# Cultural and Linguistic Diversity

Our Action Plan

2024–2028

Easy Read version



How to use this Action Plan

|  |  |
| --- | --- |
| A group of people. There is a person in front holding a card that says 'We'. | The National Disability Insurance Agency (NDIA) wrote this Action Plan.  When you see the word ‘we’, it means the NDIA. |
| An Easy Read document and a tick. | We wrote this Action Plan in an easy to read way.  We use pictures to explain some ideas. |
| The words 'Bold' and 'Not Bold'. | We wrote some important words in **bold**.  This means the letters are thicker and darker. |
| A word list document. | We explain what these words mean.  There is a list of these words on page 47. |
| A person holding an Easy Read document. | This is an Easy Read version of the *Cultural and Linguistic Diversity Action Plan 2024–2028*. | | |
| A website icon. | You can find the *Cultural and Linguistic Diversity Action Plan 2024–2028* on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) | |
| Someone helping another person read a document. | You can ask for help to read this Action Plan.  A friend, family member or support person may be able to help you. |
| A large Easy Read document. | This is a long document. |
| A person reading a document in a folder. Above them is a clock icon. | You do not need to read it all at once.  You can take your time |
| 3 First Nations people beneath the Aboriginal flag and the Torres Strait Islander flag. | We recognise Aboriginal and Torres Strait Islander peoples as the traditional owners of our land – Australia. |
| A coastline. | They were the first people to live on and use the:   * lands * waters. |

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## What does CALD mean?

|  |  |  |
| --- | --- | --- |
| A group of CALD people beneath 3 speech bubbles that say 'Hello' in 3 different languages. | **Culturally and linguistically diverse (CALD)** people arepeople who:   * come from different backgrounds * speak languages other than English. | |
|  | In Australia: |
| A baby and an arrow curving around a map of the world and pointing to Australia. | * there are close to 8 million people who were born overseas |
| 3 speech bubbles that say 'Hello' in 3 different languages. | * people speak more than 300 different languages. |

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| A person pointing at themselves and raising their hand in front of 2 other people. | When you **identify** as something, you are saying that you belong to a certain group of people. |
| A person pointing at themselves and raising their hand and a map of Australia. | 30% of people who live in Australia identify as a CALD person. |
| A person raising their hand in front of their family. | 10% of **participants** in the National Disability Insurance Scheme (NDIS) identify as a CALD person. | |
| A participant icon showing a group of participants. 2 are raising their hands. | **Participants** are people with disability who take part in the NDIS. |

## About our Action Plan

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| A strategy document. | We wrote the new Cultural and Linguistic Diversity Strategy 2024–2028.  We call it the Strategy.  The Strategy is a plan for how we will make the NDIS better for CALD participants. | |
| An Action Plan document showing a list with ticks. | This Action Plan explains what we will do to support the Strategy. | |
| An outcomes document and an actions document. | It explains the:   * actions we will take * **outcomes** we want.   Outcomes are the ways our work changes people’s lives. | | |
| A participant holding an NDIS plan. Above them is a thumbs up and an arrow pointing up. | We want to have better outcomes that improve the experiences participants have with the NDIS. |
| A person thinking and above them is a thought bubble with a thumbs up inside of it. | This Action Plan also explains how we will know if the actions work. | | | |

## 1. Focusing on CALD participants when we work

### Action 1

|  |  |
| --- | --- |
| A person giving a thumbs up. Next to them is a thought bubble and a safety icon. | We will work with others in the community to make sure everyone knows what some important words mean in the NDIA.  We will also make sure these words are safe for all **cultures**. |
| A group of people wearing brightly coloured clothing and performing a cultural dance. | Your culture is:   * your way of life * what is important to you. |
| A person pointing to themselves and a thought bubble with a tick inside of it. | We will make sure everyone knows what the words **cultural safety** mean. |
| A group of people beneath a safety icon. | Cultural safety is when we:   * respect people’s culture * make people feel safe * help people feel like they belong. |
| 2 people shaking hands. Above them is a thought bubble with a tick inside of it. | We will also make sure everyone knows what the words **culturally appropriate and responsive service** mean.  Culturally appropriate and responsive service is when services respect the cultures and beliefs of the people who use them. |
| A person supporting someone to read a document. Above them is a speech bubble. | We will make sure we use these words in:   * the information we share * the ways we support participants. |
| An NDIS partner holding a document in front of an office building. | We will also make sure that our staff and **NDIS partners** understand what these words mean.  NDIS partners are people who help others find and use services.  In this Action Plan, we just call them our partners. | |
| An information document, a speech bubble and a change icon. | We will update information and services to include words that are safe for all cultures.  We will check if this action is working by keeping track of what we update. | |

