

Jigsaw NDIS Navigator Guide:

Navigating life after school.

A practical guide for students with disability and their families.



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Jigsaw Australia, 2026

Jigsaw is a social enterprise that trains and supports people with disability into mainstream employment.

Our innovative pathway combines structured, skills-based training within a real workplace, helping people with disability build the skills, confidence and independence needed to meet their employment goals.

t: 1300 166 734

e: hello@jigsawaustralia.com.au

w: jigsawaustralia.com.au



fightingchance.org.au

Disclaimer

The information in this guide is general in nature and is correct to the best of our knowledge as at 01 October 2026. NDIS policies, processes, funding arrangements and terminology may change over time. This guide is designed to help you understand and navigate some of the considerations around planning for employment and life after school. It does not replace advice or guidance from the NDIA, your Local Area Coordinator (LAC), Support Coordinator or other relevant professional. Your individual circumstances, goals, and support needs should always be considered when making decisions about your NDIS plan. Changes to the NDIS, including eligibility, funding decisions, policies and processes, are determined by the NDIA and are outside of Jigsaw Australia's control. We recommend always checking current NDIS information at <https://www.ndis.gov.au/> and seeking individual advice.

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Preparing for life after school.



Introduction.

Finishing school is an exciting milestone and the beginning of a new chapter.

Moving from the familiar structure of the classroom into adulthood opens up new possibilities for you to think about what you want your adult life to look like - whether that's employment, further education, building independence, or perhaps a combination of all three.

For young people with disability, it can also mean navigating new services, supports and NDIS planning along the way.

A plan developed while you're at school may focus on your needs as a student. As you approach adulthood, your goals may change, and the disability-related supports you need may change too.

Starting the conversation early gives you and your family time to explore what matters to you, understand your options, and put the right supports in place.

This guide brings together practical information to help you prepare for conversations about your future, understand the NDIS, and consider what you may need to put in place before you leave school.



Looking beyond school.

What do you want your life after school to look like?

There is no single pathway after school.

Some young people know exactly what they want to do next. Others may want to explore their options or take some time to work out what suits them.

You may also find your goals change as you gain new experiences.

Some of your next steps might include:

- getting a job
- exploring different types of work
- further study or training
- learning to travel more independently
- building everyday living skills
- developing friendships and social connections
- taking part in activities in your community
- moving towards greater independence

Your first choice doesn't have to be your forever choice. You can try something, change your mind, and try something else.



Exploring post-school options.

For many young people, life after school includes further study, training, employment, or a combination of all three.

There are many programs and services available that can assist with the transition from school to work, training or further education.

Take time to explore the different pathways available. Understanding your options can help you make informed decisions about what life after school could look like.

Employment

If you want to work, there are many pathways and supports available depending on your goals, work readiness and support needs.

Depending on your circumstances, your pathway to employment may include:

NDIS-funded employment services

If you are eligible for an NDIS plan or have existing funding, you may be able to use your NDIS funding to get help with finding, preparing for or keeping a job.

Disability employment services like Jigsaw, can help people with disability build the skills, confidence and capacity needed for work. They can also support employers to understand a person's needs and help create an inclusive workplace.

Individual NDIS plans and goals will determine what supports are available for you to access.

If you're not sure what employment support you are eligible for, talk to your NDIS planner, support coordinator, school or disability employment provider and they can help you understand your options and what support may be right for you.

Inclusive Employment Australia (IEA)

IEA is the Australian Government's specialist disability employment program. It supports eligible people with disability to prepare for, find and maintain employment. The type and level of support provided depends on the individual and their employment needs.

For some young people, these supports may form different parts of their pathway towards employment.

Your provider will take the time to understand what you need, and help prepare you to find a job that's right for you.

Planning for employment?



Jigsaw can help you build the skills, confidence and capacity needed to get a job.

Find out more on page 5.

Exploring post-school options.

Vocational education and training (VET)

Vocational education and training provides practical training for a variety of jobs and industries.

Options include certificates, diplomas, short courses, Transition Qualifications and targeted training through TAFE or other registered training providers. These options can take between three months and three years to complete.

Courses may be available fee-free or using VET student loans, depending on eligibility.

University and higher education

University and other higher education providers offer qualifications including diplomas, associate degrees and bachelor degrees, with future post-graduate options such as master's degrees and PhD's.

If you are interested in higher education but aren't ready to move directly into a degree, there may also be other pathways

to explore, such as tertiary preparation programs or short courses.

Community participation

Volunteering or community-based activities may provide an opportunity to explore interests, contribute to the community, meet new people and develop skills and experience.

Organisations such as [Avenue](#) and [Plus](#) offer opportunities to connect with others and participate in the community regardless of support needs.

Taking some time to explore

Not everyone wants to move directly from school into work or further study. You may choose to take some time off to explore your interests through travel or some short term activities before deciding what to pursue next.

There is no single “right” pathway.

Your next step will be unique to you and should reflect your interests, goals and the life you want to build.

Industries in Australia

If you are thinking about your future career, it's good to have an idea about some of the industries in Australia you can choose from.

- Accommodation and Food Services
- Administrative and Support Services
- Agriculture, Forestry, Fishing
- Arts and Recreation Services
- Construction
- Education and Training
- Electricity, Gas, Water and Waste Services
- Financial and Insurance Services
- Health Care and Social Assistance
- Information Media and Telecommunications
- Manufacturing
- Mining
- Professional, Scientific and Technical Services
- Public Administration and Safety
- Rental, Hiring and Real Estate
- Retail Trade
- Transport, Postal and Warehousing

Welcome to Jigsaw, a social enterprise empowered by Fighting Chance.

Laura and Jordan O'Reilly founded Fighting Chance in 2011, inspired by the experience of their brother, Shane, who was let down by a society that defined him by his disability.

When Shane finished school, he had limited options compared to his siblings. He didn't have access to work experience, further study or a career pathway.

Laura and Jordan saw the power of social business to shape an economy which fully included people with disability. In 2014 they co-founded Jigsaw along with social entrepreneur Paul Brown, to create a powerful, loud and confident normalisation of disability in the Australian workforce.

Come and get in on the action with Jigsaw.

Empowered by
**FIGHTING
CHANCE**

Jigsaw's pathway to employment.

Jigsaw supports people with disability across Australia to build the skills, experience and confidence needed to transition into mainstream employment.

At Jigsaw, we believe the best way to prepare for work is to experience it.

Our innovative pathway combines structured, skills-based training within a real workplace, helping you build the skills, confidence and independence needed to meet your employment goals.

As you learn skills, you can practice them with hands-on experience each day in Jigsaw's social enterprise. And because everyone learns at their own pace, we've designed our pathway to be flexible ensuring you feel supported to build skills at your own pace, every step of the way.

Our flexible pathway offers you:

- A comprehensive skills-based training program focused on transferable skills to get you job-ready.
- Personalised support through a mix of group training sessions and 1:1 mentoring to help you build competence, confidence and independence.
- Hands-on experience within a real workplace.
- Support to transition into a mainstream job that aligns with your career goals.

Does Jigsaw sound like it's for you? Contact us to get in on the action today.

Contact us.



t: 1300 166 734

e: hello@jigsawaustralia.com.au

w: jigsawaustralia.com.au

Navigating the NDIS.

Understanding the NDIS.

The NDIS provides funding for eligible Australians with permanent and significant disability to access disability-related supports.

For students with disability, the NDIS can play an important role in supporting you to improve your quality of life, build skills, become more independent, and prepare for employment after school.

NDIS Plans

If you are an NDIS participant, you will have an NDIS plan. Your plan will be tailored to you, and sets out the supports and funding you can access to help you work towards the goals in your plan.

Your plan will be developed using the information and evidence you provide to the NDIA in your application, and during future reviews.

You can learn more about what the NDIS is, who it is for, and how you can apply by visiting the *Fighting Chance* website at fightingchance.org.au/ndis/.

As you prepare to leave school

Leaving school can mean significant changes to your day-to-day life. You might be thinking about work, further education, becoming more involved in your community or getting around independently.

This makes the transition from school an important time to think about whether your current NDIS goals and supports still reflect where you are heading.

The following pages will help you understand your plan, prepare for NDIS conversations and know what options are available if your needs or circumstances change.





Who can help you with your plan.

Depending on where you live, your age and your personal circumstances, different people may help you understand, access and manage the NDIS.

Local Area Coordinator (LAC)

Local Area Coordinators are community-based NDIS partners. They aren't NDIS employees. They work for independent organisations to help deliver the NDIS.

They will learn about you, your personal situation, and your disability-related needs to help you understand and navigate the NDIS, connect with community and mainstream services, and gather information and evidence when applying to the NDIS.

LACs do not make decisions about NDIS access, what supports are funded or how much funding you receive.

These decisions are made by the NDIA.

my NDIS Contact

Once you become an NDIS participant, you are given a **my NDIS contact**. This

may be an NDIS partner, an early childhood partner or someone from the NDIA. Their details can be found in your NDIS plan.

