



Getting the
RIGHT SUPPORT

at the
RIGHT TIME

from the
RIGHT PEOPLE

*A Pre-planning Toolkit
for people with an Acquired Brain Injury
entering Higher Education
or Vocational Education and Training*



National Disability Coordination Officer Program
AN AUSTRALIAN GOVERNMENT INITIATIVE

The Australian Government's National Disability Coordination Officer (NDCO) Program works strategically to assist people with disability to access and participate in Higher Education or VET and subsequent employment, through a national network of regionally based NDCOs.

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GET THE RIGHT SUPPORT AT THE RIGHT TIME FROM THE RIGHT PLACE

Congratulations on your decision to undertake further education or training. Whether you are finishing school or returning to education as a mature-aged student, this marks the beginning of a whole new chapter in your life.

Participating in further education or training can help you on your career pathway, providing you with skills and qualifications to improve your chances of getting a job. You will have the opportunity to build more confidence, develop new strategies to overcome challenges, expand your critical thinking skills, make new connections, and develop new social and professional networks.

Your condition may mean that you require extra support to complete your chosen course and to ensure your participation is on the same basis as other students. This booklet will help you identify the types of support available to you, and to understand who may be responsible for funding these. Planning in advance to implement

the supports you need can help to ensure you successfully participate in and complete your studies.

The National Disability Insurance Scheme (NDIS) has been established to fund reasonable and necessary supports that are related to your disability and that can help you become more independent, participate in everyday activities, and achieve your goals. ‘Reasonable’ is something that is fair and within the scope of the scheme, and ‘necessary’ is something you need because of your disability.

The NDIS will be responsible for supports that assist you to lessen the impact of your disability on activities that are not directly related to your education or training. These can include personal care and support, transport to and from the campus, assistive technology and equipment, and specialist supports for the transition from further education to employment.

The NDIS will not be responsible for your learning and support needs that primarily relate to your further education and training success.

Your Higher Education or Vocational Education and Training (VET) provider is required by law to provide support that is directly related to your studies. This can include learning assistance, building modifications, transport between education or training activities and general education to employment transition supports.

Further support

Education standards online resource:

■ <http://www.ddaedustandards.info/dda-edu/about.htm>

NDIS website:

■ www.ndis.gov.au/document/supports-ndis-will-fund-relation-3.html

The table below explains in more detail the types of supports funded by the NDIS and the supports funded by your Higher Education or VET provider.

NDIS reasonable and necessary supports for eligible people

This can include:

- Personal supports at the education or training facility that are required by an individual regardless of the activity they are undertaking (eg. feeding, managing airways/ventilation).
- Aids and equipment that are required by an individual regardless of the activity they are undertaking (eg. hearing aids, wheelchairs, personal communication devices).
- Transport to and from an education or training facility for those unable to use public transport, as part of broader transport assistance a person would receive to address their mobility needs.
- Specialised support and training for education or training staff related to the specific personal support needs of a student with disability, including development of specific behaviour management plans.
- The coordination of your NDIS supports with the supports offered by the Higher Education and VET system.

Higher Education and Vocational Education and Training provider

This can include:

- Learning assistance (eg. teachers' assistants), and inclusion support (eg. Auslan interpreters) to enable the participation of students with disability in Higher Education and Vocational Education and Training programs and services, in line with reasonable adjustment and any other relevant legislation.
- Reasonable adjustment to education and training facilities, including capital works (eg. ramps, lifts, hearing loops).
- Aids and equipment that are fixed or non-transportable, which enable a student access to education or training (eg. hoists).
- Aids and equipment for education or training purposes (eg. modified computer hardware, education software, Braille textbooks).
- Reasonable adjustments to transport for education or training activities (eg. excursions, site visits) where this transport is being arranged for other students.
- General support, resources, training and awareness building for education/training staff and other staff to support and engage students with disability.
- Intensive case coordination operated by the Higher Education and VET system where a significant component of case coordination is related to education and training supports.

Adapted from the Council of Australian Governments (COAG) principles to determine responsibilities between NDIS and other Services:
<https://www.coag.gov.au/sites/default/files/communique/NDIS-Principles-to-Determine-Responsibilities-NDIS-and-Other-Service.pdf>

Acquired Brain Injury

If you have an acquired brain injury, you may require assistance with:

- Organising and managing your studies
- Balancing your studies with your health needs
- Keeping up with attendance
- Meeting course assessment requirements
- Managing your energy levels
- Overcoming any issues of physical accessibility
- Processing complex information.

What can you do to prepare?

Contact the Disability Practitioner (who may be called Disability Adviser or Disability Liaison Officer, etc.) within your new Higher Education or VET provider as early as possible - ideally at least 8 weeks before semester starts.

It's important to do this even if you have only applied for a course and have not received your offer yet. This gives the education provider time to assess your requirements and follow up organising the necessary adjustments.