### Action 2

|  |  |
| --- | --- |
| A guidelines document and a change icon. | We will update our guidelines about how the NDIS works.  We will include information on how to:   * be safe for all cultures * use words participants understand * be **inclusive**. |
| A group of people with an arrow curving around them. | When something is inclusive, everyone:   * can take part * feels like they belong. |
| A person writing in a document. | We will check if this action is working by keeping track of:   * how many guidelines we update * which guidelines support what CALD participants need. |

### Action 3

|  |  |
| --- | --- |
| 2 people reading a document together. Above them is a thought bubble showing a group of participants. | We will support **NDIA planners** to better understand what CALD participants need. |
| An NDIA planner and a pen writing in an NDIS plan. | An NDIA planner is someone who:   * makes new plans * changes plans. |
| A person behind a barrier. Above them is a speech bubble showing a language other than English. | This includes information on how to support CALD participants when language is a **barrier**.  A barrier is something that stops you from doing something you:   * need to do * want to do. |

|  |  |
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| 2 people looking at a document together. Above them is a group of speech bubbles. | We will make sure planners know how to find and use information in different languages. |
|  | We will check if this action is working by keeping track of how many CALD participants: |
| 3 speech bubbles that say 'Hello' in 3 different languages. | * use NDIS information in different languages |
| Someone supporting a participant. | * get the supports they need |
| 2 people looking at a document together. Above them is speech bubble with a thumbs up inside of it. | * share they have had a good experience with their planner. |

### Action 4

|  |  |
| --- | --- |
| An NDIS worker supporting someone. Behind them is a world map with an arrow pointing to Australia. | We will share information with our staff and partners on how to support people who are new to Australia.  This includes support that is safe for **refugees**. |
| A group of refugees carrying their belongings through a desert. | A refugee is someone forced to leave their country:   * because of violence – when someone hurts you * so they can stay safe. | | |
| An NDIS worker holding a document. Next to them is a thought bubble with an information icon inside of it and a thumbs up. | We will make sure more our staff and partners can find and use this information. |
| A person holding an NDIS document. | We will check if this action is working by how many refugees and people who are new to Australia:   * take part in the NDIS * use the NDIS. | |

### Action 5

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| A government worker supporting someone and an NDIS document. | We will work with other government organisations to better support people to take part in the NDIS. | |
| 2 people raising their hands beneath an arrow pointing at Australia. | This includes:   * refugees * people who are new to Australia. | |
| A person holding a NDIS document. Next to them is an information icon and a thumbs up with an arrow pointing up. | We will use information about people who are new to Australia to make it easier for them to take part in the NDIS.  This includes **assessments** they have had done. | |
| An assessment document showing a list with 2 ticks. | Assessments are how we work out:   * how your disability affects your life * what supports you need from the NDIS. | |
| A group of people. The person in the middle is holding an NDIS document. | We will check if this action is working by how many refugees and people who are new to Australia take part in the NDIS. |

### Action 6

|  |  |
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| 3 people behind a bench that says 'NDIS Commission'. | We will work with the **NDIS Quality and Safeguards Commission** to make new rules for how we will work.  We call them the NDIS Commission. |
| A person giving 2 thumbs up. Above them is a safety icon and an icon of an NDIS worker supporting the person. | The NDIS Commission makes sure people with disability who take part in the NDIS:   * are safe * get good services. |
| A person thinking and above them is a thought bubble with a question mark inside of it. Next to them is a document showing a tick and a cross. | These rules will help CALD people with disability:   * share their thoughts with us * question decisions the NDIA makes. |
| Someone supporting a person and next to them is a speech bubble. | We will work out the best way to support CALD people with disability to share their thoughts. | |
| 3 people and 2 people have their hands raised. Above them is a speech bubble. | We will check if this action is working by how many CALD people with disability share their experiences with us. | | |