Your **my NDIS contact** can help you understand and use your plan, work towards your goals, find or change providers, request changes to your plan and understand the information and evidence you may need for a plan reassessment.

Remote Community Connector (RCC)

Remote community connectors work with NDIS partners in remote communities to help people understand and apply for the NDIS. They can also help you to prepare for check-ins, understand and use your plan, and access supports.

Nominee

A nominee is someone who is formally appointed to make certain decisions or act on behalf of an NDIS participant.

You will only have a nominee if you can't or don't want to make your own decisions about the NDIS.

This is a formal decision-making arrangement and is different from having someone support you while you remain the decision-maker.

Even when you have a nominee, you should still be involved in decisions as much as possible

A nominee must listen to your wishes, support your wellbeing and help you make your own decisions as much as possible.

There are two types of nominees:

Plan nominee

A plan nominee can make decisions about preparing or changing the participant's plan and managing and using NDIS funding. Their authority can be limited to particular decisions.

Correspondence nominee

A correspondence nominee can communicate with the NDIS, request information and receive correspondence

on your behalf, but cannot make decisions about preparing or changing the plan or managing NDIS funding.

See the [NDIS 'what is a nominee' guide](#) for more information about nominee duties and responsibilities.

Child representative

A child representative is the person who represents you and makes NDIS decisions on your behalf when you're under 18. In most cases, this will be your parent, or guardian.

Your child representative works with the NDIS to develop and manage your plan, communicate information about your needs and choose providers. They must also involve you in decisions wherever possible, consider your wishes and preferences, and support you to build your own decision-making skills.

Be prepared.



The child representative role automatically ends when you turn 18 and the responsibility for making your NDIS decisions moves to you.





What changes when you turn 18.

When you turn 18, the NDIS recognises you as an adult and assumes you can make decisions about your life and NDIS plan.

The NDIS considers you to be the best person to make decisions that affect you and aims to support you to have choice and control over those decisions.

This means your parent or guardian does not automatically continue in the same decision-making role once you become an adult.

If you are unable or don't want to make some NDIS decisions yourself, this is something you will need to consider before your 18th birthday so you can continue to be supported.

How parents can stay involved.

Turning 18 doesn't mean your parents or family can no longer support you with the NDIS.

How they stay involved depends on the type of support you want or need.

Informal support

You can continue to get help from your parent, family member, friend or

advocate without formally appointing them as a nominee.

They can support you to understand information, prepare for conversations with the NDIS and communicate what you want and need.

Express consent

You can also give express consent for someone you trust to be involved in particular ways, such as attending NDIS meetings with you, accessing information about your plan or helping you communicate with the NDIS.

You remain the person making the decisions.

Formally appointing an nominee

If you are unable to make some NDIS decisions yourself, even with support, or you do not want to make particular decisions, you can request to appoint a nominee.

A parent can be appointed as a nominee, but this does not happen automatically when you turn 18.

Appointing or changing a nominee.

Even if you have a nominee, they must support you to make your own decisions as much as possible.

Appointing a nominee.

If you need or want a nominee, you must ask the NDIA to appoint one.

You can [contact the NDIS directly](#), or speak to your local area coordinator and make your request.

Your family member, carer or friend can also contact the NDIA or local area coordinator if they think you might need a nominee.

The NDIS always starts from the idea that you should have the chance to act on your own behalf, with or without support. So, they will consider your circumstances and whether appointing an nominee is right for you.

You will need to provide the proposed nominee's name, contact details and their written consent.

The NDIA will talk with you and your proposed nominee to make sure they understand their duties are suitable for the role.

Once the request is approved, you and your nominee will receive an '[instrument of nominee appointment](#)' explaining the type of nominee appointed, any limits on what they can do and how long the appointment will last.

Changing or cancelling a nominee.

A nominee arrangement does not necessarily need to stay the same. You may change or cancel a nominee arrangement at any time, if it is no longer suitable for you.

If a nominee was appointed at your request, the NDIA will change or cancel the appointment if you ask them to.

You can contact the NDIS to request the change, or speak with your support coordinator, local area coordinator or planner for advice.

A nominee has legal duties.



The NDIS will ask questions to check that a proposed nominee understands and is the right person for the job.



NDIS goals.

Your goals are at the heart of your NDIS plan.

If you want to work after school, it's important that your NDIS plan clearly includes an employment goal.

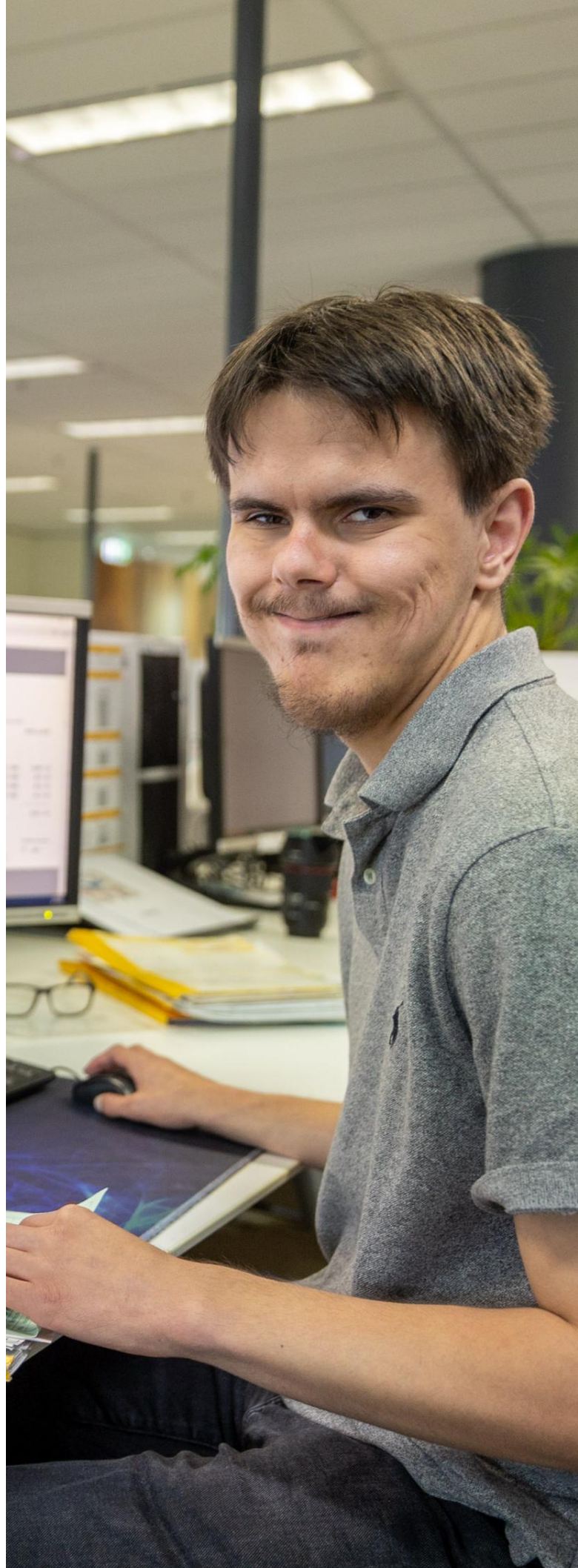
A strong employment goal should explain what you want to work towards, what skills you need to build, and what disability-related support you may need to prepare for, find and keep a job.

A strong employment goal should be:

- Clear about your interest in work
- Connected to your disability-related support needs
- Focused on building capacity, skills and independence
- Realistic for your current stage of readiness
- Specific enough to support a request for employment-related NDIS funding

The NDIS will only fund supports that connect directly to your goals and the disability you have NDIS access for. Support needs arising from a different disability or diagnosis may need to be separately assessed and recognised by the NDIS.

You'll also need to gather evidence that explains your current skills, strengths, barriers, school supports, work experience, transition needs and the support you may need to prepare for, find and keep a job.





Planning for employment.

Work is about much more than just earning a wage.

Having a job can play an important role in building the life you want after school. Work can give you opportunities to develop new skills, build confidence and independence, meet new people and contribute to your community.

It can also bring greater financial independence, structure, routine and a sense of purpose and achievement. Through work, you can discover what you're good at, learn what you enjoy and open up new opportunities over time.

Why does this matter for the NDIS?

The NDIS provides funding for people with disability to pursue their goals, access new skills, and participate in everyday life.

If you are a young person with disability and you want to work, the plans you

make during your final years of school have a real impact on the supports available to help you prepare for employment.

It's important that your NDIS plan reflects what you want to achieve and the supports you will need to work towards those goals.

Without employment goals clearly reflected in your NDIS plan, there can be a gap between your ambition to work and your ability to access the supports needed to build towards it.

Being clear and specific matters.

The NDIS uses information about your goals, functional capacity and support needs when making decisions about the supports and funding included in your plan.

Thinking about your goals.

Knowing that you want to work is a great starting point. A strong employment goal turns that aspiration into action.

The next step is to clearly describe what you want to work towards, what you want to build and how your NDIS supports can help you get there.

Start with your ambition.

