



Australian Government



Foundational  
Supports

# Providing more services and supports to children with disability

We want to know what you think

Easy Read version



# How to use this paper



The Australia, state and territory governments wrote this paper together.

When you read the word 'we', it means:

- the Australian Government
- state and territory governments.



We wrote this paper in an easy to read way.

We use pictures to explain some ideas.

**Bold**

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

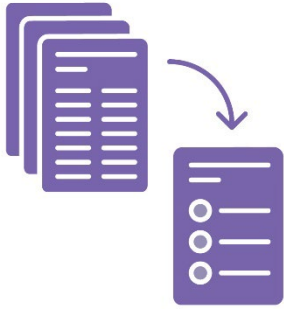
Not Bold

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page [32](#).



This is an Easy Read summary of another paper.

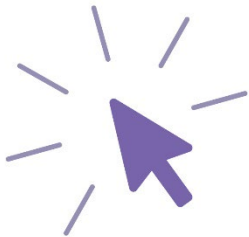
This means it only includes the most important ideas.



This is a long document.

You don't need to read it all at once.

You can take your time.



You can find the other paper on our website.

[www.engage.dss.gov.au/foundational-supports/have-your-say/](http://www.engage.dss.gov.au/foundational-supports/have-your-say/)



You can ask for help to read this paper.

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

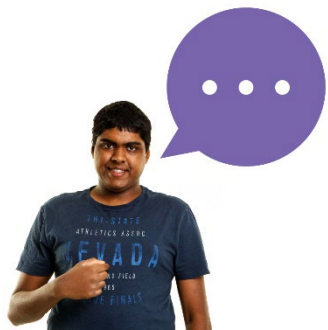
## How we talk about people with disability



We use person-first language in this paper.

This means we say ‘people with disability’ instead of ‘disabled people’.

But we respect that everyone can choose:



- how they want to talk about themselves



- the right words for them.

## Acknowledgement of Country



We recognise Aboriginal and Torres Strait Islander peoples as the traditional owners of our land – Australia.

They were the first people to live on and use the:



- land



- waters.

# What's in this paper?

Our work to improve disability services 7

---

How we want to improve disability supports for children with disability 8

---

Have your say 11

---

Who we want to hear from 13

---

More general supports 16

---

More targeted supports 24

---

What we will do next 31

---

Word list 32

---

# Our work to improve disability services



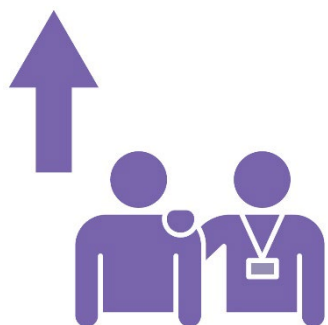
The **National Disability Insurance Scheme (NDIS)** provides services to people with disability.



We asked a group of people to check the NDIS and find out what:

- is working well
- could work better.

This was called the **NDIS Review**.



The NDIS Review found out that people want more services to meet their different needs.



The NDIS Review also found out that people want governments to improve services that aren't part of the NDIS.

This includes services for children with disability.

# How we want to improve disability supports for children with disability

9↓



We want to use what we found out from the NDIS Review to improve supports for children with disability under 9 years old.



This includes children with a **developmental delay or concern**.



Some children might not grow or develop at the same time as other children of the same age.

They may need extra help to do everyday things.

When this happens, we say they have a developmental delay or concern.



We also want to use what we found out to improve supports for families and carers of children with disability under 9 years old.



We will provide more **general supports** for:



- children with disability
- children with a developmental delay or concern
- their families and carers.



General supports help people with disability to manage their everyday lives.

They are available to everyone.

We will also provide more **targeted supports** for:



- children with disability
- children with a developmental delay or concern
- their families and carers.

Targeted supports are more specific to the needs of:



- children under 9 years old with disability
- children under 9 years old with a developmental delay or concern
- their families and carers.



Targeted supports are mostly for people who don't take part in the NDIS.



We want all these supports to work well together.

This includes supports that children and their families and carers already use.

# Have your say



We want to know how you think we can improve supports for:

- children with disability
- families and carers.