## 2. Making sure our staff have the right skills

### Action 7

|  |  |
| --- | --- |
| 3 NDIS workers watching someone give a presentation. | We will make a new training program for our staff and partners.  We will work with community and government organisations to make this program. |
| An NDIS worker shaking hands with a CALD person and above them is a safety icon. | The training will help our staff and partners learn how to connect in a safe way with CALD people. |
|  | We will check if this action is working by how many of our staff and partners: |
| 3 NDIS workers watching someone give a presentation and a tick. | * finish the training |
| Someone supporting another person and a safety icon. | * understand how to support people in ways that are safe for all cultures. |
| An NDIS worker supporting a participant and a thumbs up with an arrow pointing up. | We will also check if this action is working by CALD participants tell us they have better experiences with our staff and partners. |

### Action 8

|  |  |
| --- | --- |
| 3 people working in an office together. One person is using a computer. | We will support more CALD people to work for us.  This includes CALD people with disability. |
| A plan document showing 2 CALD staff shaking hands. | We will also make a plan to share how we will hire more CALD staff. |
| 2 NDIS workers. One has a disability and the other is from a CALD background. | We will check if this action is working by how many NDIA staff:   * have disability * come from CALD backgrounds. |

### Action 9

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| --- | --- |
| 3 NDIS workers watching someone give a presentation and an arrow pointing up. | We will work with others to deliver more training programs to our staff and partners. |
| 3 workers in front of an office building. | We will work with community and government organisations to do this. |
|  | We will make sure this training helps our staff and partners know how to deliver supports that: |
| An NDIS worker supporting a participant and a safety icon. | * are safe for all cultures |
| An NDIS worker supporting a participant. | * help people who have experienced **trauma**. |
| A person looking upset. Above them is a thought bubble that shows them crying and next to them is a problem icon. | Trauma is the way you feel about something bad that happened to you.  For example, you might feel scared or stressed.  Trauma can affect people in different ways. |
|  | We will check if this action is working by how many: | |
| 3 NDIS workers watching someone give a presentation and a tick. | * staff and partners finish this training |
| An NDIS worker supporting a participant beneath a thumbs up inside of a speech bubble. | * CALD participants share good experiences with our staff and partners. |

### Action 10

|  |  |
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| Someone giving a presentation to room of people. | We will train our staff and partners on how to use language supports.  This includes **interpreters**. |
| An interpreter having a conversation with 2 other people. Above them is a speech bubble showing a language other than English. | An interpreter is someone who:   * uses your language * helps you communicate with others * helps you understand what someone is saying. |

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|  | This will make sure our staff and partners: | |
| 2 people looking at a document together. Above them is a group of speech bubbles. | * know how to find and use language supports |
| A person having a conversation with an interpreter. | * communicate better with interpreters. |
|  | We will check if this action is working by keeping track of how many: |
| 3 NDIS workers watching someone give a presentation and a tick. | * staff and partners finish this training |
| 2 people having a conversation with an interpreter. Above them is a speech bubble showing a language other than English. | * CALD participants use interpreter services. |

### Action 11

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|  | We will create a plan to make the NDIA a place to work that is: |
| A person raising their hand and next to them is a safety icon. | * safe for all cultures |
| A participant icon with an arrow curving around it. | * inclusive. |
| 2 people using a computer together. | We will check if this action is working by how many CALD people:   * keep working for us * are able to grow their **career**. |
| A person wearing a work uniform with an arrow pointing to the same person wearing a chef's uniform. | A career is the path you take in an area of work you choose. |

### Action 12

|  |  |
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| 2 workers having a conversation in Auslan. Above them is an Auslan icon. | We will make a group for our staff and partners to share their skills with other staff.  For example, skills such as Auslan. |
| A support worker teaching a child sign language. | This means we can better support people who are deaf or hard of hearing. |
| An NDIS worker supporting a participant. Next tot them is a thumbs up and an arrow pointing up. | We will check if this action is working by how many of our staff and partners get better at supporting people who are deaf or hard of hearing. |
|  | We will also check if this action is working by listening to what people who are deaf or hard of hearing share about: |
| Someone supporting a person. | * how well we support them |
| A person using a laptop. | * how easy it is to find and use NDIS supports. |

