

Leap in! ebook series



Turning 18 and the NDIS

All you need to know.



Leap in!



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You're turning 18. What does that mean for you?

This guide is not just for your parents or carers. It's for you too.

Turning 18 is a big moment. You're officially an adult, and with that comes more rights, more choices and more responsibilities.

When you're on the NDIS, for the majority of people, turning 18 means you become the main decision-maker for your NDIS Plan. You choose who can help you, how involved they are and what your goals look like for the future.

This guide is designed to help you, your family and carers work through the changes together. It will give you practical steps for planning, goal setting and learning how to take charge of your plan – in a way that works for you.

You don't need to do everything at once. You're not expected to know it all or manage it all on your own. But this is the time to start finding your voice, exploring your options and building the kind of life you want.



01

Turning 18 and the NDIS.

What you need to know.

- At 18, you're recognised as an adult by the NDIS
- You become the primary decision-maker for your NDIS Plan
- Many families shift from making decisions to supporting and guiding your decisions.

You're in charge now.

Once you turn 18, the NDIS will talk to you directly about your NDIS Plan. That means you get to decide who can be involved and how much support you want.

It is OK to ask for help – but your voice leads the way.

What changes legally and practically?

Turning 18 is a big milestone. Once you reach adulthood, you take on new rights and responsibilities – both in the NDIS and in your daily life. Here are some of the main changes:

- **Medicare:** You can get your own Medicare card from 15. Parents usually can no longer access your Medicare info from age 14.
- **Centrelink:** Some Centrelink arrangements and online access can change. Check the [Services Australia website](#) for their handy 'Preparing for adult life checklist'.
- **NDIS:** You become the official decision-maker for your NDIS Plan, unless a nominee is formally appointed.



Other things to consider:

- **Get your own ID**, like a passport or proof-of-age card
- **Set up your own email** so the NDIS and other services can contact you
- **You must enrol to vote** from age 18. If you're unable to vote, even with support, you can get an [exemption](#).

Important to know!

A quick introduction to consent.

This catches many families by surprise. From the day you turn 18, (in the majority of cases) your parents or carers cannot automatically talk to the NDIA, your plan manager or providers about your NDIS Plan.

They can only speak on your behalf if:

- You give consent to the NDIA (verbally or in writing)
- They are officially appointed as a nominee

Consent can cover:

- Sharing plan info
- Helping request plan changes
- Making small admin changes

You can give or withdraw consent at any time.



Important. You need to give separate consent to your plan manager and any providers parents may need to speak to. You can update or withdraw this consent at any time.



More info on this topic.

- [What happens when an NDIS participant turns 18?](#)
- [Adulthood for autistic individuals](#)
- [Decision-making roles in the NDIS](#)



02

Decision-making and choice.

What you need to know.

- Supported decision-making helps you make your own choices
- Parents and carers often shift into guiding roles
- NDIS nominees or formal guardians may be considered if extra support is needed.

You don't need to know everything today.

Being the decision-maker doesn't mean doing everything alone. You can ask questions, take your time and make decisions in a way that works for you.

What is supported decision-making?

Supported decision-making means:

- Respecting what you want
- Sharing info in a way you understand
- Giving you time to think things through
- Accepting your choices, even when others disagree.



Dignity of risk.

Dignity of risk means you have the right to make big life choices, even if there's a risk they might go wrong: moving out, choosing friends, partners or faith, spending money, trying a job and hating it and sometimes just making mistakes and learning from them.



Video from WeThe15. People with disabilities make up 15% of the world's population.

A deeper dive into the formal decision-making roles in the NDIS.

NDIS nominees.

A nominee is someone the NDIA formally appoints to act on behalf of a participant for NDIS matters.

Parents and carers are **not** automatically considered to be nominees when their child turns 18.

A nominee can be appointed even if they are not a legal guardian or hold power of attorney.

What nominees do.

- Talk to the NDIA and providers
- Help make decisions about the NDIS Plan
- Act in the person's best interests and follow their wishes.

There are different types of nominees.

