



Children, young people and families Reference Group

An Easy Read meeting bulletin

11 May 2023



How to use this bulletin



A **bulletin** is an important news item we share with the community.

It explains what we did in our last meeting.

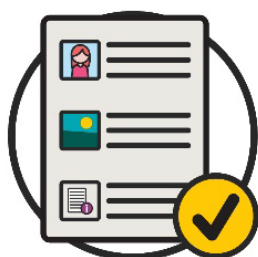


The Independent Advisory Council gives advice about ways to make the NDIS better.



The Council wrote this bulletin.

When you see the word 'we', it means the Council.



We wrote this bulletin in an easy to read way.

We use pictures to explain some ideas.

Bold

We wrote some important words in **bold**.

Not bold

This means the letters are thicker and darker.



We explain what these bold words mean.

There is a list of these words on page 30.



This Easy Read bulletin is a summary of another bulletin.

This means it only includes the most important ideas.



You can find the other bulletin on our website.

www.ndis-iac.com.au/meetings



You can ask for help to read our bulletin.

A friend, family member or support person may be able to help you.

What's in this bulletin?

What is this Reference Group about?	5
The Council's Principal Member	7
Our reports	8
Update on the NDIA Children's Taskforce	19
What we've done this year	22
The Council's priorities for the NDIS Review	25
Our next meeting	28
More information	29
Word list	30

What is this Reference Group about?



A **Reference Group** is a group of people who give us advice about a certain topic.

This Reference Group is about:



- children



- young people



- their families.



The Reference Group gives advice to the Council about how to support children and young people with disability.

This includes support to:



- do things for themselves



- take part in the community.

The Council's Principal Member



Ms Leah van Poppel is the Council's Principal Member.

She is also the Reference Group Co-Chair.

This means she helps run the Reference Group.

Leah shared the work we have done since the last meeting, including what:



- the Council has done



- the Reference Group has done.



Ms Sylvana Mahmic is also the Reference Group Co-Chair.

She helps run the Reference Group.

Our reports



The Reference Group connected with the community to find out about issues that affect them.



The Reference Group members shared these issues with the NDIA.

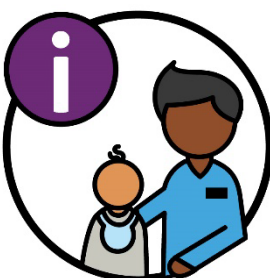
NDIS plans



Reference Group members shared that NDIS plans are not always the same for children with the same disability.



They want to make sure the NDIA makes decisions about plans the same way each time.



Members explained there needs to be more information about having one main early childhood worker.

And how this can be good for children.



Members also explained there is not enough **funding** for young adults with disability.

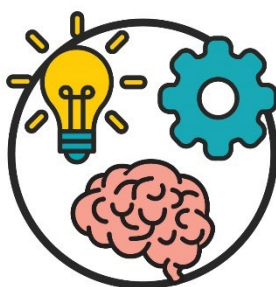


Funding is the money from your plan that pays for the supports and services you need.



This includes young adults with **intellectual disability**.

An intellectual disability can affect how you:



- learn new things
- solve problems
- communicate
- do some things on your own.



When young adults don't have enough funding, it can affect how they take part in their community. This includes how they build skills to take part.



Members shared that the NDIA should make sure children and young people get the right supports.

This includes supports that focus on:



- what they are good at



- what their families need.

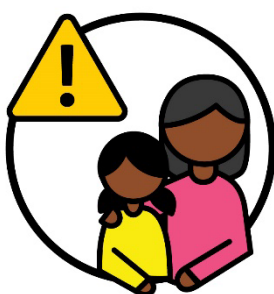
NDIS services and supports



Reference Group members shared that the NDIA are teaching the community about **Justice Liaison Officers (JLOs)**.



JLOs support prisons to understand how the NDIS can support people with disability in prisons.

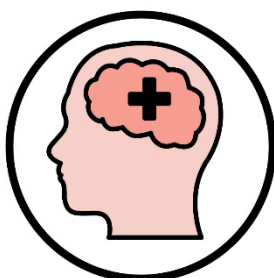


Members explained that many people worry about single parents of children and young people with disability.