Your aspiration gives your NDIS goal direction. Think about where you want to go. You might already know the type of job you would like, or you might want to explore your options and find out what work could look like for you.

Ask yourself:

What do I want for my future when it comes to work?

Think about the skills you need to build.

Next, think about what you need to learn, practice, or develop to move closer to your goal. This might include practical work skills, but it can also include things like communication, confidence, travel skills, or problem-solving.

Everyone starts from a different place, so focus on building the skills that are important for you.

Ask yourself:

What do I need to learn, practice, or become more confident doing to move towards work?

Identify your support needs.

Think about the things you need extra support with due to your disability.

For example, you might need help to learn and practice new tasks, adjusting to new environments, establish routines, or communicating with new people.

Being clear about these needs will help show the connection between your employment goal and the disability-related supports you need to achieve it.

Ask yourself:

What do I need help with because of my disability?

Put it together.

Finally, bring everything together into one clear statement that reflects what you want for your future.

Need some inspiration?



Explore the word bank and examples on the next page to help you get started.

Finding the words.

There's no single way to write an employment goal, and no limit to the number of NDIS goals you can have.

NDIS goal word bank.

Use the word bank below to find ideas that reflect you. Pick and choose what's relevant, adapt the wording, or use your own words.

My aspirations <i>Where do I want to go?</i>	Skills I need to develop <i>What do I need to build to get there?</i>	How I might need support <i>What do I need help with because of my disability?</i>
• Get my first paid job • Build capacity for a job • Explore different types of work • Find work that suits my strengths and interests • Find and keep a job • Become more independent after school • Be more confident in a workplace	• Confidence • Workplace communication • Learning new routines • Following workplace routines • Time management • Work habits • Stamina and concentration • Travel independently • Problem-solving • Social and interpersonal skills	• Understanding and following instructions • Communicating with new people • Establishing and maintaining routines • Managing change and unfamiliar situations • Travelling safely and independently • Adjusting to new environments • Understanding workplace expectations • Recognising when and how to ask for help





Building your NDIS employment goal.

Employment goals in action.

Explore the examples below to see how different aspirations, skills and support needs can come together in a clear employment goal.

Preparing for work.

When I finish school, I want to build my capacity for work by developing my independence, travel skills, workplace communication, and confidence, so I can get my first paid job.

Transitioning from school.

I want to prepare for life after school by building a routine that includes employment preparation, therapy, community participation and rest, with a long-term goal of getting a job.

Workplace communication.

I want to become more confident communicating in a workplace and develop my ability to follow instructions, ask questions and communicate appropriately with supervisors and colleagues.

Finding and keeping a job.

I want to participate in a structured work-readiness program that helps me practice work tasks, build confidence and follow workplace routines so I can find and keep a paid job that suits my strengths and interests.

Increase my independence.

I want to become more independent when completing workplace tasks and routines by developing my ability to travel safely and independently, follow multi-step directions, stay on task, and recognise when I need assistance.

Build stamina and routine.

I want to build my capacity to participate in a regular work routine. I need support to develop my stamina, concentration, and ability to transition between tasks to prepare for future open employment.

Managing my workday.

I want to build my independence by developing my ability to manage my time, transition between tasks and respond to unexpected changes so I can participate in different workplace environments.

Exploring work.

I want to explore different types of work and understand my strengths and support needs so that I can build the practical skills I need to move towards paid employment.

Navigating NDIS employment support categories.

Understanding how the NDIS categorises employment support is essential for your planning meeting.

It's important to distinguish between **capacity building** that helps you build skills like catching a bus independently or following a roster and **active support** with a mentor or support person by your side while you perform the job.

Use the table below to identify which funding matches your current stage.

Support Type	What it provides	Who it's for
Employment Assistance (Assistance to Access and Maintain Employment or higher education)	<i>Replacing SLES from June 2027</i> Focuses on 'learning how to work'. Includes travel training, money handling, and work experience.	Students in their final years of school, or recent school leavers needing assistance to build employment capacity.
School Leaver Employment Supports (SLES)	<i>To be replaced by EA from June 2027</i> Focuses on 'learning how to work'. Includes travel training, money handling, and work experience.	Students in their final years of school, or recent school leavers needing assistance to build employment capacity.
Supports in Employment	On-the-job assistance including coaching, mentors, and workspace modifications.	People who have a job and need active support to maintain it or manage complex tasks.





What supports are available as you transition from school to work?

The NDIS may fund supports to help you build skills, prepare for employment and get support in the workplace.

This includes funding for capacity-building programs that provide practical work skills training and support to prepare you to find and keep a job.

Youth Employment Assistance

Previously School Leaver Employment Support (SLES)

You don't need to have finished school or be ready to start a full-time job to access employment supports.

For young people aged between 14 and 24, support is available while you're still at school, and as you transition from school to work or further study.

Employment Assistance can help you:

- Gain work experience beyond what you do at school.
- Build the skills and confidence to find and keep a job, even if you have little or no previous work experience.
- Exploring career options and prepare for the transition from school to work.
- Learn about employer expectations and workplace routines.
- Develop practical skills, such as money management, workplace communication, social and teamwork skills.

Transport to work or training

If your disability makes it difficult to travel independently, you may be eligible for recurring transport funding to help you get to and from work, study or other eligible activities.

This may help cover taxis, rideshare services or other private transport. The amount available depends on your circumstances, including whether you are working or studying and how many hours you participate.

On the job support

Some people need additional disability-related support once they start working. Supports in Employment can help you perform your role, build your skills and manage challenges in the workplace.

Depending on your needs, this may include:

- On-the-job coaching and mentoring.
- Adjusting job tasks to suit your skills and abilities.
- Help setting up your workspace or equipment.
- Support to manage more complex disability-related needs at work.

Assistive technology and equipment

Depending on your disability-related needs, you may need adjustments to your workspace, specialised equipment or changes to the way you perform certain tasks.

The NDIS may fund eligible disability-related supports to make your workplace more accessible.

Examples of assistive technology and equipment that may be available include specialised technology, support aides, or equipment needed for work settings such as magnifying glasses, ergonomic keyboards, screen readers.

How do I know what supports I can get?

NDIS funding is based on your individual disability-related needs and goals. You'll need to explain what support you need, why you need it and how it will help you work towards employment.

Your NDIA planner will consider the information and evidence you provide when deciding which supports can be included in your plan.

You may be able to access other supports if you don't meet the eligibility requirements and aren't eligible for the NDIS.

Your [NDIS partner](#) can help you learn more about [community and mainstream supports](#) and services in your area.

You can get started early.



You can access NDIS employment supports to help you start building skills and preparing for work while you're still at school.



Managing your plan.

There are different ways your plan can be managed.

Understanding your NDIS plan management options can help you get the most out of your plan. There are different options available, giving you choice and control to find an approach that suits your needs, lifestyle, and how involved you want to be managing payments and administration.

Self-managed.

You manage your NDIS funding yourself.

You retain full control and full responsibility for your NDIS funding and administration. You receive invoices from your providers, pay out-of-pocket and request reimbursement from the NDIS via the *NDIS myplace portal*.

What this gives you:

- Greater choice and control over how you use your funding
- The ability to use registered and unregistered providers, where permitted
- Flexibility to negotiate prices and employ support workers

What to consider:

Self-management comes with more responsibility. You will need to keep

accurate records, monitor your available funding, make claims, and ensure providers are paid.

Plan-managed.

A registered plan manager looks after the financial administration for you.

Your providers send their invoices to your plan manager, who claims from your NDIS plan and pays the provider on your behalf. Your plan manager will track your funding balances and maintain compliance with NDIS pricing guidelines for provided services.

What this gives you:

- Less day-to-day financial administration.
- Support to keep track of invoices, payments, and your funding.
- Access to registered and unregistered providers, where permitted.

What to consider:

Using a plan manager means you have less direct involvement with managing payments than you would with self-management, so it's important to choose a plan manager who communicates clearly and gives you good visibility over your funding.

Agency-managed.

The NDIA manages your funding and pays providers directly.

Registered providers claim payment directly from the NDIA for the supports they provide to you, so you do not need to manage invoices or make payment claims yourself.

What this gives you:

- The least amount of financial administration.
- Providers manage their claims directly with the NDIA.

What to consider:

Agency-managed funding can only be used with NDIS-registered providers which may limit your choice of providers.

Using a combination.

You don't have to manage all of your NDIS funding in the same way.

Different parts of your plan can use different management options.

You can choose to self-manage some funding to give you flexibility while choosing plan-managed or agency-managed to reduce your administration burden for another area of funding.

Making changes.

If your current arrangement is no longer working for you, you can ask the NDIA about changing how your funding is managed.

Changes can be requested by contacting the NDIA directly.





Future scheduled changes.

From October 2027, the National Disability Insurance Agency (NDIA) will set up a panel of approved plan management providers.

NDIS participants choosing a plan-managed plan, will need to select a plan manager from this government-approved list.

Any participants currently using a plan manager who is not on the approved list, will be given a 6-month transition period to move to an approved provider.

