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Early childhood approach

Quick summary: The NDIS nationally consistent early childhood approach is about giving your child the best possible start in life. It's for children younger than 6 with delays in their development, or younger than 9 with disability.

Early childhood intervention is an important part of the early childhood approach. This is the support provided for families of children younger than 9, with delays in their development or disability. It helps families to support their child to build the skills they need to take part in everyday life and improve long term outcomes. Early childhood intervention is described in the [National Best Practice Framework for Early Childhood Intervention](#) (the Framework).

The early childhood approach helps children and their families get the right early childhood intervention at the right time. Your child doesn't need a diagnosis to get support. This can include support through [early connections](#) and depending on your child's needs, it might also include becoming an NDIS participant.

We call early childhood intervention provided by early childhood partners 'Early Supports.' Early Supports are short term supports for children with [developmental concerns](#), and their families. Your child doesn't need to be an NDIS participant to get Early Supports.

We call early childhood intervention funded in a NDIS plan for participants younger than 9 'early childhood intervention supports'. To learn more go to [NDIS supports](#).

When we say 'you', we mean anyone responsible for the care of a child. You may be a parent, carer, or legal representative.

When we say 'child', we mean children younger than 9.

When we say 'we', or 'our,' we mean the NDIA or an early childhood partner.

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Early Years Strategy

The vision for all Australian children as set out in the national [Early Years Strategy 2024-2034](#) is that all children in Australia thrive in their early years. We know that giving children the right opportunities to thrive and develop in their early years impacts their development and wellbeing in later life. This is especially important for children with delays in their development or disability. The NDIS early childhood approach supports the national Early Years Strategy.

What is the early childhood approach?



The early childhood approach is the way we support children younger than 9 with delays in their development or disability, and their family. This guideline has been developed to support you to understand the early childhood approach.

The early childhood approach is informed by the principles in the [Framework](#)

The principles in the Framework tell us that early childhood intervention supports and services should be:

- rights based
- relationships based
- ecologically based
- strengths based and outcomes focused
- evidence informed
- child and family centred
- culturally safe and diversity affirming
- focused on supporting participation, teamwork and community
- delivered in everyday settings.

These principles help guide us during all interactions we have with you. The early childhood approach is all about making sure children:

- get the right support as early as possible so they can thrive
- are supported to learn and develop as they go about their everyday activities such as when they are at home, at childcare, or the playground
- are included in everyday activities in their home and community
- and their family get the support they need for their wellbeing.

Early childhood intervention

A focus of the NDIS early childhood approach is early childhood intervention.

Early childhood intervention is all about your child getting support early to develop the skills they need to take part in everyday activities and participate in everyday life. It focuses on supporting you and other adults in your child's life, like educators and grandparents, to feel confident to help your child's development. This means working with you to develop



strategies you can use as your child goes about their daily life, like when you are at home, or in the community. Getting early childhood intervention when a child is young improves long term outcomes and usually means a child needs less support later.

The [Framework](#) should be used by NDIS early childhood intervention professionals when they deliver supports to children and families. There are [resources for families and carers](#) within the Framework that can help you understand and use its principles.

Early childhood intervention can be funded in different ways. For example, through a community health centre, the early childhood partner or as an NDIS support.

Who supports children and families through the early childhood approach?

[Early childhood partners](#) are local organisations we fund in many areas of Australia. They have teams of professionals with experience and clinical expertise in working with young children with delays in their development or disability. Early childhood partners focus on giving you support, and connecting you to the right support, based on what your child and family need. This includes supporting families of NDIS participants to implement their child's NDIS plan.

You can search for an [early childhood partner](#) near you. You can also find information about [connecting with an early childhood partner](#) in your area.

We also help you get the support your child needs if they are a participant of the NDIS. This includes working with you to develop your child's NDIS plan and making changes to their plan if required during plan reassessments.

NDIS providers deliver NDIS early childhood intervention supports for you and your child, if your child is an NDIS participant. There are NDIS providers who provide other supports that you can access depending on your child's individual needs and funding in their NDIS plan.

What if there are no early childhood partners in your area?

If you live in an area that doesn't have an early childhood partner, and you have concerns about your child's development or disability you should first speak with your doctor, child health nurse, early childhood educator or other health professional.

The NDIS can also help you make early connections. You can [contact the NDIA](#) or call 1800 800 110.

Who can access our early childhood approach?