A **correspondence nominee** mainly handles communication, whereas a **plan nominee** has broader authority over the NDIS Plan and funding.

The NDIA will usually look for supported decision-making first and only appoint a nominee if that is not enough.

[Learn more and access the forms at the NDIS website.](#)



Supported decision-making	NDIA nominee
The participant makes the final decision	The nominee makes decisions about NDIS supports and funding on behalf of the participant
The supporter acts as a coach or mentor	The nominee acts with authority in the participant's best interest
Focuses on building capacity and independence	Only considered when the participant cannot make decisions, even with support
Does not require NDIA approval	Requires a formal application and approval by the NDIA

This table explains the key differences between the two roles.



More info on this topic.

- [Future planning and decision-making](#)
- [Moving towards independence](#)
- [Appointing a nominee](#)



03

Future planning and goal setting.

What you need to know.

- It's good to start planning around age 16 or 17
- Gather reports early
- Reassessments are not automatic – you may need to ask for one.

Your goals and needs at 18 may be very different from when you first got an NDIS Plan. It's important your plan grows with you. Future planning helps make sure your NDIS Plan keeps up with life and your new goals.

Your goals, your plan.

Your NDIS Plan should reflect what you want – not just what others think you need. Think about study, work, friends or future plans. The clearer your goals, the better your plan can support them.

What happens to an NDIS Plan as you approach 18?

As you near the end of your current NDIS Plan, one of three things may happen.

1. Plan rollover.

The current plan continues for another period (often 12 months) with the same funding and goals. This often happens when a new plan is not ready on time or when the NDIS considers that nothing major has changed.

2. New plan with the same supports.

This is usually offered when your situation is stable and supports are working well.

3. Plan reassessment (S48).

A full review of the plan, supports and goals. Recommended if:

- Finishing school or changing education settings
- A new or different diagnosis
- Changes to health or functional capacity
- Big changes in informal supports or living arrangements.

You can:

- Tell the NDIA about the change
- Ask for the goals and plan details to be updated
- Request a plan reassessment if the current plan no longer meets your needs.



Good to know. You can request changes to your NDIS Plan using a '[change of circumstance](#)' form. If you are finishing school or something big has changed, ask for a reassessment.

[Visit the NDIS website to request a reassessment.](#)

What information to gather.

Having up-to-date information can make plan reassessments smoother and help the NDIA understand your support needs.

Useful examples include:

- Recent therapy reports
- Functional assessments
- School or transition reports
- Letters from health professionals
- Notes about any changes to informal support at home.



Support coordination.

If you're preparing to take on more responsibility for your NDIS Plan, support coordination can be a useful Capacity Building support. A support coordinator can help you understand your plan, build confidence managing supports and making decisions that will ultimately develop independence. Ask your LAC or NDIA Planner if support coordination can be added to the plan and talk to them about why it will be valuable.



When requesting reports, ask providers to:

- Link recommendations to your NDIS goals
- Be clear about the type and amount of support needed.

Internal review of a decision (S100).

This is an internal review of a reviewable decision – for example, when a plan is approved and you do not agree with the funding, or when funding for a specific item is declined.

Key points:

- You have three months from the date of the decision to lodge an S100
- A different NDIA staff member will review the decision and evidence.

This process is about whether the original decision was reasonable, not about new changes in circumstances.

Goal setting: Real examples.

As you grow up and your life changes, your NDIS goals might need to change too. Clear, specific goals help the NDIS understand what you want to work towards. Below are some real examples from teenagers and young adults on the NDIS.



I would like to be supported to get my driver's license and save money to buy a car.



I would like to maintain a baseline concerning my health and well-being.



I would like to be supported to be more confident in socialising with like-minded people.



I want to build independence in every aspect of my life. I would like to live independently.



I would like to build my independence to be confident enough to travel when I finish school.



I want to improve my strength and coordination so I can be involved in sports.



I would like to be supported to develop strategies and techniques to cope with stressful situations so one day I will be able to successfully attend university.



I would like to be supported to complete my HSC.