The first meeting with the Disability Practitioner usually provides an overview of all the required services and supports, and identifies any gaps. You can include others in this meeting.

Take a family member who can help explain what you need and take down details. Try to get your NDIS Local Area Coordinator (LAC) or Support Coordinator to attend as well.

When you have developed a Learning Access Plan (LAP) with your Higher Education or VET provider, provide a copy to your NDIS LAC or Support Coordinator.

When you have your Higher Education or VET timetable, you can check your daily routine to see where you may require extra support with your personal care needs.





What do you need to consider?

- What supports, technology or strategies have you successfully used in the past, or currently use to participate in study and/or community activities?
- What do you think you may need to fully participate as independently as possible in Higher Education or VET? (Consider what you have used already, and what new things you may need to try).
- You can also try to find a student or graduate with Acquired Brain Injury to ask about the types of support and equipment they required during their study.

Who is responsible for funding your reasonable and necessary requirements?

NDIS may fund your disability-specific needs, such as:

- Personal care support for toileting and eating
- Your self-care activities, eg. getting ready for your day before you go to campus
- Support for independent living skills, such as transport training
- Support for organising and managing your study load
- Getting to and from the campus, including the use of public transport
- Access to therapeutic services and supports
- Technology and apps that are necessary for you to be able to communicate in educational settings and the community
- Equipment and supports that assist with navigating and participating in the education or training environment, for example:
 - Joining appropriate clubs and societies, going to the cafeteria, participating in orientation activities, attending society meetings for the first few times, engaging with union activities and support
 - Identifying when you need to communicate with academic and support staff
 - Strategies for managing group work.

Your education provider may provide assistance for your studies, such as:

- In-class note-taking for classes, lectures, practicals, or tutorials
- Access to a Student Disability Resource Centre
- Access to computer facilities
- Required information and texts in accessible electronic formats
- Alternative examinations or in-class test arrangements, eg. the use of assistive technology, scribes, readers, extra writing or resting time
- Access to personal counselling
- Consideration for missed class time and late assignments.

You will need to fund your own everyday items and student costs, such as:

- Laptop or desktop computer
- Textbooks, stationery and USBs
- Course and student fees
- Home internet connection and ongoing charges.



What might you learn from another student's experience?

Fiona has an acquired brain injury as a result of complications with surgery that occurred in her mid-30s. Fiona also has spinal issues, depression and epilepsy. The culmination of these conditions has meant that Fiona has limitations in regards to concentration, is easily fatigued and has limited physical mobility.

Fiona wanted to pursue her passion for photography. She had done some basic training and has now moved on to university to develop her skills further. While Fiona began her university studies enthusiastically, she soon became aware of the demands and impact of the study on her health, and needed to reduce her study load.

Fiona was also supported in her transition from TAFE studies to university with an NDIS package. Her package provided a support team that included a mental health nurse, occupational therapist, agency support people and Fiona's partner. On a daily basis, Fiona is supported by a personal care worker while at university. Fiona's personal care worker facilitates the day-to-day requirements of university life. These include supporting Fiona to move between classrooms, library, cafeteria and other teaching spaces.

Initially, Fiona received a lot of support and direction from the Disability Liaison Officer (DLO) at the university. With the support of the DLO, she has since been able to access more specific university support services, such as academic writing and library support.

The University provides reasonable adjustments for Fiona's studies by providing note-taking services and extensions for assignments. At times, the DLO also liaises directly with lecturers and other staff on Fiona's behalf. The University also accommodates Fiona's needs in terms of accessible furniture so that Fiona can participate in class activities and discussions.

Through a combination of NDIS support, university adjustments and Fiona reducing her study load to one unit per study period, she is better able to cope with her current work demands. However, Fiona is undertaking a study unit that may require her to participate in field work activities and therefore require additional support. This means that she will need to negotiate further supports with the university and the NDIA to assist her to participate in this part of her course.



What do you need to consider?

What will you ask your NDIS LAC and Planner?

What will you ask the Higher Education and VET Disability Practitioner?

OFF CAMPUS & DISTANCE STUDENTS

You may have decided to undertake your studies as a Distance Education student or trainee. This may mean that all or part of your learning and assessment is off-campus, while occasional workshops, intensive teaching modules or retreats may be on campus.

As a Distance Education student or trainee, in addition to your specific disability needs you may require assistance with:

- Accessing electronic course material
- Self-organising and managing your study requirements
- Attending occasional on-campus workshops, seminars or retreats.

What can you do to prepare?

As a Distance Education student or trainee, you are still entitled to relevant support from the NDIS and the Higher Education or VET provider to support your participation in your studies, and can follow the preparation steps and consideration steps in this booklet. You may also like to think about the following points:

- If you have on-campus learning activities, consider the travel time, accommodation options, your personal support needs while travelling, and your personal support needs while on campus.
- What personal resources and strategies can you use to maintain the engagement and motivation you need to complete your distance learning? This might include having a study check-in buddy, going to the local library regularly, or sticking to a rigid timetable.