These changes begin on 1 October 2027 with the complete system rollout finalised by December 2030.

Plan Management summary table.

Plan Management	Administration work	Provider choice	Budget tracking
Self-managed	All administration work completed by you	Registered and non-registered providers available	Everything managed yourself
Plan-managed	All administration work completed by your Registered Plan Manager	Registered and non-registered providers available	Monthly statements provided by your Registered Plan Manager
Agency-managed	All administration work completed by the NDIA	Only registered providers available	All budgets tracked by the NDIA

Preparing for your meeting.

Your NDIS planning meeting is an opportunity to talk about your goals, your current support needs and what is changing in your life.

The more clearly you can explain what is changing, what you want to achieve and the support you need, the easier it will be for the NDIA to get a clear picture of your needs and circumstances.

Before your meeting.

Depending on the type of meeting and arrangements available to you, your meeting may take place in person, by video or over the phone. When your meeting is arranged, check what options are available and let the NDIA know if you have a preferred format.

Before your meeting, you should take some time to think about what your week might look like after school, including your employment goals, the skills you want to build and the supports you may need to work towards them.

Some things to consider before your meeting include:

- What you want life after school to look like.
- Your employment and other post-school goals.
- What you can currently do independently.
- Where you need support.
- What support you currently receive at school, home or in the community.
- What will change when you leave school.
- What skills you want to develop next.

It can also be helpful to make a list of questions or key points you want to discuss.

What to bring to your meeting.

Being well prepared can help you clearly demonstrate your needs to the NDIA. Gather as much relevant information and supporting evidence beforehand,



particularly documents that show how your disability affects your day-to-day life, the support you currently receive, what is changing and the support you may need going forward. Some useful documents to prepare may include:

Identification and plan information

Your NDIS participant number along with any relevant identification and contact information.

School and transition reports

School reports, transition plans, Individual Education Plans (IEPs), vocational assessments or other information about the support you receive at school.

Work experience documentation

Certificates, logbooks, employer feedback or reports from work placements.

Clinical and Allied Health reports

Letters or assessments from occupational therapists, speech pathologists, psychologists or medical professionals that describe your functional capacity and support needs.

Impact statements

Written statements from your family, friends or other people that support you, explaining how your disability affects everyday activities and the daily support you need.

Support letters

Statements from providers, support workers, or plan managers that describe your support needs and any recommended supports.

Provider recommendations

Statements explaining why a structured employment preparation program is reasonable and necessary based on your goals and needs. This should also include outlines of the program structure and costs to participate.

You may also want to bring a pen and paper, or device for taking notes, a folder for documents, and your list of questions.

To help you prepare, we've included an Evidence Checklist on page 42, that you can use to help you gather and organise relevant documents ahead of your meeting.

Talking about your employment goals.

If you are meeting about an NDIS plan variation or reassessment and work is something you want to pursue after school, make sure this is clearly discussed during your meeting.

Explain what employment means to you and what you may need to achieve it.

Make it clear.



If work is something you want to pursue after school, make sure this is clearly discussed during your meeting.



Be clear

Make clear and specific employment goal statements. Where possible, describe the type of work, industry, environment or tasks that interest you.

eg. “I want to work part-time in retail or customer service.”

Talk about your skills, strengths and interests.

Explain the things you enjoy, skills you have already developed and the environments that help you to work or learn well.

Explain the areas you still need to develop because of your disability

This might include communication, managing change, completing tasks independently or building confidence in unfamiliar environments.

Describe the support you need.

Detail the exact supports required such as job coaching, travel training, SLES programs, or workplace modifications that will help you develop those skills and work towards employment.

Where relevant, supporting information about a proposed service or program can help support your submission.

Connect employment to building your independence

Employment can support greater independence, skill development community participation and reduce impacts on informal support networks.

Explain why working towards employment matters to you.

Describing your support needs.

When requesting new or additional support needs, you will need to use functional descriptions rather than general statements.

This means, during your meeting, you should describe what you need support to do and why. Focus on your daily support requirements and the gaps in your current NDIS plan if those requirements are not met.

Think about a typical day and a difficult one.

It can be helpful to describe both. What support do you need when things are going well? What changes when you are tired, overwhelmed, or dealing with an unfamiliar situation?

Provide details about how much support you require.

Create a list that details the hours per day or week spent assisting with daily activities, communication, transport, or emotional regulation.

Explain the specific barriers you face because of your disability, and what support you need to address them.

Instead of:

"I need help completing tasks"

Try:

"I need verbal prompts and a visual checklist to complete multi-step tasks independently. Without prompting, I can lose track of the sequence or stop before the task is finished."

Consider the school-to-employment support changes

Leaving school can change much more than just where you spend your weekdays. Supports that have been built into your school environment for many years may reduce or end altogether.

In the next section, we provide some ideas of what to consider when describing your support changes here.

What changes when school finishes?

Think about the support you currently receive during a typical school day. It's important to think about what school currently provides and who or what will provide that support once school finishes.

Many supports previously covered by the education system will now require



community or NDIS funded frameworks and increase the need for [Core and Capacity Building Support](#).

Some of these supports may be so familiar that they don't immediately come to mind. Your supports will be personal to you but some school supports you might consider are:

Routine and structure

School provides a predictable timetable, structured activities, and regular supervision. Upon graduation, you may need support to establish a new post-school routine.

Travel and transport

School buses and family arrangements that work during your school years may not suit your schedule after school. Consider what support you may need to travel to employment, training or other activities.

Learning and skill development

Teachers and school staff may currently break tasks into steps, provide prompts



adapt activities or help guide you while you're learning new skills.

Consider whether similar support will be required when learning workplace tasks.

Communication and social support

School staff may currently help you understand instructions, navigate social situations, communicate your needs or manage conflict.

Think about how these needs may present in a workplace or training environment, and who you will need to support you with them.

Managing emotional regulation and change

Teachers, support staff or familiar routines may currently help you manage frustration, anxiety, sensory needs or emotional regulation throughout the day.

Consider what strategies or support you may need after school.

Physical assistance and personal care

At school, you may receive support with mobility, transfers, positioning, eating, personal care or other physical tasks throughout the day.

Consider what assistance you may need to participate safely and independently in a workplace.

Accessibility and equipment

Your school environment may already include accessible facilities, modified furniture, assistive technology, or other adjustments that support your participation.

Think about which of these supports you will continue to need after school and whether new environments or activities may require new accessibility needs.

Managing fatigue stamina, and physical capacity

Consider how your disability affects your energy levels, stamina or ability to complete physical activities throughout the day.

Think about the breaks, pacing, physical assistance or other supports you currently receive at school and what you may need to participate sustainably in work or training.

Informal support from family

Your family, carers, or friends may currently provide significant support around the school day preparing for the day, organising your belongings, communicating with the school, or managing changes in your routine.

Consider whether this level of support will be sustainable as you move into your adult life.

Being specific about these changes helps demonstrate why your support needs after school may be different from the supports you need today.

Using school and work experience as evidence

Your experiences at school, work experience and other activities can provide useful real-world examples of both your strengths and support needs.

Utilise reports

Use workplace feedback forms or support letters to show demonstrated capabilities and interest in specific roles, work environments or the need for structured work capability programs.

Use work experience reports to show where you were successful because of the supports provided.

Map evidence to NDIS funding

Match recommendations from reports to the relevant NDIS funding stream categories (e.g., Finding and Keeping a Job, Increased Social and Community Participation).

Identify gaps

Consider whether there were any tasks or situations you found difficult even with support. Did you require more help than what was available? These gaps can be used as evidence to request specific funding.

Making the most of your meeting.

Ask questions and take notes.

During your meeting, ensure you or your support person take notes as you go.

If something isn't clear, ask for it to be explained. You can also ask for time to refer to your notes or supporting documents before answering a question.

Some key things you may want to note during your conversation are:

- the names and contact details of the people you speak with
- your goals and any changes discussed
- additional evidence or information you may need to provide
- decisions or next steps
- Any questions you still need answered
- important dates or timeframes.

After your meeting

Review your notes

While the conversation is still fresh, review your notes to check that all the important points that you wanted to raise were discussed and take note of any actions that you will need to follow up on.

Provide any additional information

If you have been asked to provide further evidence or documentation, confirm how and when it should be provided, and ensure you send it promptly to avoid delays.

Check your new or updated plan

Once you receive your new plan, check that your goals and all funding line items accurately reflect the outcome of the planning process and your current needs.

Follow up on any gaps or concerns

If something is missing, different from what you expected, or you don't understand a decision, contact the NDIA or your relevant NDIS contact to understand what options or next steps are available to you.

Checking in

The NDIS may follow up later with a check-in as your plan nears its end or if you have significant life changes coming up. A check-in is a conversation to see how your plan is working and make sure your supports still meet your needs. If the NDIS calls at an inconvenient time, it's okay to ask to speak another time.

Questions you might want to ask.