## 3. How we share information

### Action 13

|  |  |
| --- | --- |
|  | We will make new guidelines about how to: |
| An NDIS worker shaking hands with a participant. Next to them is a thumbs up and an arrow pointing up. | * best connect with CALD people with disability |
| An information document and a computer showing an information icon. | * share information in different ways. |
|  | To make these guidelines, we will work with: |
| 3 people behind a bench that says 'NDIS Commission'. | * the NDIS Commission |
| 3 people in front of a office building. | * organisations that support CALD people with disability. |

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|  | We will use these guidelines to better communicate with CALD: | |
| A group of CALD people. | * participants | |
| A group of people. 2 people are raising their hands. | * communities. | |
|  | We will check if this action is working by listening to: | |
| A group of CALD participants pointing to themselves and raising their hands. | * CALD participants |
| Someone supporting a participant. | * people who support CALD people with disability |
| A group of providers smiling. | * **providers**. |
| 3 providers. One is wearing a stethoscope. Another is holding a document. | Providers support people with disability by delivering a service. |

### Action 14

|  |  |
| --- | --- |
| Someone supporting another person to use a laptop. Above them is a thumbs up with an arrow pointing up. | We will make it easier for CALD communities to use our online services.  For example, the NDIS website. |
|  | We will do this by: |
| A person holding a document. Above them is a speech bubble showing a language other than English and a tick. | * sharing information in languages CALD people understand |
| Someone supporting another person to read a document. Above the person being supported is a question mark inside of a thought bubble. | * supporting CALD people when we share information in a language they do not know. |
| A person using a laptop and an arrow pointing up. | We will check if this action is working by how many more CALD people use our online services. |

### Action 15

|  |  |
| --- | --- |
| 3 speech bubbles showing 3 languages other than English. | We will make guidelines on what languages we need to share NDIS information in.  This means more CALD people can understand the NDIS. |
|  | To make these guidelines, we will work with: |
| A group of CALD people. | * CALD communities |
| 3 people behind a bench that says 'NDIS Commission'. | * the NDIS Commission |
| 3 people in front of a office building. | * organisations that support CALD people with disability. |

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|  | We will check if this action is working by how many: | |
| 3 documents written in 3 languages other than English. | * documents we share in languages that are not English |
| Someone giving a thumbs up beneath a speech bubble showing a language other than English. | * CALD people tell us they can find information about the NDIS in their language. |

### Action 16

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| --- | --- | --- |
| An NDIS planner and a speech bubble. | There are certain words we use to explain the NDIS.  We will make resources in different languages to explain what these words mean. | |
| A person reading a document and above them is a thought bubble with a tick. | This will help more people understand information about the NDIS. |
| A person handing an information document to another person. | It will also help interpreters to share NDIS information with CALD participants. |
|  | We will check if this action is working by how many interpreters: |
| 3 NDIS workers watching someone give a presentation and a tick. | * finish training to better understand the NDIS |
| 2 people using a laptop together. | * use our resources. |

### Action 17

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| --- | --- |
| Someone giving another person a document. Above them is a speech bubble with an information icon inside of it. | We will share information with CALD people about how they can find and use interpreter services. |

|  |  |
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|  | This includes CALD: |
| A group of people. 2 are raising their hands. | * communities |
| A group of participants. | * participants |
| 3 providers. One of them is holding a stethoscope. Another is holding a document. | * providers. |
| 2 people having a conversation with an interpreter. Above them is a speech bubble showing a language other than English. | We will check if this action is working by how often people use interpreter services.  This includes:   * CALD participants * our staff and partners * providers. | |
| A person raising their hand and next to them is a speech bubble. | We will also listen to what they tell us about their experiences with these services. |

### Action 18

|  |  |
| --- | --- |
| 2 NDIS workers having a meeting with a participant. Next to them is an update icon. | We will update the way we plan and run meetings with CALD participants.  This includes:   * using interpreters CALD participants like * having longer meetings. |
| An NDIS worker and partner. Above them is a thought bubble with a tick inside of it. | We will make sure all our staff and partners understand how we plan and run these meetings. |
|  | We will check if this action is working by how many: | |
| An NDIS worker, an interpreter and a participant having a meeting beneath a speech bubble. | * interpreters are used in meetings to support CALD participants |
| A participant beneath a thumbs up and an arrow pointing up inside of a speech bubble. | * CALD participants tell us they have had a better experience with interpreters at their meetings. | | |

