour market disadvantage and NDIS support may be provided.

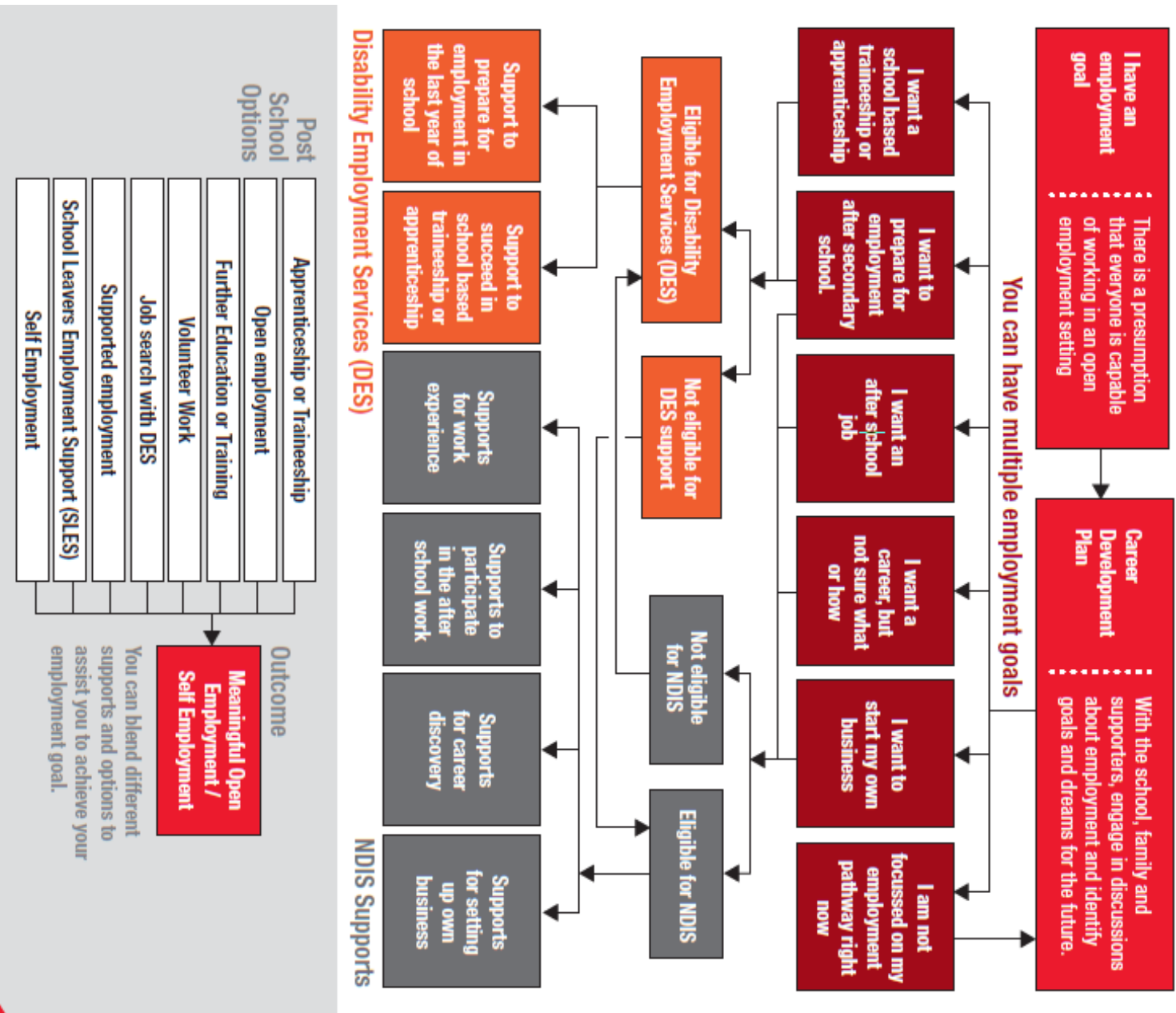
Other activities/supports that could be funded through the NDIS are:

- Industry awareness
- Starting micro business
- Employability skills
- Career development/self-determination
- Develop independence eg Travel training
- Parent workshops (PACTS or Ticket to Work's What's next? Life after school)

Pathways to employment for secondary students with significant disability.