- *What specific funding categories are available to support my employment pathway?*
- *What supporting evidence would I need to provide if I want to request a plan reassessment in the future?*
- *How does my plan account for changes in my support needs as I approach my transition dates?*
- *When will the changes to my NDIS plan be finalised?*
- *Who do I contact if I have any other questions about my plan?*

When your current plan doesn't reflect what you need.

Leaving school means new goals, routines and support needs. Your NDIS plan may need to change too.

When you transition from a structured school environment into employment or training, your NDIS plan might need to be adjusted to better reflect your new routine, goals and changing support needs.

During these times, you can request changes to your existing NDIS plan by submitting an application.

The specific form you will need will vary depending on your individual circumstances and the type of change you need.

Plan reassessment

A plan reassessment is a full review of your existing plan. It is for when you need a new plan with different NDIS supports. You need to ask for a plan reassessment if the changes in your life are significant and your plan no longer works for you.

Plan variation

A plan variation is for small changes to your existing plan. If you need urgent, short-term or minor changes without needing a full reassessment, you will need to ask for a plan variation.

You can continue to request changes to your plan at any time. This includes requesting an unscheduled reassessment where there has been a

significant and ongoing change in your functional capacity or a significant and ongoing change in your living, education, work or informal support arrangements.

Reassessment scenarios

Common scenarios that may require considering a reassessment include:

- You're in your final year of high school and will need pre-employment skills training or transition to work support.
- School funded support will end and you will need community/workplace equivalent support structures.
- Your employment goals are changing from open employment to supported employment (or vice versa).
- Your access to informal supports are changing (eg. transportation to work).

Contact the NDIA early.



If your circumstances are changing and your current NDIS plan won't meet your needs, contact the NDIA as soon as possible.

Requesting a plan reassessment.

1. Explain what has changed.

Clearly explain what has changed, what this means for your life after school, and why your current NDIS plan may no longer meet your needs.

How your situation has changed.

Describe the change in your circumstances, routine, or environment.

Example: You may be finishing school and moving from a structured school environment into employment preparation, further study or work.

What you want to achieve.

Describe your new or changing goals and the expected transitioning to employment goal outcomes.

Example: You might want to gain full-time employment in an office environment, or learn how to travel independently to work.

What support you need.

List the specific services and supports you may need because of this change. Be clear about how the support will help you work towards your goals.

Example: You may need funding for transportation to get to your workplace, or support worker hours for support while you train.

2. Gather supporting evidence.

Include recent evidence that helps show what has changed, how it affects you and why you need the supports that you are requesting.

The evidence must be dated within four months of your reassessment request. Some examples include:

School reports and transition plans.

Individual Education Plans (IEPs), exit plans, or vocational assessment reports from your school.

Allied health or professional reports.

Reports from an Occupational Therapist, Speech Pathologist, Psychologist or other professional that details your functional capacity and support needs in a workplace context.

Support letters.

Letters or reports from employment support agencies or providers that explain details of the structured programs being recommended, costs to participate and why it may be suitable.

Changes to informal supports.

Logs or statements explaining changes in informal support needs such as a reduction in family support available for transportation.

Explain the connection



Evidence is most useful when it directly connects your disability, the change in circumstances and the supports you need.



3. Submit your request

From October 2026, only participants, plan nominees or child representatives are able to ask for plan reassessments before their scheduled reassessment date.

You can't give consent to another person or business to ask for a plan reassessment on your behalf.

You can ask for a plan reassessment before your reassessment date when there's a significant and ongoing change to:

- your functional capacity and support needs; and/or
- your living, education, work or informal support arrangements.

You can still ask for plan changes, including short-term or urgent changes through plan variation.

Online form.

Download the [plan reassessment request](#) form from the NDIS website.

Submit online.

Upload the form and supporting evidence through the [NDIS service hub page](#).

Email.

Send your completed form and evidence to enquiries@ndis.gov.au

Phone.

Call the NDIA directly on 1800 800 110.

Need help to get started?



Find the **Document and Evidence Checklist** on page 42 to help you put your request together.

In person.

Visit your Local Area Coordinator (LAC) or local NDIS office.

Post.

Mail the completed forms to: NDIA, GPO Box 700, Canberra ACT 2601.

What happens next?

Once the NDIA has received your request, they will review your documents and decide if your current NDIS plan will need minor adjustments (plan variation) or whether bigger life transitions might require a new plan to be created (plan reassessment).

The NDIS will review your request and advise whether or not to reassess your plan within 90 days. A decision letter will notify you of the NDIA's formal decision process regarding your request.

If you disagree with the decision you have the right to request an internal review of the decision made.

What to do if the NDIA asks for more evidence.

The NDIA may ask for additional information before making a decision about your request.

If this happens:

Find out what's missing.

Ask the NDIA what additional information or evidence they need and why.

Ask for support.

A Support Coordinator, or Local Area Coordinator may be able to help you understand what evidence to provide.

You can use the [NDIS search tool](#) to find general advice about the closest NDIS and partner office based on your suburb and postcode.

Ask for more time.

Notify the NDIA if you require more time to gather evidence so your request does not get closed early.

Obtain supplementary reports.

You may be able to address gaps by obtaining supplementary documentation from allied health professionals or school coordinators.

Ask for more time.

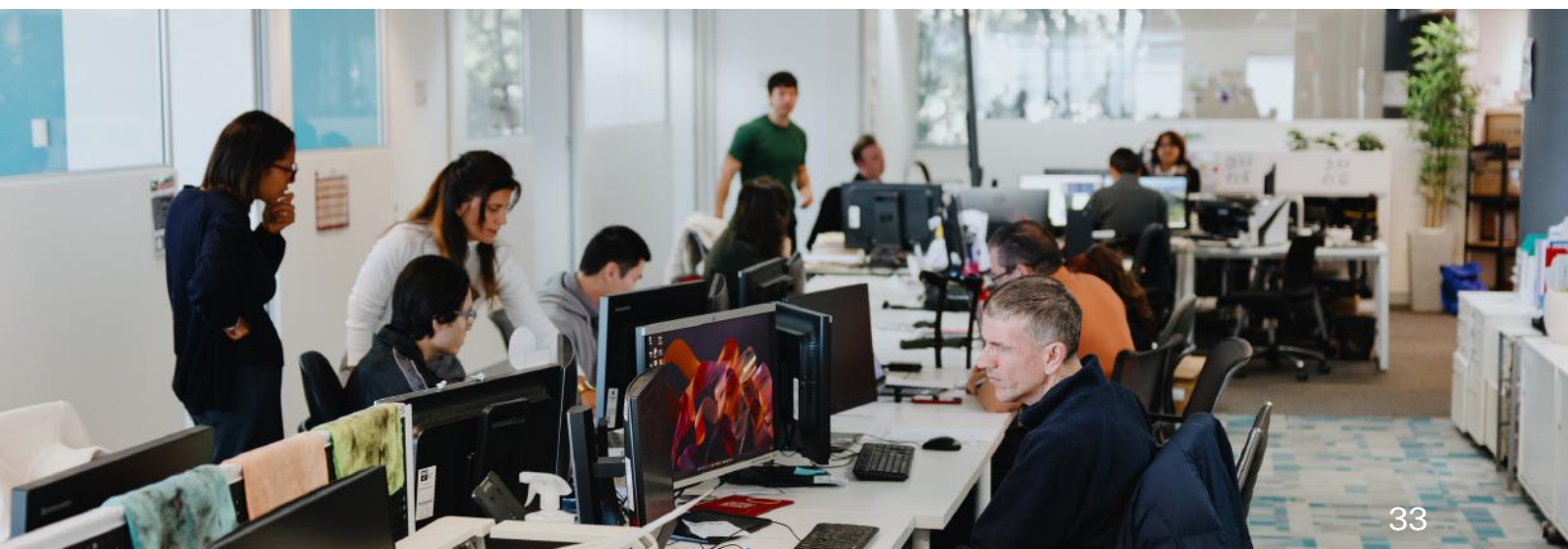


If the NDIS contacts you at an inconvenient time, It's okay to reschedule so you can prepare and discuss your support needs properly.

How Jigsaw can help.

If you are considering mainstream employment as part of your employment pathway, Jigsaw can help provide you with documentation and information to support your new plan submission:

- Support letters and documentation about Jigsaw programs, including structure, supports and attendance costs.
- Advice to you and your family on the types of NDIS and alternate funding streams commonly used to attend Jigsaw programs.





Appealing an NDIS decision.

Understanding your rights

If you disagree with a decision made by the NDIA, you may be able to ask for it to be reviewed.

This is different from asking for a change to your plan because your circumstances or support needs have changed. A review asks the NDIA to reconsider a decision it has already made.

In order to request a review, it must be less than three months since you received the decision.

The right to a review is an important safeguard within the NDIS, ensuring that every decision aligns with NDIS laws and provides you with a clear pathway to seek a fair outcome.

As the person directly affected by the decision, a request for review must be lodged by you, or someone authorised to act on your behalf such as a legal nominee or child representative.

Appeal within three months. 

If you want to request a review of an NDIA decision, you must submit your request within 3 months of receiving the decision.