## 4. Choice and control

### Action 19

|  |  |
| --- | --- |
| An NDIS worker giving a document to the NDIS Commission. Above them is a speech bubble with an information icon inside of it. | We will work with the NDIS Commission to share information with providers.  This includes information about what providers need to do to make sure their services are safe for all cultures. |
| A provider supporting a participant to eat. | This will mean more providers understand how to support CALD participants in the ways they need. |
| 3 providers and above them is a speech bubble with an information icon inside of it. | We will check if this action is working by listening to what service providers have to say about the information. |
|  | For example, what they have to say about how well the information supports them to: |
| A health care worker and another person beneath a tick inside fo a speech bubble. | * better understand the supports that CALD people need |
| An NDIS worker supporting a participant and next to them is a safety icon. | * deliver safe services for all cultures. |

### Action 20

|  |  |
| --- | --- |
| A participant making a choice between 3 supports. They include a whisk and rolling pin, a van and an NDIS worker supporting a participant. | We will work with the NDIS Commission to support CALD participants to have more choice and control. |
|  | This includes sharing information with CALD participants about how they can: |
| A hand choosing between 3 providers. | * choose their own providers |
| An NDIS worker supporting a participant and a change icon. | * change their providers |
| A complaint document showing a thumbs down inside of a speech bubble. | * make a **complaint**. |
| A person raising their hand and next to them is a speech bubble with a thumbs down inside of it. | When you make a complaint, you tell someone that something:   * has gone wrong * is not working well. |
| A participant thinking with 3 thought bubbles. The first thought bubble shows a provider with a tick, the second shows a thumbs down And the third shows a tick and a cross. | We will check if this action is working by how many CALD participants share that they understand:   * how to know if a provider is right for them * how to make a complaint * their **rights** to choice and control. |
| A document that says 'Rights'. | Rights are rules about how people must treat you:   * fairly * equally. |

### Action 21

|  |  |
| --- | --- |
| A rules document that shows a list of ticks and crosses. | We will work with the NDIS Commission to make new rules that providers must follow. |

|  |  |
| --- | --- |
|  | These rules will focus on how providers must offer services that: |
| An NDIS worker supporting a participant and next to them is a safety icon. | * are safe for all cultures to use |
| An NDIS worker supporting a participant. | * support CALD participants who have experienced trauma. |
| Someone passing a document to another person. | When we have made these rules, we will share them with providers and CALD participants. |
| A provider and a participant and above them is a speech bubble. | We will listen to what providers and CALD participants have to say about how well the rules work. |
| A provider raising their hand beneath and above them are 3 services. They include a whisk and a rolling pin, a van and a provider supporting a participant. | We will check if this action is working by how many providers offer services that follow these rules. |

### Action 22

|  |  |  |
| --- | --- | --- |
| 3 workers and an office building behind a barrier. | We will look at the barriers that some organisations who support CALD people with disability face.  We will work with other government organisations to remove these barriers. | |
| An NDIS worker supporting a participant and an arrow pointing up. | We will make sure organisations who support CALD people with disability can deliver more NDIS services. |
| 3 workers and a behind a barrier and an arrow pointing down. | We will check if this action is working by how many organisations experience less barriers. |

### Action 23

|  |  |
| --- | --- |
|  | We will work with other government organisations to make sure more interpreters understand: |
| An NDIS document. | * the NDIS |
| A document that says 'Rights'. | * the rights of people with disability. |
| 2 participants and an interpreter having a conversation beneath a speech bubble showing a language other than English. Next to them is an arrow pointing up. | We will make sure there are more interpreters who can support CALD participants. |
| A document showing a tick inside of a speech bubble. | We will also check how many programs there are to support interpreters. |
| 3 interpreters pointing at themselves and raising their hands. | We will check if this action is working by how many interpreters are available to support CALD participants with the NDIS. |