The following page explores the pathways to open employment for secondary students with significant disability and assists determine the different supports that may be available from DES and the NDIS to achieve the student's goal.

Pathways to employment for secondary students with significant disability



Ticket to Work supports individual students and their families to tailor a combination of support to assist them transition from school to work. Local Ticket to Work networks are made up of organisations and agencies who are committed to improving employment outcomes for young people with disability. The networks include schools, employment services, post school providers and employers, all working in collaboration to create seamless pathways from school to work. To see if there is a network near you, look up locations on our website www.tickettowork.org.au



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Supporting young people and their family in the transition from school to employment

Ticket to Work networks should consider how they prepare and support schools, parents and students to increase their capacity to transition young people person with disability into employment pathways considering the NDIS and other mechanisms.

Young people and their families are often likely to participate in multiple planning and assessment processes over short period of time:

- Individual learning plan (ILP) (education)
- Pathways plan and assessment (education)
- NDIS plan and assessment (NDIS)
- Disability Support Pension (DSP) assessment called Job Capacity Assessment (JCA) (Centrelink)
- Job plan (DES)
- School leavers employment supports(SLES) assessment/plan(NDIS)
- Service plan with each NDIS provider used (NDIS)

Multiple assessment and planning processes can lead to disengagement of the family and wasted resources because of duplication and fragmented processes. Families and young people are often left with the task of trying to connect and coordinate multiple planning processes.

The Ticket to Work network can play an important role in supporting, integrating and coordinating the various planning and assessment processes including:

- Joint or coordinated planning meetings with educators, community service agencies/NDIS providers, LAC/NDIS planners, employment services, parents and students. International benchmarking has found inter-agency planning creates better outcomes and use of resources ^{xvii}
- Invite and support LAC/NDIS planners to be part of the Ticket to Work Network
- Implement clear mechanisms to share information, including Ticket to Work permission form^{xviii} and NDIS Access request form^{xix}
- Support parents in planning, eg written information and workshops (*Parents as Career Transition Support (PACTS) - Disability or Ticket to Work's What's next? Life after school*)
- Career development and self-determination workshops/resources for young people with disability
- Ticket to Work networks can ensure quality planning process that enable the NDIS and students and their families to take existing plans and assessments to the NDIS planning meetings. Note '*NDIA officers must draw on and reuse existing information*'^{xx} including existing pathways plans and assessment (eg work readiness assessments such as RU Ready student profile^{xxi} or Work Readiness profile (WRP)^{xxii}).



Interface stories

The following Ticket to Work stories outline the interface between the NDIS and other service systems including how service systems can work together to create a seamless transition to open employment from secondary school.

Hamish's story

Hamish is in Year 10 at a mainstream secondary school. He has vision impairment and has an education aide employed by the school to support him in accessing the curriculum. Hamish is keen to transition to employment post-school. His school is a member of the local Ticket to Work network and they brought Hamish's case to the network to explore possible pathways. Hamish expressed interest in building his employability skills and independence and is keen to explore careers in automotive technology. Hamish is eligible for the NDIS.

As part of Hamish's Careers Education class at school, all students will be undertaking work experience next term. A Ticket to Work member sourced a local auto electrician who is keen to have Hamish on board. The DES provider in the Ticket to Work Network will provide disability confidence training to the employer. In conjunction with the school, the Ticket to Work network compiled strength-based information on Hamish for the employer so they could customise the experience so that Hamish and the employer get the most out of the experience.

The Ticket to Work network acknowledged Hamish's goal to build his independence. Hamish, his school and family agreed that Hamish should travel independently to his work place and NDIS funded supports have been used to achieve his goal of independence and have funded travel for training. The school has provided support through specialty equipment and the education aide so that Hamish can participate fully in the work experience.

Hamish enjoys his work experience and it has helped him cement his career goals. Hamish is looking at future support to ensure he is successful in meeting his employment goals.

