Draft Information Sheet

Tip Sheet
Writing reports to help NDIS decide eligibility

A health professional may be requested to provide a report to help the NDIA make a decision about whether or not a person is eligible for funding. A NDIS applicant can submit their Evidence of Disability in 1 of 3 ways.

1. Get a health professional to complete Part F of the Access Request Form or
2. Get a health professional to complete the NDIS Supporting Evidence Form or
3. Provide a report, such as existing assessment reports.

✓ Diagnosis (if available)
✓ Impact of the disability

The following tips are particularly useful for report writing, however also applicable when you are completing the forms listed above. The term 'report' has been used throughout.

Tip 1 - Use NDIS terminology
Using NDIS terminology can help avoid misunderstandings, and make sure that your reports are clear. Some of the key terms include:
• Participant
• Service provider
• Goals and aspirations
• Participant needs
• Participant outcomes
• Person centred approach
• Funded supports

Tip 2 – Avoid discipline-specific language
NDIS staff read information from a wide variety of health professionals and sectors. Each of these areas have their own terminology. It is good practice to write reports in a way that anyone could read it and understand it. Examples of discipline specific language include words like mobility, ADLs, aphasia. It is preferable to describe what the participant can do. For example 'Tom can walk short distances', or 'Joan's speech is slurred, but most people can understand her'. If there are technical terms that you need to use, put the meaning in brackets.

Tip 4 – Include a summary
Provide a short summary with key points to make it easy for the participant, their team and NDIS staff. A great way to do this is in a shaded box at the beginning of a report. The key information for an eligibility decision include:
• Participant name and age
• Condition/diagnosis
• Functioning (walking, communicating, daily activities – one sentence each)
• Impact of these on the participant's ability to participate in the community and/or impact that the participant's functional skills have on their life goals and aspirations