What decisions can be reviewed?

NDIS laws determine which decisions can be reviewed. These are called **reviewable decisions**.

Common examples of reviewable decisions include those about:

Access to the NDIS

Whether you meet the criteria to become an NDIS participant or are no longer eligible to remain in the scheme.

Plan Approvals

The specific supports funded in your plan, how these supports are described or how your funding is managed.

Plan Reassessments

Whether the NDIA agrees to reassess your plan when you have requested a reassessment.

Plan Variations

Changes the NDIA makes to your plan or a decision not to make a change that you have requested.

Nominee and Representative Appointments

Who can be appointed to make decisions or act on your behalf.

There are other reviewable decisions under NDIS laws. If you are unsure whether a decision can be reviewed, check the NDIA's guidelines or contact the NDIA directly.

What you'll need

When requesting a review, you will need to explain:

- what decision you were expecting
- why you believe a different decision should be made
- any information you have already provided that you would like reconsidered
- any new evidence you would like considered.

Internal reviews

If you disagree with a reviewable decision, the first step is to ask for an internal review.

You can request an internal review by:

- completing the NDIA's Request for a Review of a Decision form
- contacting the NDIA by phone or visiting an NDIS office
- sending the NDIA a letter or email.

The internal review is completed by an NDIA staff member who did not make the original decision.

They will use all the available information to consider whether the right decision was made.

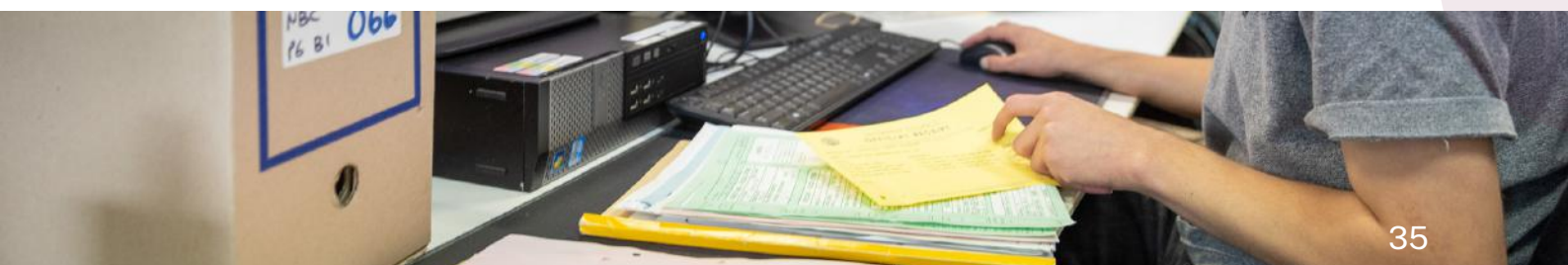
The NDIA aims to complete internal reviews within 60 days of receiving the request.

The original decision remains in place while the internal review is underway.

Do you still disagree?



If you disagree with the outcome of the NDIA's internal review, you can ask for an external review within 28 days.





External reviews

If you are not happy with the review decision, you can ask the Administrative Review Tribunal (ART) to independently review the decision. This is called an external review.

You need to apply to the ART within 28 days of receiving the NDIAs internal review decision.

ART can only review the original NDIA decision after the NDIA has completed its internal review.

Support is available.

You don't have to navigate the review process on your own.

You can ask someone to help you with the process, such as a family member, friend, Local Area Coordinator, Early Childhood Partner or your *my NDIS contact*.

You also have the right to ask for an advocate or lawyer to help you.

This program provides someone to represent you at the Administrative Review Tribunal (ART) and helps you explain your situation.

The [NDIS Appeals Program](#) can provide access to advocacy or legal support.

Your NDIS funding cannot be used to pay someone to represent you at the Tribunal.

This means you cannot use your NDIS funds to pay for a lawyer, support coordinator or other provider providing representation or legal support.

You can use your NDIS funding for disability-related supports that help you participate in the review process. such as personal care or communication supports during Tribunal hearings.

Reviewable decisions and future NDIS changes.

Some NDIS support budgets will be reduced over the coming 12 months.

This change is part of the new NDIS laws. It will reduce participant budgets for two support categories:

- Social Economic and Community Participation
- Improved Daily Living Skills.

The budget reductions will be applied as plans are created or reassessed from 1 October 2026 or renewed from 1 February 2027.

This change isn't a reviewable decision but you can still request plan changes, including a plan reassessment or plan variation if your circumstances change.

Your transition toolkit.



Connecting the pieces.

Five steps to prepare for life after school.

Preparing for life after school can involve a lot of different conversations, decisions and moving parts.

You might be thinking about your goals for adulthood, the skills you want to build, the support you may need, your NDIS plan and the different pathways available after school.

You don't need to have everything figured out at once. Starting early gives you time to work through each step, ask questions and adjust your plans along the way.

These five steps can help you turn what you've learned into practical next steps for life after school.

1. Start with your goals

Consider what you want life after school to look like. Try to think beyond work or study. Consider what matters across all areas of your life, from relationships, hobbies and living independently.

Write these down as clear, outcome-focused goals to help secure the right NDIS plan.

2. Understand the support you need

Consider what you can do independently, what you may need support with and what skills you would like to build.

A Functional Capacity Assessment or other relevant assessments may help

identify support needs and provide evidence for capacity-building supports in your NDIS plan.

3. Prepare for your NDIS planning conversation

Bring together your goals, assessments and other evidence that show what support you may need as you move into adult life. Families can also provide a carer impact statement explaining informal supports they provide and the impact this has on health, work and family life.

4. Explore post-school options early

Don't wait until school finishes to explore what comes next. Research employment, further education, community and other support options. Attend open days, join waitlists and book trial sessions where available. Some providers may also offer transition or hybrid arrangements while you are still at school.

5. Review and adjust

The transition to adulthood is a period of significant change. Your goals, interests and support needs are likely to evolve as you try new things and become more independent.

Keep checking that your supports and NDIS plan continue to reflect where you are now, and where you want to go next.

Transition Action Plan.

Ready to plan your next steps?

Use this action plan to work out what you already know, what you still need to explore, and the practical steps you can take next. Complete it on your own or with your family, school or the people who support you.

1. Goals.

What do I want life after school to look like? This includes things like work, further education, independence, community, relationships and other things that are important to me.

My goals:

Something I want to explore or work towards:

2. Skills & support needs.

What skills might help me work towards my goals? What can I already do independently and where might I need support?

Skills I want to build:

Things I might need support with:

People who can help me understand my support needs:

3. Getting ready for NDIS conversations..

Do my current NDIS goals reflect what I want to work towards after school? Do I have evidence that explains my disability-related support needs?

Preparing for my NDIS conversation checklist:

- ☐ Review my current NDIS goals
- ☐ Identify any goals that may need to change
- ☐ Check what evidence I already have
- ☐ Identify any additional evidence I may need
- ☐ Write down questions I want to ask
- ☐ Find out when my next NDIS conversation or plan reassessment is

Things I need to follow up:

3. Exploring my options.

What would I like to know more about before I leave school?

- ☐ Employment
- ☐ Further education or training
- ☐ Work experience
- ☐ Employment supports
- ☐ Community participation
- ☐ Transport and getting around

People, organisations or services that I want to speak to:

Questions that I want to ask:

5. Reflect.

What have I learned from working through my plan? What feels clear and what do I still need to explore as I plan my next steps?

I feel clear about:

.....

.....

I still want to explore:

.....

.....

The most important thing for me right now is:

.....

.....

My next steps.

What do I need to do?	Who can help?	When will I do it?	Done
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Document and evidence checklist.

Ready to make your request?

Before submitting your request, use the checklist below to make sure you have the key information and supporting evidence ready.

Evidence type	What it should highlight	Checklist
School statement/ transition plans	Final year or school leaving timeline, disability-related adjustments, transition planning.	☐
Teacher / transition coordinator letter	Work skills, support needs, stamina, communication, behaviour, travel, supervision needs.	☐
Work experience reports / feedback forms	What worked, what barriers appeared, what support was needed.	☐
Allied health reports	Functional capacity, communication, executive functioning, sensory, psychosocial or physical support needs.	☐
Parent /carer statement	Daily support needs and why employment support is needed after school, including carer impact statements.	☐
Student statement	Your own employment interests and goals.	☐
Current NDIS plan	Identified gaps in your current NDIS plan that do not meet employment goals and changed support needs.	☐
Provider recommendations	Support letters and details of why a structured employment program is reasonable and necessary. Details of program structure and costs.	☐

Access the official NDIS forms:

Plan reassessment guide and forms: [ndis.gov.au/participants/changing-your-plan/types-plan-changes/what-plan-reassessment](https://www.ndis.gov.au/participants/changing-your-plan/types-plan-changes/what-plan-reassessment)

Plan variation guide and forms: [ndis.gov.au/participants/changing-your-plan/types-plan-changes/what-plan-variation](https://www.ndis.gov.au/participants/changing-your-plan/types-plan-changes/what-plan-variation)

Questions you might still have.