This includes helping families to:



- get information and advice they trust



- make decisions



- take part in the community.

This also includes supporting children to:



- explore how they think and feel



- move their body.

# Who we want to hear from

We want to hear from:



- families and carers of children with disability under 9 years old



- organisations who speak up for children with disability and their families



- **providers** – people and organisations that deliver services to people in the community.



This includes providers in:

- healthcare
- education.



When we talk about healthcare services, we mean services that support you to:

- move and use your body
- explore how you think and feel.

## How to tell us what you think



We will share our ideas about improving disability supports.



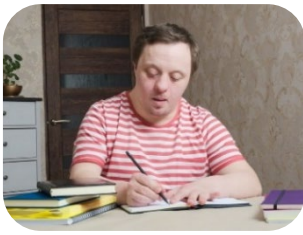
We have also written some questions for you to think about.



You can answer these questions on the DSS Engage website.

[engage.dss.gov.au/foundational-supports/have-your-say/](https://engage.dss.gov.au/foundational-supports/have-your-say/)

You can also:



- write down your ideas



- make a video or audio recording of your ideas.



You can email us your ideas.

[Foundational.Supports@DSS.gov.au](mailto:Foundational.Supports@DSS.gov.au)

You can send us your ideas in the mail.



**Foundational Supports Strategy**

**GPO Box 9820**

**Canberra**

**Australian Capital Territory 2601**



You need to send us your ideas before  
5 December 2024.

## More general supports

We will provide more general supports to help families get:



- information and advice they can trust



- **referrals** – when someone connects you to a service you need



- **capacity building** support.

Capacity building means children with disability can build skills to:



- take part in the community
- make decisions
- speak up for themselves.





Capacity building also means that families and carers can build these skills.

And it means families and carers can build skills to:



- understand the child's skills and needs



- support the child's needs



- connect with people who have similar experiences



- get supports and services they need.



We want children and their families and carers to get general supports:

- in person
- online
- on the phone.

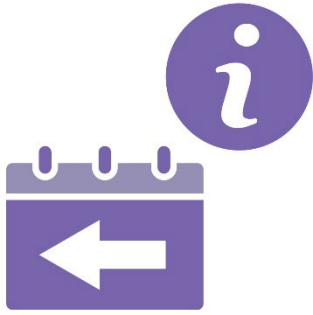
## How you might use general supports



General supports could help you find information or advice you trust to support a child.



For example, if you are worried a child isn't communicating well with other children.



This could include getting information about how to get **early intervention** support.



Early intervention is when children get services and support:

- as early as possible in their lives
- while they grow and develop.

## Questions for you to think about



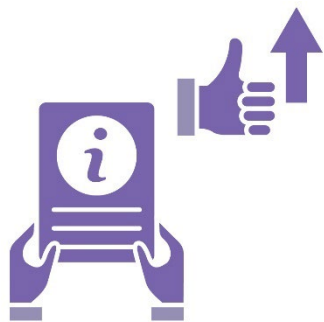
What has helped you and might help other families and carers to find services and supports?



Where do you find information and advice about the services and supports you need?



What people and organisations do you trust for information about services and supports?



How could we improve the way we share information about services and supports?



What information and advice could help you know what services or supports your family needs?



What information and advice could help you find the right services or supports?



What supports or services do you need that you can't get now?



How can we make sure that services and supports work well together to help families and carers with important life changes?

For example, when a child starts daycare.



Have you used any services and supports that work well together to support important life changes?



How can we improve the information and capacity building services we already have to better support different groups in the community?

This includes:



- families who have a lot of complex needs



- families who live in places far away from cities or towns



- families who have more than one child with disability, or a developmental delay or concern



- First Nations families



- families from different **cultures**.

Your culture is:



- your way of life
- how you think or act now because of how you grew up
- your beliefs
- what is important to you.



How can we make sure services and supports are safe for all cultures?



What makes it challenging to get services and supports for a child?

For example:



- services and supports might cost a lot of money



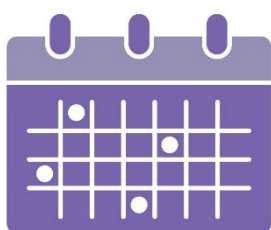
- you might live far away from services and supports.