Check out this video: [Assume that I can](#), featuring Madison Tevlin created by Small the Agency.



More info on this topic.

- [My circumstances have changed: What next?](#)
- [Making a case for your NDIS reassessment](#)
- [Leap in! future planning and decision making resource](#)



04

Social and community participation.

What you need to know.

- You may be able to request support in your plan to get out and take part in activities
- This funding helps build confidence and independence
- Goals are important when asking for these supports

Supports may include:

- A support worker to help you join a group, learn a skill or go out
- Mentoring, travel training or social skill building.

What social and community participation means at 16 to 18.

This is where supported decision-making, your personal goals and independence start to come together. As you get older, the NDIS recognises that you may need disability-related support to get out, meet people and take part in experiences that help you grow.

At this age, social and community participation isn't just about 'getting out of the house'. It's about:

- Building friendships and confidence
- Joining groups or activities that match your interests
- Learning how to navigate new environments.



Where the funding sits.

Most supports come from either:

Core supports – Assistance with Social, Economic and Community Participation.

Used for a support worker to help you join activities, access the community and take part safely and confidently.

Capacity Building – Increased Social and Community Participation.

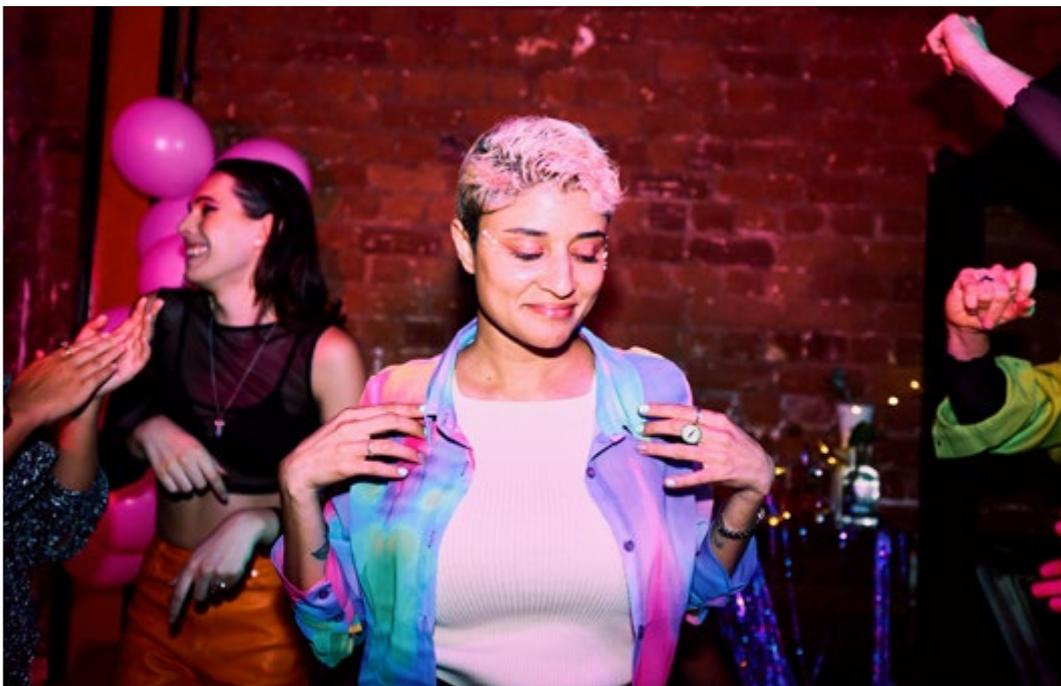
Used to build skills for independence. This might include mentoring, travel training or learning how to manage social situations.

Every plan is different, which is why goals matter. If you want this type of funding included, it helps to explain how social and community activities support your bigger goals at a reassessment or review.

What can be funded?

The NDIS may fund a support worker to assist you with activities like:

- Joining a sporting club or team
- Attending art, music or drama classes
- Learning to cook, garden or explore hobbies
- Participating in social groups
- Volunteering with a local organisation
- Going to community events
- Visiting your local library or other community facilities
- Developing skills to use public transport safely
- Building new interests and skills
- Attending camps or classes.