There's a lot to think about when planning for life after school. Here are some quick answers to questions students, families and schools may have along the way.

Student FAQ's

Do I have to know what I want to do after school?

No. You don't need to have your future figured out yet.

You can start by thinking about what you enjoy, what you're good at, what you'd like to try and what support helps you do your best. Exploring your options is part of planning.

Does talking about employment mean I have to get a job now?

No. Getting ready for work can happen one step at a time.

You might start with work experience, learning new skills, visiting workplaces, building a routine or trying different types of tasks.

What if I'm nervous about work or leaving school?

It's okay to have questions or feel unsure about a big change.

Talk to the people you trust about what you're worried about and what would make trying something new easier. You can start small, ask questions and learn what works for you.

Who gets to decide what my goals are?

Your goals should reflect what you want for your future.

Your family, school and other people who support you can help you explore your options and work out what support you might need, but your interests, strengths and aspirations should be part of the conversation.

Use the Transition Action Plan on page 39 to start thinking about what matters to you.

What if I need support at work?

Everyone needs different things to do their best at work.

You might need help with things like understanding instructions, following a routine, communicating with other people, managing changes or learning new tasks.

Describing your support needs on page 25 can help you think about ways to ask for help.

What if I try something and don't like it?

That's okay. Trying different things can help you learn what works for you - and what doesn't. You can use what you learn to explore other options and decide what you want to try next.

If your plans change, talk to your family or the people who support you. You may also need to check whether your NDIS goals and supports still match what you want to do next.

See 'When your current plan doesn't reflect what you need.' on page 30 for more information.

Family FAQ's

Does my young person need to be ready for work before we start planning?

No. Planning for employment does not mean they need to get a job straight away. It can start with exploring interests, building confidence, developing skills and understanding what support might help them in the future.

Starting early gives you more time to explore the options without rushing decisions when you finish at school.

What if employment isn't included in their current NDIS plan?

You don't necessarily need to wait until the next scheduled plan reassessment.

If your young person's situation, goals or support needs are changing as they prepare to leave school, you can discuss this with their my NDIS contact, Local Area Coordinator or planner. Depending on their circumstances, a plan variation or reassessment may be appropriate.

See 'When your current plan doesn't reflect what you need.' on page 30.

What evidence should we start gathering?

Think about evidence that shows both what your young person wants to work towards and what support they need to get there.

This might come from school, allied health professionals, work experience, family observations and your young person themselves. Practical examples of what helps them participate, learn and complete tasks can be particularly useful.

Read 'What to bring to your meeting' on page 23 for more information

What if the NDIS doesn't fund the support we requested?

Ask for the decision and reasons to be explained and check what information and evidence were considered.

Some NDIS decisions can also be reviewed. The steps available will depend on the decision and where you are in the review process.

See *Appealing an NDIS decision* on page 34 for more information.

Does employment mean working full-time?

No. There isn't one pathway that suits everyone.

Your young person may build towards employment gradually, and their week might include a combination of employment preparation, work, further education, appointments, community activities and time to rest.

The goal is to build a pathway that works for their goals, support needs and circumstances.

Family FAQ's

What if my young person doesn't know what job they want?

That's okay. An employment goal doesn't need to name a particular job or career.

It might focus on exploring different types of work, building work skills, confidence or learning what support they may need to work in the future.

A provider like Jigsaw can support your person to develop an employment goal over time.

See 'Exploring post-school options' on page 3 for some ideas.

Will the support they receive at school continue after they leave?

Not automatically. School may currently provide routines, supervision, adjustments and other supports that will change or end when your young person leaves.

Before school finishes, consider what support they currently rely on, what will change and how those needs may be supported in life after school.

How can I help my young person have a say in their future?

Start with what matters to them. Talk about what they enjoy, what they're good at, what they'd like to try and what they imagine life after school could look like.

Give them opportunities to explore different options and involve them in conversations and decisions in ways that work for them. They don't need to have all the answers, but their interests, preferences and aspirations should help shape their goals and the supports around them.

The Transition Action Plan on page 39 can help you explore these questions together.

When should we start talking to post-school providers?

You don't need to wait until your young person is about to finish school.

Starting early gives you time to explore different options, visit services, ask questions and understand what each pathway offers. It can also help you identify any eligibility, funding or planning requirements before your young person is ready to make the transition.

Talking to a provider doesn't mean you need to commit to that pathway. It's an opportunity to learn what's available and consider whether it could be a good fit for your young person.

Who can help us if we're finding all of this overwhelming?

You don't need to navigate the transition from school alone. Different people can help with different parts of the process.

Your young person's school can share information about their strengths, current supports and transition needs. Allied health professionals can help explain disability-related support needs, while your myNDIS contact, Local Area Coordinator, planner or support coordinator can help with questions about their NDIS plan and supports. Employment services providers can help you understand the pathways and services available.

Start with the people already supporting your young person and use this guide to work out what questions you still need answered.

Resources.

Exploring post-school options.

Avenue Coworking

Australia's leading inclusive enterprise
avenuecoworking.org.au/

All Play Learn

Transitioning to post-school education or employment

allplaylearn.org.au/secondary/teacher/transition-to-post-school-education-or-employment/

Australian Government

School Leavers Information Kit
yourcareer.gov.au/school-leavers-support/school-leavers-information-kit

Department for Education: South Australia

Pathways to further education and employment for school students
education.sa.gov.au/schools-and-educators/curriculum-and-teaching/pathways-further-education-and-employment

Independent Schools NSW

Transition plan for school leavers sample
isnsw.edu.au/resources/disability-diversity-inclusion-transition-plan-for-school-leavers-sample

Inclusion Agency: NSW & ACT

The Inclusion Support Program
inclusionagencynswact.org.au/about/the-inclusion-support-program

NSW Government: NSW Curriculum

Life Skills in Stage 6
curriculum.nsw.edu.au/ace-rules/ace11/life-skills-s6#acerule=n11_2_eligibility_to_study_stage_6_life_skills_cou&part=content_1



NSW Government: Education

Educational Pathways Program
education.nsw.gov.au/schooling/students/career-and-study-pathways/educational-pathways-program/about-the-pilot

NSW Government: Education

Smart and Skilled training for students with disabilities

education.nsw.gov.au/skills-nsw/apprentices-and-trainees/low-cost-and-free-training-options/disadvantaged-students/students-with-disabilities

Plus Behavioural Support

Australia's leading integrated program for people with complex behaviours
plusdisability.com.au/

Team DSC

Planning the next chapter: a guide to post-school transition
teamdsc.com.au/resources/planning-the-next-chapter-a-guide-to-post-school-transition/

Queensland Government

Transition to post-school for students with disability: Information for students and parents/carers
education.qld.gov.au/student/students-with-disability/supports-for-students-with-disability/Documents/transition-to-post-school.pdf

Exploring post-school options cont.

Victorian Government

Study options in year 11 and 12: Victorian Pathways Certificate

vic.gov.au/study-options-year-11-and-12#victorian-pathways-certificate-vpc

Victorian Government: Schools

Career action plans

schools.vic.gov.au/career-education/action-plans

Victoria University

Support for school students with disabilities to transition into TAFE

vu.edu.au/apply-to-study/information-hubs/early-school-leavers/support-for-school-students-with-disabilities-to-transition-into-tafe

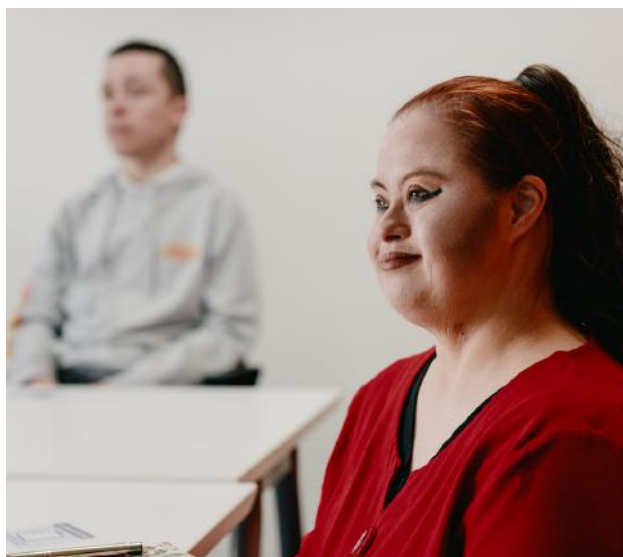
Jigsaw's pathway to mainstream employment.

Jigsaw Australia

Achieve your employment goals with Jigsaw Australia.

Jigsaw supports people with disability to build the skills, experience and confidence needed to transition into mainstream employment.

jigsawaustralia.com.au/



Understanding the NDIS.

Fighting Chance Australia

Understanding the NDIS: An information sheet for participants, families, and staff

fightingchance.org.au/ndis

National Disability Insurance Scheme (NDIS)

What is the NDIS

ndis.gov.au/understanding-ndis/about-ndis/what-ndis

How the NDIS works

ndis.gov.au/understanding-ndis/about-ndis/how-ndis-works

Who can help you with your plan.