Outcome

- ✓ Hamish's school has supported his work experience as part of the Year 10 career education curriculum
- ✓ The DES has provided Disability Confidence Training to the employer (unfunded)
- ✓ The school provided specialty equipment to the employer and education aide to support work experience
- ✓ NDIS supports are used so that Hamish can navigate public transport and travel independently
- ✓ All Ticket to work members, including the NDIA, will work together to ensure Hamish meets his employment goals.



Frances's story

Frances is in Year 10 at a local school and is NDIS eligible. Her goal is to work in animal care. Frances undertook work experience earlier in the year in hospitality, but decided that hospitality was not for her. In conversations with her school, Frances expressed an interest in undertaking a School-based Traineeship in Animal Care in Year 11. The school thought this would be a great way for Frances to make a smooth transition from school into the workforce and give her vital work experience and vocational training. The school is part of the Ticket to Work Network and submitted an application for Frances to be part of Ticket to Work.

In discussing Frances's case, Ticket to Work members agreed she would benefit from additional career development. The school provided a careers counselling session with Frances and her parents and incorporated learning about the industry into Frances's work as part of the Year 10 curriculum. It was decided that some additional work experience would support Frances in her understanding of the industry and give her the practical experience needed to decide whether it is a career she wants to pursue. It was also thought that this could engage potential employers that may be willing to employ Frances.

The school was unable to support additional work experience as it is outside what they provide to students through the curriculum. The DES was unable to provide work experience support while Frances is in Year 10. Frances's NDIS plan includes reasonable and necessary employment supports so that she can work towards her goal and successfully participate in several work trials. The Ticket to Work network supports Frances in accessing quality employment supports for both her and her work experience employers.

One of the job trial employers at a doggie day care centre was very impressed with Frances and offered her a School Based Traineeship in Years 11 and 12. Frances was rapt. The Ticket to Work Network members organised the traineeship. They coordinated the Apprenticeship Support Network and supported her application for Disabled Australian Apprentice Wage Support (DAAWS) funding. They also coordinated a training organisation that has experience in supporting people with disability to provide vocational training on the job. The DES provided the on-the-job support that Frances needs to be successful in her career.

Outcome

- ✓ School provided additional career development activities as part of the Year 10 curriculum
- ✓ Reasonable and necessary employment supports have been included in Frances's NDIS plan so she can work towards achieving her employment goal
- ✓ The Ticket to Work network coordinated the School Based Traineeship and arranged DAAWS funding
- ✓ Registered Training Organisation made reasonable adjustments so Frances can achieve her Certificate II in Animal Studies
- ✓ Disability Employment Service (DES) provided on-the-job support in the School Based Traineeship
- ✓ All Ticket to work members, including the NDIA, will work together to ensure Frances meets her employment goals.



Merka's story

Merka is a 17 year old student with Down syndrome in Year 12 at a special school. Merka is interested in baking and wants to get a part-time job after school working a few hours a week in a bakery or cake shop. She is keen to get earn money and start her career in her chosen field. Merka will need some support to be successful in gaining and sustaining a part-time job and some job customisation will most likely be required. Merka's School is part of the Ticket to Work network and Merka's case has been discussed.

Unfortunately, under DES guidelines, they are unable to support after school jobs, so reasonable and necessary employment supports are included in Merka's NDIS plan so she can achieve her employment goal of a part-time job while completing her education.

Merka engaged an employment provider who made contact with a well-known café to obtain Merka a role for the busy Sunday breakfast shift. The employer and staff underwent some training in disability awareness to learn how best to work with Merka as well as some job customisation. Thanks to her bubbly nature and dedication, Merka quickly became a much loved part of the Café's team and has developed good relationships with customers. Her employer is eager to extend her hours to three days a week once Merka finishes school and will expand Merka's role to include food preparation and cooking. Merka is rapt as this is her chosen career path. Merka will need support in developing her skills in this new role and will require a Food Handling Certificate. The Ticket to Work network has arranged for Merka to receive DES support before she leaves school. Her DES consultant supports her to enrol with a registered training organisation (RTO) that will made reasonable adjustments so Merka can successfully complete the Level 1 Food Handling Course.