What's not covered?

This is where Social and Community Participation funding can get a little tricky. You can't generally use your NDIS funding to pay for the cost of coaching, activity fees or class fees.

The NDIS will not fund:

- Costs such as movie tickets, gym memberships or event entry fees
- Day-to-day living expenses not related to your disability
- Ticket or entry fees for a support worker
- Meals, coffee or other food while you are at an activity
- Equipment (unless it's specialised and related to your disability)
- Items that are not listed as an NDIS support
- Duplicates of other funded supports.

Mable Can-Do guides.

If you want ideas for things to try, the Mable Can-Do guides are a great place to start. They were created with people with disability and include practical tips and a range of different activities or outings that you might like to try out.

- [Indoor skydiving](#)
- [Shopping](#)
- [Live sport](#)
- [Going to gym](#)
- [Live music](#)
- [Working in film](#)
- [Gardening](#)
- [Movies](#)
- [Going to the beach](#)





05

Support workers.

What you need to know.

- Support workers can help you do more of what you want
- They can be funded through different parts of an NDIS Plan depending on the type of support.

As you become a young adult, the kind of support you need might start to change. Having a support worker can give you more freedom to do things on your own terms – and give your family a bit of breathing room too.

A support worker might help you get to TAFE, try a new hobby, cook your favourite meal, go to a music gig or just spend time with someone outside your family. It can feel good to have someone who is there for you – but not in charge of you..

What support can you get?

Support looks different for everyone. You might be thinking about:

- Having someone to go swimming with
- Getting help practising travel routes
- Learning to make your favourite meal
- Going for a walk, going shopping or joining a club
- Trying something new without relying on your family.

You might feel unsure or even a bit embarrassed at first, especially if your parents or carers have always been the ones supporting you. Looking



Check out this [video](#) from Mable featuring Eddie and his support worker.

through support worker profiles can help you find real people with shared interests, similar ages or specific skills – someone who feels like a good fit for you.

How support workers are funded.

Support workers can be funded from different parts of an NDIS Plan depending on what they're doing:

- **Core: Assistance with Daily Life** – day-to-day support at home
- **Core: Social, Economic and Community Participation** – getting out and taking part in activities
- **Capacity Building: Increased Social and Community Participation** – building skills to do things more independently.

Having a support worker can be the bridge between wanting more independence and feeling confident enough to give it a go.



Tip: Ready to explore support options? Leap in! can help match you with support workers who suit your goals, interests and preferences. Call **1300 05 78 78** or email crew@leapin.com.au.



More info on this topic.

- [Looking for a support worker video](#)
- [8 tips for choosing the right support worker](#)



06

Leaving school and further education.

What you need to know.

- The NDIS may fund disability-related supports that help with the move from school to further education or training
- Most education costs are the responsibility of schools, universities and TAFE providers (not course fees)
- The NDIS does not fund course fees, standard equipment (like laptops or textbooks) or adjustments that education providers are responsible for.

Transitioning from school.

Are you hoping to learn a new skill or gain a qualification? Whether you're finishing high school or thinking about study to help get a job, the NDIS may be able to support that next step.

Further education can build confidence, strengthen independence and open up future employment options.

Getting started.

Within Capacity Building supports, there is a budget called Improved Learning. If you have a goal related to study, training or a specific job, you may receive Improved Learning funding to help work towards it.

Including a clear goal in your NDIS Plan is important. For example, “I want to complete a TAFE course”, “I want to do training to help me get work” or “I want to build confidence with study” can help ensure the right supports are considered.

What learning-related supports can the NDIS fund?

Depending on your needs and goals, the NDIS may fund supports that help with:

- Course applications
- Orientation and getting familiar with the campus
- Planning and managing study workload
- Setting up a student budget
- Specialised transport if needed because of disability
- Organising student accommodation or living arrangements
- Transitioning from high school to further education.

What education providers are responsible for.