They worry about how caring for a child by themselves affects:

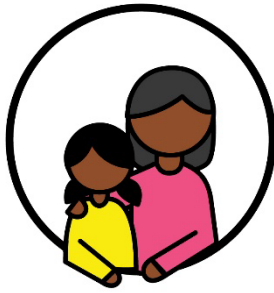


- how they support their children



- their mental health.

Members shared that the NDIA should offer better support to:



- parents



- families.

This includes families:



- with children who need more support



- from different backgrounds.



And it includes better support for male parents.



Members shared that the NDIA should support **peer support** programs for:

- children and young people with disability
- their families.



Peer support is when people use experiences they share to:

- feel connected
- help each other.



Members explained that the NDIA should provide funding for training for:

- families
- the community.



This will mean more people in a child's life can learn how to best support them.



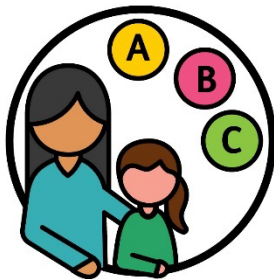
Members shared that it makes it harder for families and children when a support changes too often.

For example, when the person delivering the support keeps changing.

This also affects:



- how a child develops



- a child's choice and control.



Members also shared that people should get paid when they support young people to learn:

- new skills
- how to do things for themselves.

Organisations that provide supports



Reference Group members shared that organisations must make sure their websites work well for people with disability.

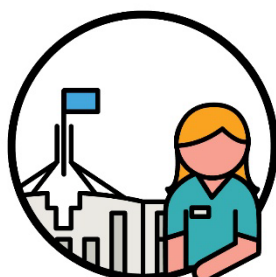
This includes:



- **providers** – who support people with disability by delivering a service



- community organisations



- government services.



Members explained that people worry if supports for young people with disability are:

- good
- safe.



This includes young people who use support workers from both:

- **registered** providers
- providers who are not registered.



Registered providers:

- can offer supports and services to people who take part in the NDIS
- are on a list the NDIA looks after.



Members explained that some people with disability have challenges with disability support workers.



And some people with disability shared that providers who aren't registered will do complex tasks with no training.

This risks their safety.



Members shared that state and territory governments should better support parents and children.

This includes when they have contact with schools.



For example, having school reports that focus more on what children are doing well.

The community



Reference Group members explained there are a lot more people with **autism** who take part in the NDIS.

Autism affects how you:



- think
- feel
- communicate
- connect and deal with others.



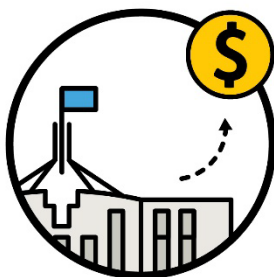
People worry about how this will affect other people with disability.

This includes their supports and funding.



Members shared that the **NDIA Board** should speak up for carers of people with disability.

The NDIA Board is a group of people who make decisions about all parts of the NDIA.



Members also shared that some people worry about the Australian Government's plan for how much funding they will give the NDIS.

Update on the NDIA Children's Taskforce



The NDIA gave an update to the Reference Group about their work on their Children's Taskforce.



The Children's Taskforce will focus on children 0-14 years old who take part in the NDIS.

And it will support these children during different stages of their life.



Reference Group members shared that the NDIA needs to learn from First Nations communities.

They are getting good results for children and young people.

Members also shared that the NDIA needs to find ways to work with other supports, including:



- community supports



- other government supports.

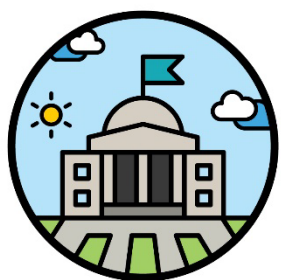


They should focus on supports that help children learn new skills.



Members explained that most parents of children with disability learn how to support their child from other parents.

This means there should be more peer support programs for parents.



Members shared that they want to know how the Children's Taskforce will work with state and territory governments.



This includes how they will work together to make sure children and young people get the support they need.



Members also shared that the Children's Taskforce should focus on the role of parents and carers.

They should do this in NDIS plans.



Members shared that the NDIA should change some of the words they use to explain the Children's Taskforce.



Members explained when the NDIA supports families, they should focus on what the family needs.

This is important to help children grow and develop.

14-25



Members shared that the NDIA needs to make a Children's Taskforce for young people 14-25 years old.

What we've done this year



Reference Group members shared the work they have done this last year.