## 5. Data about CALD participants

### Action 24

|  |  |
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| 3 people beneath the word 'CALD'. | We will work with others to agree on how we explain what ‘CALD’ means. |
|  | We will work with: |
| A group of CALD people. | * CALD communities |
| A government worker giving a speech in front of a government building. | * other government organisations. |
| A group of CALD people. | The way we explain CALD will support:   * all CALD people   and   * their different experiences. |
| A group of people and above them is a thumbs up. | We will know it is right when CALD communities agree that it is good. |
| A person writing in a document and a bar graph. | We will then update the way we collect **data** to support how we explain ‘CALD’. |
| An information document, a records document and a bar graph. | When we talk about data, we mean:   * facts * information * records. |
| A person raising their hand and a speech bubble with an exclamation mark inside of it. Next to them is a bar graph. | We will check if this action is working by the amount of data we collect.  This includes data that supports what CALD participants need. |

### Action 25

|  |  |
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| A computer showing a graph. | We will research and share new data from CALD participants.  This will support our staff and partners to make good decisions. |
| 2 people using a laptop together and a bar graph. | We will update the way we collect data from CALD participants. |
| A computer showing a graph and a tick. | We will check if this action is working by how many people can use the data we collect about CALD participants. |
| 3 NDIS workers beneath a tick and a cross inside of a speech bubble. | We will also check if this action is working by listening to how this data affects the way people make decisions.  This includes our staff and partners. |

## 6. How we connect with the community

### Action 26

|  |  |
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|  | We will make a plan about how to share information with CALD communities about: |
| An NDIS document. | * the NDIS |
| A group of CALD people raising their hands and pointing to themselves. | * the rights of CALD people with disability. |
| A group of people pointing at themselves and raising their hands. Above them is a thought bubble with a change icon inside of it. | This plan will help change the **attitudes** some communities have around disability.  Your attitudes are what you think, feel and believe. |
| A person and above them is thought bubble with a disability icon inside of it. Next to them is a thumbs down. | For example, some people think badly about disability.  This can stop CALD people with disability from using the NDIS. |
|  | To make this strategy we will work with: |
| A group of CALD people. | * CALD communities |
| 3 people behind a bench that says 'NDIS Commission'. | * the NDIS Commission. |
|  | We will check if this action is working by how many: | |
| A participants icon and an arrow pointing up. | * CALD participants take part in the NDIS | |
| A group of people beneath a tick inside of a thought bubble. | * CALD communities understand and use the NDIS. |

### Action 27

|  |  |
| --- | --- |
|  | We will support activities from community organisations that: |
| Someone handing an information document to another person. | * share information about the NDIS |
| A group of people pointing at themselves and raising their hands. Above them is a thought bubble with a disability icon inside of it and a thumbs up with an arrow pointing up. | * improve attitudes about disability in CALD communities. |
|  | We will check if this action is working by how many CALD communities take part in: |
| 3 people. The person in the middle is holding an NDIS document. | * the NDIS |
| 3 people smiling together. | * activities from community organisations. |

|  |  |
| --- | --- |
|  | We will also check if this action is working by how many CALD communities: |
| A person giving a thumbs up and above them is a thought bubble with an NDIS document inside of it. | * understand the NDIS |
| Someone giving a thumbs up and above them is a thought bubble with a disability icon inside of it. | * understand disability |
| Someone thinking and above them is a thought bubble with a disability icon inside of it. Next to them is a thumbs up and an arrow pointing up. | * have better attitudes towards disability. |

### Action 28

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| A group of health professionals taking notes in a meeting. | We will work with community organisations to build the skills of services outside the NDIS.  For example, doctors. |
| 2 health professionals and an NDIS document. | We will make sure more of these services understand how to support CALD people with disability to take part in the NDIS. |
| Someone giving a presentation to a room full of people. | We will check if this action is working by how many programs we support that help services build these skills. |
|  | We will also check if this action is working by listening to what: | |
| 2 people having a conversation and above them is a speech bubble. | * CALD communities have to say about services that give advice about the NDIS | |
| 3 people having a conversation in front of a laptop. | * these services tell us about how well the programs support them. |

## More information

For more information about this Action Plan, please contact us.

|  |  |
| --- | --- |
| A website icon. | You can visit our website.  [www.ndis.gov.au](http://www.ndis.gov.au) |
| A Phone icon. | You can call us.  1800 800 110 |
| The Facebook logo. | You can follow us on Facebook.  [www.facebook.com/NDISAus](https://www.facebook.com/NDISAus) |
| The Twitter logo. | You can follow us on Twitter.  @NDIS  Twitter is also called X. |