Schools, universities, TAFEs and training organisations must provide reasonable adjustments so students with disability can access learning on the same basis as others. This might include:

- Disability support or accessibility services
- Adjustments to assessments or exams
- Accessible learning materials
- Note-taking or captioning support
- Assistive technology that is standard for all students.



Case study: Amelia's story.

Amelia has cerebral palsy and recently started a law degree. Although she manages most things independently, the shift from a small school to a large university campus took some adjusting. She was excited about her course but unsure how she would handle the longer days, the fast pace of lectures and finding her way around a new environment.

Before uni started, Amelia met with her occupational therapist to plan what her week might look like and how to pace her energy. She also used her NDIS funding to have a support worker come with her during orientation week. Spending time on campus, working out where her classes were and practising the routes between buildings helped her get familiar with the layout.

Her university's disability support service helped too, organising a quiet room for exams and extra time when she needed it.

Looking back on her first year, Amelia feels she handled the change better than she expected. "Once I knew where everything was and had a routine that worked for me, it all started to feel pretty normal," she says.



More info on this topic.

- [Setting goals as you move from school to further education and work](#)
- [How to transition from high school to adulthood for people with disability](#)
- [Your teen and young adult transition guide](#)

07

Employment and the NDIS.

What you need to know.

- The NDIS funds supports to help young people prepare for, find and keep a job
- School Leaver Employment Supports (SLES) helps build work skills for school leavers
- Supports can be in Core or Capacity Building budget.

Work that works for you.

Not everyone wants the same kind of job. You might want to volunteer, try part-time work or run your own business one day. The NDIS can help you build skills and confidence for the kind of work you want.

Getting ready for work.

Work can look different for every young adult. It might be open employment, supported employment, casual work, self-employment, starting a micro-business or volunteering.

If you have goals like 'getting a job', 'earning money', 'building work skills' or 'moving into open employment', NDIS employment supports may be able to assist you.

Employment supports can cover the whole journey, including:

- Working out a job or career pathway
- Transitioning from school to work or further training



- Getting a job and settling in
- Staying employed and planning the next career step.



Tip. When you talk to your LAC, NDIA Planner or support coordinator, you can ask:

- What options are available locally for school leavers and young adults
- Whether funding should sit under Finding and Keeping a Job, Supports in Employment, or both.

Types of NDIS employment supports.

Core – Supports in Employment.

These supports are usually about practical assistance in the workplace or to get to work. They are most helpful when a person is less independent with work tasks or needs coaching to stay on track.

Supports might include:

- Workplace assessments to understand the impact of disability
- Support with communication or behaviour at work
- Help learning workplace expectations and routines
- Travel support to and from the job
- Personal care at work, such as help with toileting, eating and drinking.

These supports are generally funded from Core – Assistance with Social, Economic and Community Participation, when specified in the plan.

Capacity Building – Finding and Keeping a Job.

This budget is about building skills and capacity around employment and career. It usually sits alongside what is reasonably provided by employers or Disability Employment Services (DES), not instead of them.





Supports might include:

- Exploring job interests and strengths
- Communication skills for work
- Employment-specific assessment or counselling by an allied health professional
- Building foundation skills like following instructions, problem solving and working with others
- Managing complex barriers to employment, such as mental health or fluctuating conditions
- Job customisation or support to change jobs
- Planning a pathway from an Australian Disability Enterprise (ADE) into open employment.

School Leaver Employment Supports (SLES).

SLES is for people on the NDIS who are finishing school, typically aged 16-26 and are working towards employment and is funded from the Capacity Building – Finding and Keeping a Job budget. The goal of this program is to prepare young people for work by building the foundational skills needed to find and keep a job.

What the NDIS will not fund.

The NDIS will not duplicate mainstream employment systems or employer responsibilities.

It generally will not fund:

- Government employment programs like DES or Workforce Australia
- Reasonable adjustments that employers must make, such as most workplace modifications
- Wages, wage subsidies, business start-up costs or general employee training.

Employers still have a legal responsibility to be inclusive and make reasonable adjustments for workers with disability.



More info on this topic.