Outcome

- ✓ NDIS provided reasonable and necessary employment supports in Merka's plan so she can achieve her goal of an after-school job (Note: DES providers currently cannot support after school jobs)
- ✓ NDIA, an employment support provider and employer work together to ensure Merka achieves her employment goals.
- ✓ DES provided support to take on extra hours in the café (job must be over 8 hour per week to get DES support)
- ✓ Registered Training Organisation has made reasonable adjustments so that Merka can get her Food Handling certificate.
- ✓ All Ticket to work members, including the NDIA, will work together to ensure Merka meets her employment goals.



Philip's story

Philip is in Year 10 and has cerebral palsy. Philip and his mum have discussed and agreed that it is important to build employability skills and experience while he is still at school. However, his school does not have any curriculum option such as VET in School (VETis) to support this. Philip likes his school and has many friends, so he and his mum have ruled out changing schools as an option.

Philip's ultimate goal is to work at Parliament House. Born and raised in Canberra, political history and Parliament House have always fascinated Philip as he has an uncle who works there and he has spent hours watching Question Time. Philip believes that he can use his experience as a young person with a disability to make a difference. The school is part of a Ticket to Work network and Philip's case was discussed. Initially, a School Based Traineeship was suggested, but unfortunately Parliament House does not take on school-based trainees.

In collaboration with Ticket to Work members, Philip and his family, an NDIS plan was developed to support Philip in achieving his employment goal. He will undertake a modified curriculum and complete his senior school certificate over three years. This will give Philip the opportunity to train and undertake volunteer work as a guide at Old Parliament House.

Philip's NDIS plan includes reasonable and necessary employment supports to assist him in moving towards his employment goal, participate in voluntary work and undertake more formal work experience/job trials in Year 11 by engaging an employment provider. The DES will provide Philip with support in his final year of school with the aim of Philip obtaining work at Parliament House or similar role when he leaves school.

Outcomes

- ✓ School has modified the curriculum so Philip can do his senior school certificate in 3 years rather than 2
- ✓ NDIS plan provided reasonable and necessary employment and life skills supports so Philip can develop his employability skills and achieve his employment goal
- ✓ DES will support work experience and job trials in Philip's final year of school
(Note: DES can support a student in their final year of secondary school)
- ✓ All Ticket to Work members, including the NDIA, will work together to ensure Philip meets his employment goals.



Ba Tu's story

Ba Tu has a moderate intellectual disability. He is 17 years old and fast approaching his final year at a local high school which he attends with the help of an education aide. Ba Tu has limited English as his family has recently migrated from Burma and has little knowledge about Ba Tu's options in terms of support for training and employment. They are very worried about their son's future. The school is also worried about Ba Tu's future and referred Ba Tu's case to the Ticket to Work network. In the student support group (SSG) meeting with an interpreter, Ba Tu's goals and support needs were discussed with Ba Tu and his parents.

Ba Tu wants to work and support his family. He talks about how he loves to cook with his mum and enjoyed helping his Dad's friend in his Burmese restaurant. The Ticket to Work network identified Ba Tu's skills, aspirations and abilities. Ba Tu is an NDIS participant and it is his plan to find a part-time job while at school and full-time work when he finishes school. His plan includes reasonable and necessary supports so he can get assistance to obtain a part time job after school.

The provider providing employment supports unsuccessfully explored employment opportunities in his Dad's friend's restaurant and other restaurants. However, conversations with a restaurant owner indicated that a supplier of Burmese snacks for the restaurant had moved leaving a supply gap for a number of restaurants. A Ticket to Work member knew of a new program in a local community centre that mentors and supports developing business enterprises and has a commercial kitchen.

Ba Tu undertook a Food Handling Course at the community centre while still at school. The community centre runs a new initiative to support small business development for people who are disadvantaged in the labour market and arranged a mentor to support Ba Tu to set up a business making Burmese treats in the commercial kitchen once he leaves school. Ba Tu's business grew quickly and his older sister, who is also looking for work, joined the business. She is also a natural support for Ba Tu in his business.