If your child is younger than 9 and you have concerns about their development, or they have a disability, contact an [early childhood partner or NDIA](#). Usually, you would have already discussed this with your doctor, child health nurse, or other treating professional. Your child doesn't need a diagnosis from a medical professional to get support through the early childhood approach.

How do we work with young children and their families?

There are many different ways the early childhood approach can support you and your child.

We'll work with you to learn about your child's needs and help you to get the right support and early childhood intervention so you can best support your child.

This might include things like:

- giving you information about, and referrals to other services that can help support your child and family. For example, support groups where you can meet other people with similar experiences
- working with you to increase your confidence and skills to support your child to develop their skills to do everyday activities
- supporting you to increase your child's inclusion and participation in mainstream and community settings, like playgroup, childcare or preschool
- working with you and your child to develop an NDIS plan which supports your child and your family, if your child is eligible to receive NDIS funding.

Early connections

This support is based on your child and family's individual needs and it can include a connection to:

- **Mainstream and community services** – this can include childcare, preschool, playgroups, schools, health services, community health centres and family support services.
- **Practical information that's relevant to your child's development** – this can include practical advice on typical child development topics, and helpful strategies you can include in your child's daily routine.



- **Other families for peer support** – this can include local support networks to meet other people with similar experiences to share stories and build your confidence.
- **Early Supports** – is a program of early childhood intervention for children younger than 6 with [developmental concerns](#). This is provided by an early childhood partner, is goal focused, and designed to help you and your child build capacity in your everyday settings. Early supports follows the best practice principles outlined in the [Framework](#). This program will usually be 3 to 6 months, or up to a maximum of 12 months, where required.

Support from early connections may be all that you and your child needs through the early childhood approach. When you finish early connections your child and family can keep getting support from community and mainstream services.

If there is evidence that your child has an impairment that is likely to be permanent or is younger than 6 and has developmental delay, they may be eligible for the NDIS. You may decide to apply to the NDIS on behalf of your child. Early childhood partners or NDIA staff can help you to apply.

Learn more about [early connections](#).

Applying to the NDIS

Many children can be supported without needing to apply to the NDIS. Some children may need NDIS funded supports in addition to receiving community and mainstream supports. If your child needs NDIS funded supports, you will need to apply for them to become an NDIS participant.

To be eligible for the NDIS, your child will need to meet the [eligibility requirements](#). They will first need to meet the age and residence requirements. They'll then need to meet the requirements for either:

- early intervention
- disability.

Learn more about [applying to the NDIS](#).

Creating your child's plan



If your child is eligible for the NDIS, they'll become an NDIS participant. We will work with you to create your child's NDIS plan. This will include your community and mainstream supports. It will also include the goals you have for your child and funding for NDIS supports.

Learn more about [creating your plan](#).

What do we mean by NDIS supports?

[NDIS supports](#) are the services, items, and equipment that can be funded by the NDIS. Participants are only able to use their NDIS funds for items listed as NDIS supports. There is also a list of things NDIS funds cannot be used for. In some circumstances participants may be able to request a replacement from the replacement support list.

The NDIS supports lists are:

- [Supports that are NDIS supports](#).
- [Supports that are not NDIS supports](#).
- [Replacement supports list](#).

If your child is an NDIS participant, their NDIS plan will include **early intervention supports for early childhood**. Here, we call this **early childhood intervention supports**.

Early childhood intervention supports are **evidence-based** supports to help you support your child to build the skills they need to take part in everyday life.

Your child's plan may include other NDIS supports if they meet the [NDIS funding criteria](#). This will depend on a child's individual needs and could be NDIS supports like [assistive technology and consumables](#), [behaviour support](#), or [disability related health supports](#).

What information helps us understand the NDIS supports your child needs?

At different stages we'll work with you to gather information to help us understand your child's support needs.

This includes:

- [information from parents, carers and family members](#)
- [assessments or information from your early childhood partner](#)
- [reports from professionals](#).



Information from parents, carers and family

Families know their child best and are responsible for their care and development, so we want to learn from you. We want to find out about your child's everyday activities, and to understand what they do at home, in the community, and at childcare or school. This helps us work out what's going well for your child, any concerns you have about your child's development and consider the support your child and your family might need.

The goals you have for your child are an important part of a child's NDIS plan.¹ So we'll ask you about goals and the main areas you'd like your child's early childhood intervention to focus on.²

What mainstream and community supports are you connected to?