- [NDIS employment supports](#)
- [How to get ready for Inclusive Employment Australia \(IEA\)](#)
- [Teens and young adults transition guide](#)
- [Workplace autism inclusion](#)

Ellen's story. Putting an NDIS Plan to work

Ellen is 26 and was diagnosed with autism at 18, just after finishing high school.

"It was difficult during high school because I hadn't been diagnosed, so it was a struggle with learning," she says. "I struggled with the schoolwork and I struggled with fitting in and finding a group of friends."

Getting started.

Ellen received her first NDIS Plan two years after her diagnosis. With her dad as her plan nominee, they make decisions together about the therapies and activities she takes on.

Over the years, she has used her funding for a range of supports, including a community life skills program where she learned practical skills such as banking, hygiene, cooking, and travelling in a group. When the program closed, Ellen looked for new activities that aligned with her goals and routines.

Ellen's NDIS goals.

- Building friendships and social skills within the community
- Building independent living skills to move out of home
- Attend life skills development programs and allied health therapy
- Increase independence from dad in daily activities.

Putting supports and funding in place.

- **Support worker at home and in the community:** One day a week, a support worker helps at home, goes to the gym with Ellen and supports quick trips to the shops
- **Community participation:** Ellen attends a weekly group and is learning landscaping skills like digging, planting and using tools. "I even learned how to drill!"
- **Occupational therapy (OT):** Every second Tuesday, Ellen sees her OT to build skills like reading social cues, something that helps her at her job at Big W where she has worked for the past seven years. They also focus on practical cooking strategies, including writing recipes in a way that makes sense for her.



Working with a support coordinator.

For Ellen, getting the most from her NDIS Plan is a team effort, one where she, her dad and support coordinator Natalie are all part of the conversation.

“I remember our first meeting, Ellen was on the loudspeaker with her dad and it was great,” says Natalie. “Sometimes people don’t want to talk on the phone, especially teenagers and even some adults, but with Ellen, she was right there in the conversation.”

Natalie helps link all the pieces together so everyone is on the same page. Early on, she found a new occupational therapist when Ellen’s waitlist dragged on. “We got the new OT on board and started sharing information straight away,” she says.

She also spends time helping Ellen and her dad plan ahead. Together, they’ve talked about future education or training and the possibility of Ellen moving out of the home.

Part of that planning is thinking ahead to times when her dad might not be able to support her, whether that’s a hospital stay or another unexpected event. “We’ve been building a wall of support, connecting with providers, getting communication flowing, so everyone’s ready to step in if needed.”

Looking ahead.

Ellen’s big goal is to live more independently. “I want to be able to cook more and be more independent so I can live on my own,” she says.



08

Home and living options: ILO, SIL and SDA.

What you need to know.

- Start with your own vision for home. What feels comfortable, supportive and right?
- There are lots of different housing options to explore like renting, buying, living with family or sharing with friends
- NDIS supports can be shaped around different living options.

Think about:

- Who you want to live with
- What your home should feel like
- What supports you need and when.

Your home, your way.

Moving out of home is a big step. You might want to live with others, or have your own space. The first step is knowing what kind of life and home feels right for you.

1. Start with the life, not the funding.

Planning for independent living is one of the most significant and exciting milestones for young adults and their families. The process can feel



overwhelming especially if families jump straight into NDIS funding types, like SDA, SIL, ILO (more on that below), before defining what a successful, fulfilling life actually looks like.

2. Create a vision for home.

Having a strong vision for your life can help you move beyond traditional, one-size-fits-all options and explore what really works for you. It puts your quality of life, sense of belonging and the right supports at the centre.

The questions below can help you start thinking about what matters most. There are no right or wrong answers – this is about your goals, your life and what feels right for you.