Outcome

- ✓ NDIS plan provided reasonable and necessary support so Ba Tu can achieve his employment goal
- ✓ The community centre provided a Food Handling course funded through state government funding
- ✓ The community centre provided mentor support and access to their Community Kitchen (this project is funded through philanthropy)
- ✓ Ba Tu's sister provides support to Ba Tu in the business (informal supports)
- ✓ All Ticket to Work members, including the NDIA, will work together to ensure Ba Tu meets his employment goals



Ticket to Work Contact:

Feel free to get in touch if you want to discuss School transition and the NDIS, or information on Ticket to Work. Any feedback on this resource is also welcome.

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ⁱ UN Committee on the Rights of Persons with Disabilities, General Comment No. 4 (2016) Article 24: Right to inclusive education, 2 September 2016, CRPD/C/GC/4, available at: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/GC.aspx> [accessed 29 September 2016]

ⁱⁱ Kruger, Elinson and Milfort (2006), *Evaluation of Disability Employment Policy Demonstration Programs Task 10. In-depth Issue Analysis: Role of Intermediaries in ODEP Youth Demonstration Programs*

ⁱⁱⁱ Kohler, P.D. (1996). *A taxonomy for transition programming: Linking research and practice*, Champaign: Transition Research Institute, University of Illinois.

^{iv} COAG - Principles to Determine the Responsibilities of the NDIS and Other Service Systems. Nov 2015 retrieved July 2016 www.coag.gov.au/node/497

^v NDIA (January 2014) Operational Guideline – Planning and Assessment – Supports in the Plan – Interface with School Education

^{vi} ARTD Consultants (2016) Ticket to Work pilot outcome study. www.tickettowork.org.au/research/study-shows-long-term-benefits-supporting-young-australians-disability-prepare-work/

^{vii} The Disability Standards for Education 2005 (the Standards) clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students retrieved May 2016 www.education.gov.au/disability-standards-education



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- viii NDIA: Reasonable and necessary supports? December 2014 www.ndis.gov.au/participants/reasonable-and-necessary-supports retrieved May 2016
- ix National Disability Insurance Scheme Act 2013 No.20, 2013 <https://www.legislation.gov.au/Details/C2016C00934> retrieved May2017 section 4(14)
- x Department of Social Services (1 December 2016) [Disability Employment Service DEED](#)
- xi Department of Social Services (27 March 2017) [Disability Employment Service \(DES\) Eligible School leaver \(ESL\) guidelines V3.8](#)
- xii Department of Social Services (1 October 2016) [Disability Employment Services Direct Registration Guidelines V2.7](#) page 6
- xiii National Disability Insurance Scheme Act 2013 No.20, 2013 <https://www.legislation.gov.au/Details/C2016C00934> retrieved May2017 section 4(14)
- xiv NDIA: Reasonable and necessary supports? December 2014 www.ndis.gov.au/participants/reasonable-and-necessary-supports
- xv Wakeford, M. (2009), 'Part Time Work: Is it a successful pathway from school? Young people's experience of casual, part time work as their primary activity'. FMPLEEN.
- xvi Luecking, R., & Gramlich, M. (2003). *Quality work-based learning and post school employment success. NCSET Issue Brief, 2(2)*, 1-5.
- xvii Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs. Western Michigan University
- xviii Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C. H., Kellems, R., & Test, D. W. (2013b). Predictor implementation school/district self-assessment. Including self-assessment www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf
- xix Ticket to Work permission form is in the Members area of the Ticket to Work website
- xx The [NDIS Access Request Form](#) gives NDIA ability to obtain information under the NDIS Act 2013 including previous planning documents such as completed in school
- xxi NDIS: Operational Guidelines-Planning and Assessment - Overview (v 2.0) <http://www.ndis.gov.au/planning-and-assessment-overview.html>
- xxii R U Ready students profile www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypathways.aspx
- xxiii Work Readiness Profile shop.acer.edu.au/work-readiness-profile-wrp