There are many systems that work alongside the NDIS to provide support and services for children and families. We call these mainstream and community supports, and they're available to everyone across Australia. Mainstream supports are the services you can get from other government funded systems like health, mental health and education.³ We'll talk to you about mainstream and community supports and how they support you and your child.⁴ For example, your community may run sporting or cultural activities where your child can spend time with other children. They may also have peer support or information sessions on specific topics like positive parenting. We can help you link in with them if you like.

Learn more about [mainstream and community supports](#).

Assessments or information from early childhood partners

Early childhood partners might use functional assessments and screening tools. These are tools that help us learn more about your child's development and what they can do. They help us find out whether what your child can do is different from other children of a similar age.

We do not complete diagnostic assessments. Diagnostic assessments are different to functional assessments and screening tools. They are completed by suitably qualified professionals to make a diagnosis. For example, these assessments can include an IQ test or assessments for a diagnosis of autism spectrum disorder.

We don't fund diagnostic assessments.⁵ You can access these through [mainstream and community supports](#).

Reports from professionals



We'll look at any professional reports you give us to help us better understand your child's strengths and support needs. You might have a letter or report from your child's treating professionals, early childhood teachers or educators. Your treating professionals or educators can learn more about [what evidence to provide](#).

If your child has received NDIS supports already, we expect your providers to give you a report about the support they provided, and your child's progress. This gives you important information and can help us understand your child's strengths and support needs.

How do we decide NDIS early childhood intervention supports?

When deciding the early childhood intervention supports to include in your child's NDIS plan, we look at all the information we have about your child. This includes the goals you have for your child, the support community and mainstream services provide, your child's strengths and the things they need support with. This will help us think about:

- the amount of support your child needs to build the skills they use for everyday activities and to participate in their everyday environment
- the tools and information that the important adults in your child's life need to support your child to build their skills
- how early childhood intervention has helped your child if they have already received this support
- how the supports meet all reasonable and necessary criteria.⁶

For children attending early childhood education and care including preschool we think about the support provided through these services. The NDIS is not responsible for early childhood education and care or education needs of a child with developmental delay or disability.⁷

Early childhood intervention professionals delivering NDIS supports can share with educators what works well for your child. This can help educators support your child to build their skills and participate. We will make sure the supports we include in an NDIS plan works alongside your child's early childhood education and care or education services. It does not replace the support they provide.

For school age children, we consider the responsibility of the education system. Your child goes to school for a large part of the week. The NDIS is not responsible for support that is primarily for your child's educational learning. Your child's school provides support for them



to learn and develop and you can ask them about the help they can offer. Sometimes, the education system can give additional support for your child such as helping them learn how to follow routines and get along with peers. To learn more go to [mainstream and community supports](#).

We also think about other things. This includes:

- **Family life** and what is reasonable to expect families, carers, informal networks and the community to provide.⁸ We also think about the types of supports that may help you support your child to build their daily life skills and still have time to enjoy everyday activities.
- **Evidence that the support will be effective**⁹ for children with similar support needs as your child.¹⁰ We look at evidence which helps us work out the early childhood intervention support that will help your child to gain skills in core areas. Or will lead to real outcomes with increased independence and social participation.

For example, if your child lives with autism, we consider the [National Guideline for supporting the learning, participation, and wellbeing of autistic children and their families in Australia](#). It tells us that:

- the support should be tailored to the individual needs of the child and family
- more support doesn't always lead to better outcomes for a child and family
- support provided shouldn't take away from a child's right to play and have time to relax, or the natural role their families play in life.

Learn more about [your plan](#) and [reasonable and necessary supports](#).

What are evidence-based early childhood intervention supports?

The early childhood intervention supports in your child's NDIS plan must be used to buy supports that are 'evidence-based'. This means there is current evidence to show that the type of early childhood intervention is likely to work for you and your child.

We expect early childhood intervention professionals to work with you to decide which are the most suitable supports for you and your child. We expect them to think about:

- the most up-to-date and reliable research studies



- what you have told them about what does and does not work for you and your child, and the goals you have for your child
- expert best-practice advice from other early childhood intervention professionals
- whether the support is more effective in achieving outcomes compared to other supports
- the best practice principles in the [Framework](#)
- evidence based guidelines like the [National Guideline for supporting the learning, participation, and wellbeing of autistic children and their families in Australia](#).