<p>The person</p>	<ul style="list-style-type: none"> • What’s important to you in your home? • What are your rhythms (early riser, night owl)? • What kinds of things do you want to be able to do or achieve (work, study, hobbies) by living in your home? • What role/s do you want to have in your home (eg. the chef, the organiser, the gardener, the entertainer)?
<p>The household</p>	<ul style="list-style-type: none"> • Do you want to live alone or with others? • Is sharing with someone who provides some support an option? • If sharing, what characteristics matter – age, lifestyle, routines, culture or interests? • Do you want a pet or have an assistance animal?
<p>The home and location</p>	<ul style="list-style-type: none"> • Where do you feel most connected? Near family, friends, work or study? • What accessibility features are essential? • Do you need to be close to transport or specialist services? • Are there community groups or activities that matter?
<p>The support</p>	<ul style="list-style-type: none"> • What happens overnight? • What keeps you safe? • Which daily tasks need help and which could be learned with support? • Are there safety systems or equipment needed? • How much of your current support is unpaid family support and will that still be possible in five years?

How others are doing it.

[Paul](#) lives with a supportive housemate. [Sherlyn](#) is living with Serena in Serena’s home (host arrangement). [Anna](#) is living with friends and using SIL funding. [Trevor](#) lives independently in an SDA apartment.



3. How to start gathering information?

Once you have a clearer idea of how you want to live, the next step is showing the NDIA what kind of support you need each day. This helps make sure your NDIS Plan matches your goals and needs.

Here are some ways to get started.

1. Map current support.

Keep a record of what each day looks like over a couple of weeks. Write down what support you get – like reminders, help planning your day, or organising things – and how much time it takes. This helps show what support would be needed if your family were not there to help.

2. Document what you can do and where you need help.

Ask your allied health team to describe what you can do on your own, what you can do with some setup help, and what needs hands-on support. If you are asking for home and living funding, you will need an occupational therapist to do an assessment and write recommendations.

3. Be clear about when support is needed.

Instead of saying “I need support all the time”, explain when and where you need help. For example, do you need someone close by overnight? Could technology or learning new skills help you become more independent?

Managing your concerns.

It is normal to feel unsure or even worried when thinking about living more independently.

As Libby Ellis, lead consultant for Mable’s home and living service, explains, those concerns can actually be useful. They help show:

- Where you might be vulnerable
- What needs to be in place to keep you safe
- Who needs to be in your life and checking in regularly.

The ‘What if’ planning matrix.

One simple way to work through those concerns is to map them out using four questions:

- What is my concern?
- How can I reduce the chance?
- What would I do if it did happen?
- How could the NDIS help?

It helps turn worries into practical steps – and shows what support you might need to live more independently. See the example on the next page.



<p>What if...? <i>What is my concern?</i></p>	<p>Example: What if I get overly distressed by loud environmental noises, such as the vacuum cleaner. Will I get focused on the sound and want to leave home.</p>
<p>How to reduce the chance.</p>	<p>Proactive step: Document all the triggering sounds. The vacuum cleaner is only used when I'm out of the house.</p>
<p>What would I do if it did happen?</p>	<p>Back-up plan: I have access to noise-cancelling headphones and a designated quiet space in the house in the event of an unexpected loud noise.</p>
<p>How could the NDIS help?</p>	<p>Link to goals and evidence: OT assessment to design the sensory environment and create the specific sensory support plan.</p>

4. Home and living options: ILO, SIL and SDA.

Once your vision and evidence are clear, you can look at the NDIS options that might support it.

The NDIS has three [home and living options](#): Individualised Living Options (ILO), Supported Independent Living (SIL) and Specialist Disability Accommodation (SDA).

- ILO and SIL are about support in the home
- SDA is about the house itself (the 'bricks and mortar').

Ella's* story.

Ella* always knew she wanted more independence but did not want to lose the support and connection of living close to her family. Working part-time at Coles, she saved over several years and, with her family's help, built a tiny home in her parents' garden. Ella needs 24-hour support, so her provider used her funding to design a flexible roster of staff around her daily routine, rather than fitting her into a traditional group home. Now she has her own front door, her own space and her own routines, while staying close to the people and places that matter most to her.

*Name changed.

A brief explainer.