Who is responsible for funding your reasonable and necessary requirements?

NDIS may fund your Distance Education disability-specific needs, such as:

- Personal care assistant for the duration of your time away from home when attending on-campus learning activities
- Travel assistant while travelling to and from on-campus activities
- Travel costs for your personal care assistant
- Accommodation and meal costs for your personal care assistant
- Assistance to manage studies.

Your education provider may provide assistance for your studies, such as:

- Accessible technology or equipment while on campus.

You will need to fund your own everyday items and student costs, such as:

- Downloading on-line material
- Food and drink while attending on-campus activities
- Your travel costs
- Your accommodation costs.

USEFUL RESOURCES

Australian Disability Clearinghouse on Education and Training (ADCET)

ADCET provides information, advice and resources to disability practitioners, academics, teachers and students on inclusive teaching and support within the post-secondary education sector. There is an area on the ADCET website that has been developed for students. This area assists with planning for post-secondary education including information on disclosure, reasonable adjustments, discrimination and other useful information and resources to support you in your studies.

- www.adcet.edu.au/students-with-disability

Disability Standards for Education

The Disability Standards for Education were introduced in 2005 to clarify the obligations of education and training service providers, and the rights of people with disability under the Disability Discrimination Act (DDA). This includes your right to access and participate in education on an equal basis with students without disability and receive reasonable adjustments to facilitate your participation. There are a number of websites that can provide you with more information.

- www.ddaedustandards.info
- <https://resource.dse.theeducationinstitute.edu.au>
- www.education.gov.au/disability-standards-education-2005

National Disability Coordination Officer (NDCO) Program

The Australian Government's NDCO Program works strategically to assist people with disability access and participate in tertiary education and subsequent employment, through a national network of regionally-based NDCOs.

- To find your nearest NDCO, go to www.education.gov.au/contact-details

Get Ready For Study and Work

Get Ready for Study and Work student workbooks are based on ten top tips for young people with disability. They contain information, contacts and activities to help students make a successful transition from school into tertiary study, work or post school programs. There are also versions for Aboriginal and Torres Strait Islanders with disability.

- www.westernsydney.edu.au/getreadyforstudyand-work/resources/get_ready_top_tip_workbooks

National Disability Insurance Agency (NDIA)

The NDIA is an independent statutory agency. Their role is to implement the National Disability Insurance Scheme (NDIS), which will support a better life for hundreds of thousands of Australians with a significant and permanent disability and their families and carers.

- www.ndis.gov.au

Towards Success in Tertiary Study

Towards Success is a series of disability-specific information guides developed by the University of Melbourne to assist you with study and lecture preparation, learning techniques and advice for assessments and examinations.

- <https://services.unimelb.edu.au/student-equity/resources/preparing-for-study>

StudyAssist

This website provides information for students about government assistance for financing tertiary study.

- www.studyassist.gov.au



GLOSSARY

ACCOMMODATIONS (also referred to as ‘reasonable adjustments’ or ‘adjustments’) refer to the support provided by tertiary institutions for students with a disability or health condition to ensure equal access to teaching and learning.

ASSISTIVE TECHNOLOGY (also referred to as ‘inclusive technology’) is a piece of equipment or product system that is used to increase, maintain, or improve functional capabilities of individuals with disability. For more information, visit: www.adcet.edu.au/inclusive-technology.

LEARNING ACCESS PLAN (LAP) is a plan developed by the Higher Education or VET provider in consultation with you. It provides details of the specialist services, study and assessment adjustments you will require while studying. It may also be called an Access Plan, Integration Plan or something similar.

LOCAL AREA COORDINATOR (LAC) is a local organisation working in partnership with the NDIA, to help participants, their families and carers access the NDIS. LACs will help participants write and manage their plans and also connect participants to mainstream services and local and community-based supports.

NATIONAL DISABILITY INSURANCE AGENCY (NDIA) is an independent statutory agency. Its role is to implement the National Disability Insurance Scheme (NDIS).

NATIONAL DISABILITY INSURANCE SCHEME (NDIS) is the new way of providing support for Australians with disability, their families and carers. As an insurance scheme, the NDIS takes a lifetime approach, investing in people with disability early to improve their outcomes later in life.

NDIS PLAN is a written agreement worked out with the participant, stating their goals and needs, and the reasonable and necessary supports the NDIS will fund for them. Each participant has their own individual plan.

NDIS PLANNER develops the NDIS plan in consultation with the participant.

STUDENT DISABILITY RESOURCE CENTRE provides a space on campus where students with disability can access assistive technology and other specialist equipment. They are quiet spaces that students with autism or a mental health condition can use. Not all Higher Education or VET provider campuses offer these places.

SUPPORT COORDINATOR helps build an individual’s capacity to implement all supports in their NDIS plan, including informal, mainstream, community and funded supports.



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