### Support to talk to us

|  |  |
| --- | --- |
| A webchat icon. | You can talk to us online using our webchat feature at the top of our website.  [www.ndis.gov.au](http://www.ndis.gov.au) |
|  | If you speak a language other than English,  you can call: |
| A Translating and Interpreting Service icon. | Translating and Interpreting Service (TIS)  131 450 |
|  | If you have a speech or hearing impairment,  you can call: |
| A TTY icon. | TTY  1800 555 677 |
| A Speak and Listen icon. | Speak and Listen  1800 555 727 |
| The National Relay Service logo. | National Relay Service  133 677  [www.accesshub.gov.au/about-the-nrs](http://www.accesshub.gov.au/about-the-nrs) |

## Word list

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

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| An assessment document showing a list with 2 ticks. | Assessments  Assessments are how we work out:   * how your disability affects your life * what supports you need from the NDIS. |
| A group of people pointing at themselves and raising their hands. Above them is a thought bubble. | Attitudes  Your attitudes are what you think, feel and believe. |
| A person behind a barrier. Above them is a speech bubble showing a language other than English. | Barrier  A barrier is something that stops you from doing something you:   * need to do * want to do. |
| A person wearing a work uniform with an arrow pointing to the same person wearing a chef's uniform. | Career  A career is the path you take in an area of work you choose. |
| A person raising their hand and next to them is a speech bubble with a thumbs down inside of it. | Complaint  When you make a complaint, you tell someone that something:   * has gone wrong * is not working well. |
| A group of people beneath a safety icon. | Cultural safety  Cultural safety is when we:   * respect people’s culture * make people feel safe * help people feel like they belong. |
| A group of CALD people beneath 3 speech bubbles that say 'Hello' in 3 different languages. | Culturally and linguistically diverse (CALD)  CALDpeople:   * come from different backgrounds * speak languages other than English. |
| 2 people shaking hands. Above them is a thought bubble with a tick inside of it. | Culturally appropriate and responsive service  Culturally appropriate and responsive service is when services respect the cultures and beliefs of the people who use them. |
| A group of people wearing brightly coloured clothing and performing a cultural dance. | Culture  Your culture is:   * your way of life * what is important to you. |
| An information document, a records document and a bar graph. | Data  When we talk about data, we mean:   * facts * information * records. |
| A person pointing at themselves and raising their hand in front of 2 other people. | Identify  When you identify as something, you are saying that you belong to a certain group of people. |
| A group of people with an arrow curving around them. | Inclusive  When something is inclusive, everyone:   * can take part * feels like they belong. |
| An interpreter having a conversation with 2 other people. Above them is a speech bubble showing a language other than English. | Interpreter  An interpreter is someone who:   * uses your language * helps you communicate with others * helps you understand what someone is saying. |
| An NDIA planner and a pen writing in an NDIS plan. | NDIA planner  An NDIA planner is someone who:   * makes new plans * changes plans. |
| An NDIS partner holding a document in front of an office building. | NDIS partners  NDIS partners are people who help others find and use services. |
| 3 people behind a bench that says 'NDIS Commission'. | NDIS Quality and Safeguards Commission (NDIS Commission)  The NDIS Commission makes sure people with disability who take part in the NDIS:   * are safe * get good services. |
| An outcomes document showing a list with a tick. | Outcomes  Outcomes are the ways our work changes people’s lives. |
| A participant icon showing a group of participants. 2 are raising their hands. | Participants  **Participants** are people with disability who take part in the NDIS. |
| 3 providers. One is wearing a stethoscope. Another is holding a document. | Providers  Providers support people with disability by delivering a service. |
| A group of refugees carrying their belongings through a desert. | Refugee  A refugee is someone forced to leave their country:   * because of violence * so they can stay safe. | |

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| A document that says 'Rights'. | | Rights  Rights are rules about how people must treat you:   * fairly * equally. |
| A strategy document. | | Strategy  A strategy is a plan for how we will make things better. |
| A person looking upset. Above them is a thought bubble that shows them crying and next to them is a problem icon. | | Trauma  Trauma is the way you feel about something bad that happened to you.  For example, you might feel scared or stressed.  Trauma can affect people in different ways. |
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