1. **Supported independent living** is for people who need a significant amount of help throughout the day, 7 days a week. A common arrangement involves two to four people living in the same home with support workers always available. This is also known as shared supported accommodation or a group home. (For more information on SIL, see the [NDIS website](#).)
2. **Individualised living options** like SIL, is about the supports a young person needs to live in their home. It is a way for them to explore different ways of living other than shared supported accommodation or a group home. (For more information on ILO, read [NDIS Individualised Living Options \(ILO\): Support to live your way](#).)
3. **Specialist disability accommodation** is funding for specially designed housing for people with extreme functional impairment or very high support needs and is separate from the funding that pays for support workers. You might think about SDA if the young person has very high support needs or their disability makes it hard to live in housing that most people live in. (For more information on SDA, check the [NDIS website](#).)



Good to know. If you need less than 6 hours of support daily, you can use Core Supports funding to support you in your home.



More info on this topic.

- Mable's resources on [Home and living planning](#)
- [My Home My Way](#)
- [ILO Toolkit](#)
- [More stories](#)

Content in this chapter has been informed by resources from Libby Ellis, lead consultant with Mable Home & Living Consultants and the Housing Hub. Mable Home and Living Consultants can help you plan and achieve your vision for home with NDIS support.

Leap in! and Mable are part of the Attain Healthtech group.



What you need to know.

- When you turn 18, you become the main contact for your NDIS Plan and we will work directly with you
- And, with your consent, Leap in! can continue working with your parents or carers, if you want them involved.

Staying involved and supported.

When you turn 18, you become the primary decision-maker for your NDIS Plan. That means the NDIS – and Leap in! – will talk to you directly about your plan and funding.

But that does not mean your parents or carers have to step back completely. If you want them to stay involved, all you need to do is give your consent.

That could be as simple as:

- Calling Leap in! with your parent or carer and saying, “I’m happy for you to talk with Mum/Dad about my plan”
- Letting us know who you are comfortable with us speaking to.

Once we have your consent recorded, we can keep working with your family on budgets, invoices or questions – while still recognising you as the decision-maker.



Understanding your NDIS Plan together.

Leap in! offers '[Understand your NDIS Plan](#)' sessions that help you:

- Get to know the funding in your plan
- Understand what each budget category means
- Talk through the kinds of supports you can use.

You can do this together with a family member or support person. Many people find it helpful to go through the plan step by step, especially when you are learning how to take on more responsibility over time.

Plan management made simple.

You probably don't want to spend your time paying invoices or trying to figure out price limits. That is where plan management comes in.

With Leap in! plan management, we:

- Receive and pay invoices on your behalf
- Check every claim against your NDIS Plan and the NDIS rules
- Keep clear records and flag any issues early
- Ensure you stay in full control of the providers you use.

The Leap in! app also makes it easy to:

- See how your funding is tracking
- Update your goals
- Keep your plan organised, all in one place.

And when you're ready to find the right supports, our matching service with Mable can help connect you with support workers who suit your goals, routines and interests.

Connect with us.

- Call us: **1300 05 78 78** (AEST)
- Email us: crew@leapin.com.au
- Visit our website: leapin.com.au
- Chat with us online: Available on our website, Monday to Friday 9am to 5pm (AEST)
- TY voice call: 133 677
- Speak & listen: 1300 555 727
- SMS Relay: 0423 677 767
- If you need an interpreter: Call 131 450 and ask them to call Leap in! on 07 3724 0368
- Via post: GPO Box 1744, Brisbane QLD 4001
- Our office hours are 9am to 5pm AEST, Monday to Friday.

Leap in!

Call 1300 05 78 78

Email crew@leapin.com.au

Visit leapin.com.au



The Leap in! Crew acknowledges the traditional owners of the land on which we work and live. We acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future together.



At Leap in! we commit to being a safe and welcoming place for lesbian, gay, bisexual, transgender, queer, intersex, asexual and gender diverse (LGBTQIA+) people to work and to live as their authentic selves, without judgement, without discrimination and free from harassment.



Leap in! is part of Attain Healthtech, dedicated to helping people attain better outcomes.

Leap in! Australia | ABN 92 622 499 898 | NDIS Provider #4050030846