School Leaver Employment Supports
Functional Work Assessment

Guide for Teachers
ACT
This guide is for schools and support teachers who will assess Year 12 students with disability who are leaving school in 2016 using the Functional Work Assessment.

**About the NDIS**

The National Disability Insurance Scheme (NDIS) is a new way of providing individualised support for people with an impairment or condition that is likely to be permanent, or a developmental delay that affects their ability to take part in everyday activities.

The NDIS will deliver a life-long approach to support people with disability through a planning process to identify the reasonable and necessary supports needed to enable people to achieve their employment goals.

National Disability Insurance Agency (NDIA) is the Agency delivering the NDIS.

**School Leaver Employment Supports (SLES) overview**

NDIA is currently working with education sectors and other Government bodies to develop working arrangements for school leavers to ensure a smooth transition to NDIS. Students wanting to access SLES will also need to meet the access requirements of the NDIS to become an NDIS participant.

School Leaver Employment Supports (SLES) is an early intervention approach to employment for Year 12 school leavers with disability. The aim is to provide eligible NDIS participants with a supported pathway from school and into open employment.

**SLES Functional Work Assessment overview**

In 2016 the Functional Work Assessments will be carried out in the ACT for Year 12 school leavers with disability. Students and their parents/guardians may take part in the assessment where practical. It may be useful for students 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.

The teachers undertaking the SLES Functional Work Assessments will be trained in administering the assessment tool.

It is important to understand that students do not need to prepare for this assessment. The questions they will be asked are about how they function in their everyday life and what level of support they need.

If an interpreter is required one can be arranged through the school.

**Consent**

The student, parent or legal guardian must give consent before an assessment can begin. Consent is provided by filling out the *Information Recording Consent Form* for 2016 School Leavers. The completed form should be given to the teacher doing the assessment. The recording consent form will be retained by the teacher/assessor at the student’s school.

**The SLES Functional Work Assessment**

The SLES Functional Work Assessment tool 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 student’s name, age, gender, country of birth, address, school and disability type.

**Section 2: Functional Assessment**

This section looks at key areas in the students' life where they require assistance and the level of the support required. 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 student is managing at the moment. Questions focus on activities that all people need to complete as part of their daily lives. For example, one question asks if the student can go shopping for groceries or clothing without help, with some help, or whether the student 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 student can do at home and how much support they need to move around. These questions are similar to those asked in part 1 but provide a more detailed picture of what the student can do. This part includes questions about whether the student 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 focus on whether the student can do things such as showering, dressing and eating.

**Behavioural Functioning Assessment (Section 2, Part 4)**

These questions provide information about the student’s behaviour support needs. There are 5 multiple choice questions. In addition, a space is provided where additional information about the level and nature of support required for students with significant behaviour and/or mental health issues can be added.

**Section 3: Additional Information**

The abilities of each student and the supports required for the student to achieve their potential are individual, complex and often difficult to capture in a single assessment. A separate space is available for other information to assist understanding the student’s support needs, including information from families and carers. If there is any information that the student or their parent/guardian feels has not been adequately addressed, it should be included in this section. Examples include details of the student'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, students and families are encouraged to ask questions.
Assessments can take place at a face-to-face meeting with the teacher (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 student and their support needs.

The assessment forms are completed and lodged electronically. The teacher (assessor) will provide a copy of the assessment to the student and their parent/guardian if they request it.

When the completed assessments are received, personal details are removed and the information is sent to the Australian Health Services Research Institute, University of Wollongong for analysis and to identify suitability for SLES.

The SLES Functional Work Assessment Outcomes

Students assessed as part of the 2016 SLES Functional Work Assessment will be contacted by NDIA to inform them of the outcome of their assessment and the next steps.

Review Rights

Any person directly affected by a decision of the NDIA can request a review. A request for internal review of a decision must be made within three months of receiving notice of the decision from the NDIA. More information about the review process will be included with the letter students receive about the outcome of their assessment. More information on the review process can be found on the NDIA website.

More information

For more information on Commonwealth programs, payments and allowances for students with disability contact Centrelink on 13 27 17 or go to the Centrelink website.

For more information about NDIA:

Visit: www.ndis.gov.au

Call NDIA ACT, Braddon office on: (02) 6269 9800

Office location ACT: 212 Northbourne Avenue, Braddon, ACT.

Call NDIA contact centre: 1800 800 110*

For people with a hearing loss or speech loss:

TTY: 1800 555 677

Speak to Listen

(Speech-to-relay): 1800 555 727

For people who need help with English

Translating and Interpreting Service: 131 450

*The call centre is open Monday to Friday, 8am to 5pm EST

*1800 calls are free from fixed lines. However, calls from mobiles may be charged.