National Disability Insurance Scheme (NDIS)

People that help you.

ndis.gov.au/understanding-ndis/people-help-you

What is a *my NDIS contact*?

ndis.gov.au/understanding-ndis/people-help-you/what-my-ndis-contact

What is an NDIS partner?

ndis.gov.au/understanding-ndis/people-help-you/what-ndis-partner

What is a nominee?

ndis.gov.au/understanding-ndis/people-help-you/what-nominee

What changes when you turn 18?

National Disability Insurance Scheme (NDIS)

Appointing a nominee

<https://www.ndis.gov.au/media/7756/download?attachment>

What changes when you turn 18? cont.

National Disability Insurance Scheme (NDIS)

Child representatives

[ndis.gov.au/media/6398/download?attachment](https://www.ndis.gov.au/media/6398/download?attachment)

Raising Children Network

NDIS plans: what to do when your child is turning 18

raisingchildren.net.au/disability/service-s-support/ndis/your-childs-ndis-plan-when-they-turn-18

Appointing a nominee.

National Disability Insurance Scheme (NDIS)

Appointing a nominee

<https://www.ndis.gov.au/media/7756/download?attachment>

What is a nominee?

[ndis.gov.au/understanding-ndis/people-help-you/what-nominee](https://www.ndis.gov.au/understanding-ndis/people-help-you/what-nominee)

NDIS goals.

Autism Australia

Setting NDIS goals

autismaustralia.org.au/navigating-autism/setting-ndis-goals-for-autistic-individuals

Everyday Independence

How to Set Achievable NDIS Goals – With Goals and Templates

everydayind.com.au/ndis/how-to-set-achievable-ndis-goals/

National Disability Insurance Scheme (NDIS)

How to change your goals

[ndis.gov.au/participants/changing-your-plan/ways-change-your-plan/how-change-your-goals](https://www.ndis.gov.au/participants/changing-your-plan/ways-change-your-plan/how-change-your-goals)



National Disability Insurance Scheme (NDIS)

How to set goals

[ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/how-set-goals](https://www.ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/how-set-goals)

What are goals?

[ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/what-are-goals](https://www.ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/what-are-goals)

Planning for employment.

National Disability Insurance Scheme (NDIS)

Guide to employment

[ndis.gov.au/participants/life-transitions/employment-support/guide-employment](https://www.ndis.gov.au/participants/life-transitions/employment-support/guide-employment)

Guide to employment support for young participants

[ndis.gov.au/participants/life-transitions/employment-support/guide-employment-support-young-participants](https://www.ndis.gov.au/participants/life-transitions/employment-support/guide-employment-support-young-participants)

Participant employment strategy

[ndis.gov.au/strategies/participant-employment-strategy](https://www.ndis.gov.au/strategies/participant-employment-strategy)

Planning for employment cont.

Feros Care

Step to education and employment: A guide for families

ndis.gov.au/participants/life-transitions/employment-support/guide-employment

Thinking about your goals.

National Disability Insurance Scheme (NDIS)

How to change your goals

ndis.gov.au/participants/changing-your-plan/ways-change-your-plan/how-change-your-goals

How to set goals

ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/how-set-goals

How to set employment goals

ndis.gov.au/participants/life-transitions/employment-support/how-set-employment-goals

What are goals?

ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/what-are-goals



Finding the words | Building your NDIS employment goal

Carevo

NDIS Goals Examples 2026: 50+ SMART Goal Ideas for Your Plan

carevo.com.au/blog/ndis-goals-examples-smart-planning-guide

Everyday Independence

How to Set Achievable NDIS Goals - With Goals and Templates

everydayind.com.au/ndis/how-to-set-achievable-ndis-goals/

National Disability Insurance Scheme (NDIS)

How to set employment goals

ndis.gov.au/participants/life-transitions/employment-support/how-set-employment-goals

Navigating NDIS employment support categories.

National Disability Insurance Scheme (NDIS)

Pricing arrangements

ndis.gov.au/providers/pricing-and-payments/pricing/pricing-arrangements

What supports are available as you transition from school to work?

National Disability Insurance Scheme (NDIS)

Guide to employment support for young participants

ndis.gov.au/participants/life-transitions/employment-support/guide-employment-support-young-participants#when-support-is-available-for-young-participants

What supports are available as you transition from school to work?

National Disability Insurance Scheme (NDIS)

Guide to employment support for young participants

ndis.gov.au/participants/life-transitions/employment-support/guide-employment-support-young-participants#when-support-is-available-for-young-participants

What are recurring supports

ndis.gov.au/participants/using-your-funding/different-budget-types/what-are-recurring-supports

What is reasonable and necessary

ndis.gov.au/providers/working-participants/assistive-technology-providers/how-provide-assistive-technology-participants

Guide to providing employment supports

ndis.gov.au/providers/working-participants/employment-providers/guide-providing-employment-supports

What are community connections

ndis.gov.au/understanding-ndis/where-begin/what-are-community-connections

Managing your plan.

Australian Government - Department of Health, Disability & Aging

About the changes to the NDIS

health.gov.au/our-work/ndis-legislation-changes/amendments/ndis-amendment-securing-the-ndis-for-future-generations-bill-2026/about-the-changes-to-the-ndis



National Disability Insurance Scheme (NDIS)

Guide to your management options

ndis.gov.au/participants/using-your-funding/plan-implementation-meeting/guide-your-management-options

How to give consent

ndis.gov.au/about-us/sharing-information/how-give-consent

How to find a plan manager

ndis.gov.au/participants/working-providers/support-coordinators-and-plan-managers/how-find-plan-manager

Managing your funding

ndis.gov.au/media/6403/download?attachment

Plan-managed funding

ndis.gov.au/participants/using-your-funding/plan-managed-funding

Self-managed funding

ndis.gov.au/participants/using-your-funding/self-managed-funding

Preparing for your meeting.

Amaze

Your NDIS planning meeting

amaze.org.au/support/ndis/your-planning-meeting/

Disability Plan Services

NDIS Pre-Planning Meeting

disabilityplanservices.com.au/ndis-support-coordination/pre-planning-meetings/

National Disability Insurance Scheme (NDIS)

How to prepare for your plan meeting

ndis.gov.au/participants/creating-plan/preparing-your-plan-meeting/how-prepare-your-plan-meeting

Guide to NDIS support budgets

ndis.gov.au/participants/using-your-funding/ndis-support-budgets/guide-ndis-support-budgets

Making the most of your meeting.

National Disability Insurance Scheme (NDIS)

Getting ready for your planning conversation

ndis.gov.au/media/212/download



Value Care

NDIS Planning Meetings:

A Comprehensive Guide

valuecare.org.au/ndis-planning-meetings-a-comprehensive-guide/

When your current plan doesn't reflect what you need.

Careable

Preparing for your plan reassessment

careable.com.au/resources/plan-reassessment

National Disability Insurance Scheme (NDIS)

Guide to changing your plan

ndis.gov.au/participants/changing-your-plan/types-plan-changes/guide-changing-your-plan

How to prepare for a plan reassessment

ndis.gov.au/participants/changing-your-plan/types-plan-changes/how-prepare-plan-reassessment

What is a plan reassessment

ndis.gov.au/participants/changing-your-plan/types-plan-changes/what-plan-reassessment

What is a plan variation

ndis.gov.au/participants/changing-your-plan/types-plan-changes/what-plan-variation

How to request a plan reassessment

National Disability Insurance Scheme (NDIS)

How to prepare for a plan reassessment

ndis.gov.au/participants/changing-your-plan/types-plan-changes/how-prepare-plan-reassessment

How to request a plan reassessment cont.

Jigsaw Australia

Contact us for an employment support letter

jigsawaustralia.com.au/contact/

Appealing an NDIS decision.

Administrative Review Tribunal

National Disability Insurance Scheme
art.gov.au/applying-review/national-disability-insurance-scheme

Australian Government - Department of Health, Disability & Aging

NDIS Appeals Program
health.gov.au/our-work/ndis-appeals-program?language=en

Disability Advocacy

NDIS Appeals – Information and Support Resource

da.org.au/ndis-appeals

Legal Aid NSW

Not happy with an NDIS decision?

legalaid.nsw.gov.au/ways-to-get-help/publications-and-resources/not-happy-with-an-ndis-decision

National Disability Insurance Scheme (NDIS)

Guide to decision reviews

ndis.gov.au/participants/changing-your-plan/decision-reviews/guide-decision-reviews

How to request a review of a decision

ndis.gov.au/participants/changing-your-plan/decision-reviews/how-request-review-decision



Jigsaw

Contact us.

t: 1300 166 734

e: hello@jigsawaustralia.com.au

w: jigsawaustralia.com.au



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Jigsaw is a social enterprise empowered by Fighting Chance. Fighting Chance builds social businesses to create a truly inclusive economy where people with disability have unbridled access to opportunity, dignity and prosperity.

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**FIGHTING
CHANCE**