This includes:

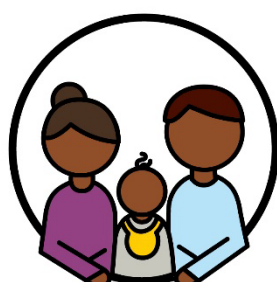
- what they have achieved
- how they will improve what they do.



Members shared they are happy with the work they have done.



But members also shared it's important to keep working on the Council's advice about the Voice of Children.



Members explained supports must focus on what a family needs.

This includes when families and children with disability have more complex needs.



Members shared that the Reference Group should include young people as members.



Members shared that the Reference Group must keep focusing on their current work.



Even if Reference Group members change in the future.



Members explained that there needs to be better ways for the NDIS to work with other services.

For example, education.

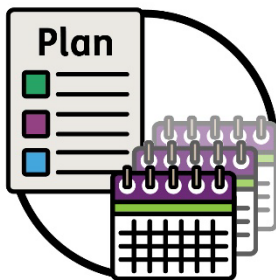
Members shared that the NDIA should support young people with disability to:



- find the right job for them



- move out of home, if they want to.

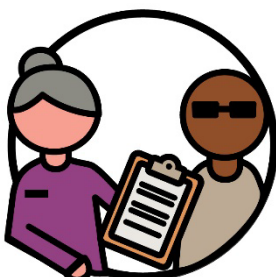


Members also shared that NDIS plans for children with disability should last for a longer time.

And that the people who make these plans need to have the skills to:



- make plans that work well



- get the best results for children and young people.

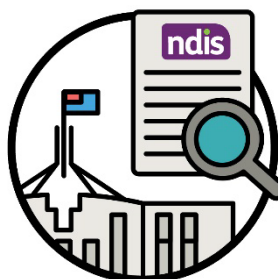
The Council's priorities for the NDIS Review



Our **priorities** are things we think are very important.



Professor Bruce Bonyhady AM shared the work of the **NDIS Review** with the Reference Group.



The Australian Government is checking the NDIS to find out what:

- works well
- could be better.

They call it the NDIS Review.



Bruce asked the Reference Group how the NDIS could fix issues for:

- children and young people
- their families.



Reference Group members shared that the NDIS Review needs to look at why children with the same disability get different supports.

Members explained that there is a chance to make supports focus on:



- what strengths children with disability have



- what the whole family needs.

This includes thinking about how children with disability:



- take part in their community.



- get support during different times of their life, like moving from school to work.



Members shared that the NDIA should support parents of children with disability to:

- make their own decisions
- learn new skills.

This will support their child as they develop.



Members explained that the NDIS must find better ways to work with schools and education providers.

This will make sure children and families get the support they need.

Our next meeting



Our next meeting is 20 July 2023.



You can find out more about our meetings and bulletins on our website.

www.ndis-iac.com.au/meetings

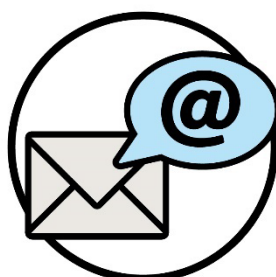
More information

For more information about this bulletin,
please contact us.



You can visit our website.

www.ndis-iac.com.au



You can send us an email.

advisorycouncil@ndis.gov.au



You can visit the NDIS website.

www.ndis.gov.au



You can call the NDIS.

1800 800 110

Word list

This list explains what the **bold** words in this document mean.

Autism

Autism affects how you:



- think
- feel
- communicate
- connect and deal with others.



Bulletin

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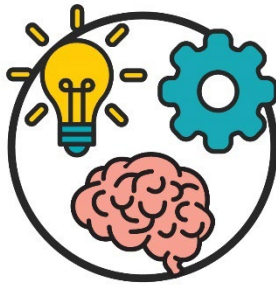
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Funding

Funding is the money from your plan that pays for the supports and services you need.

Intellectual disability



An intellectual disability can affect how you:

- learn new things
- solve problems
- communicate
- do some things on your own.



Justice Liaison Officers (JLOs)

JLOs support prisons to understand how the NDIS can support people with disability in prisons.



NDIA Board

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NDIS Review



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Peer support



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Priorities

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Providers

Providers support people with disability by delivering a service.



Reference Group

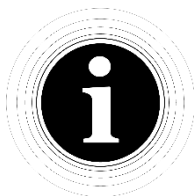
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