## More targeted supports

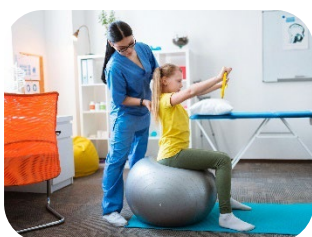


We will provide more targeted supports to help children:

- explore how they think and feel
- move their body.



This includes support they might need sometimes.



For example, support from an **occupational therapist**.

An occupational therapist is someone who helps you move and use your body to get tasks done.



We also want more targeted supports to help families and carers with capacity building.



For example, support to help a child with everyday activities.



Targeted supports could be provided:



- in groups



- one-on-one, for example in people's homes.

## How you might use targeted supports



Targeted supports could help a child who needs support to move their body.



For example, they might need support from an occupational therapist to learn how to pick up cutlery.



These services could also help families and carers get other supports they need across different areas.



For example, a child might need support with their:

- health
- education.

## Questions for you to think about



Which healthcare services or capacity building services have you found helpful?



What makes it challenging to get healthcare or capacity building services?



How can we make the services and supports we already have easier to use?



How can we make these types of services and supports work well together?



What healthcare or capacity building services do you need that you can't get?



How can we improve the early intervention services we already have to better support the needs of different groups in the community?

This includes:



- families who have many complex needs



- families who live in places far away from cities or towns



- families who have more than one child with disability, or a developmental delay or concern



- First Nations families



- families from different cultures.



How would you like to get these services and supports?

For example:



- in person
- online.

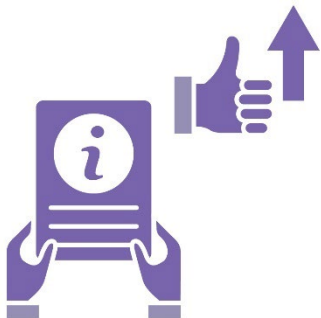


How could we make supports more accessible in some places where children learn or get support?

For example, daycare.



What services in these places have you found helpful?



How can we improve how these places share information about the services and supports they provide?



How can we make sure families can get these services and supports when they need them?



For example, when they first start to think a child may have a developmental delay or concern.

# What we will do next



We will use your ideas to create and improve disability services for:

- children with disability
- their families and carers.



We will keep checking these services to find out what:

- works well
- we could do better.



People with disability will be able to start using some of these services from late 2025.

# Word list

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



## **Capacity building**

Capacity building means children with disability can build skills to:

- take part in the community
- make decisions
- speak up for themselves.

## **Culture**

Your culture is:



- your way of life
- how you think or act now because of how you grew up
- your beliefs
- what is important to you.



## Developmental delay or concern



Some children might not grow or develop at the same time as other children of the same age.

They may need extra help to do everyday things.

When this happens, we say they have a developmental delay or concern.

## Early intervention



Early intervention is when children get services and support:

- as early as possible in their lives
- while they grow and develop.

## General supports



General supports help people with disability to manage their everyday lives.

They are available to everyone.



## National Disability Insurance Scheme (NDIS)

The National Disability Insurance Scheme (NDIS) provides services to people with disability.

## NDIS Review



We asked a group of people to check the NDIS and find out what:

- is working well
- could work better.

This was called the NDIS Review.



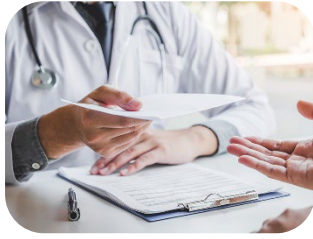
## Occupational therapist

An occupational therapist is someone who helps you move and use your body to get tasks done.



## Providers

Providers are people and organisations that deliver services to people in the community.



## Referral

A referral is when someone connects you to a service you need.

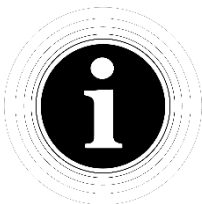
## Targeted supports

Targeted supports are more specific to the needs of:



- children under 9 years old with disability
- children under 9 years old with a developmental delay or concern
- their families and carers.

Targeted supports are mostly for people who don't take part in the NDIS.



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