Finding supports which are evidenced-based is important as it means the support is one that your child and you are likely to benefit from the most. Research shows families do best when they have the right support because they play the biggest role in their child's daily life.

This includes helping your child learn by using everyday routines - like mealtimes, play, and going out in the community.

As your child's capacity and independence grows, it's likely they'll need less early childhood intervention supports over time. Once your child turns 9, they may transition to other types of supports such as [therapy supports](#) to help them continue to build their skills.

Who can provide NDIS early childhood intervention supports?

Early childhood intervention professionals

Early childhood intervention supports can only be delivered by qualified early childhood intervention professionals.

The [NDIS pricing schedule](#) lists who can deliver early childhood intervention supports.

These early childhood intervention professionals:

- have a university qualification accredited by a relevant national professional body
- are currently registered or accredited with their state or territory's relevant professional body (where applicable).

Early childhood intervention professionals who provide NDIS supports are also expected to:

- comply with the [NDIS Code of Conduct](#)



- comply with the [NDIS Practice Standards](#) if they're registered NDIS providers including those specific to [early childhood](#) intervention professionals
- take part in ongoing professional development to provide the best and most current evidence-based early childhood intervention
- deliver early childhood intervention supports to help with your child's individual disability-related needs
- help you support your child work towards specific early childhood intervention goals and pursue NDIS plan goals
- behave ethically, in line with their duty of care, and in your child's best interests
- deliver early childhood intervention supports and invoice in line with the [NDIS pricing schedule](#) which explains the guidelines for what we consider to be the appropriate and reasonable maximum prices for all NDIS supports.

Early childhood intervention professionals have access to the [National Best Practice Framework for Early Childhood Intervention](#) and should use these to guide their delivery of early childhood intervention supports. They can also use the [National Guideline for supporting the learning, participation, and wellbeing of autistic children and their families in Australia](#).

Early childhood intervention professionals can find out more about [working with participants](#), and their family.

Therapy assistants

Some early childhood intervention supports can be delivered by a therapy assistant if they operate under the supervision of a qualified allied health professional. Therapy assistants are sometimes called allied health assistants. They have the skills to perform specific tasks or deliver early childhood intervention programs under the supervision of an allied health professional.

You need to check with the provider that the therapy assistant is covered by the professional indemnity insurance of their supervising allied health professional (or the allied health professional's or therapy assistant's employer).

Therapy assistants usually hold relevant TAFE qualifications and can be members of the [Allied Health Assistants' National Association Ltd \(AHANA\)](#).

How do early childhood intervention professionals support you and your child?

Early childhood intervention supports should be delivered in your child's everyday settings and in line with best practice principles in the [Framework](#). Early childhood intervention professional support you and the other important adults in your child's life to use strategies that help your child build their skills and participate in daily life and the community.

The Framework tells us that early childhood intervention is most effective when early childhood intervention professionals work together as a team with you, where one professional is your primary contact. This is sometimes called a key worker. You can ask if they work in this way when you are choosing a provider.

The primary contact will be an early childhood intervention professional who will work with you to support your child to develop skills and independence. They will use strategies developed by the team of early childhood intervention professionals. They will also help you to coordinate services for your child.

Having one early childhood intervention professional as your primary contact has many benefits. It helps by:

- reducing the number of appointments your child may have with different professionals
- knowing who to contact when you need help to coordinate your child's supports
- sharing information with your team to ensure everyone is using the same or complimentary strategies for you and your child.

We expect early childhood intervention professionals to provide your child and family culturally appropriate, safe and responsive supports. They need to respect the values, knowledge, preferences, and cultural perspectives of your child and family. This includes working with you and your child to understand what's comfortable and safe for you. This requires a commitment from early childhood intervention professionals when they are working with you to building deeper, respectful, and trusted relationships. Having one primary contact can help you work through this with your team of professionals.

Example – Kim

6-month-old Kim is diagnosed with Down syndrome soon after her birth. Kim spent the first few months of her life in hospital. During this time, Kim's paediatrician refers her to an early



childhood partner. The referral includes a copy of Kim's diagnosis and discharge reports from the hospital.

Kim's parents, Chau and Steve, meet with their early childhood partner. They discuss the things that Kim likes and the support she needs. Due to Kim's time in hospital, Chau and Steve missed the parents' groups run by the child health centre. They want Kim to interact with other children but are unsure where to take her.

The early childhood partner connects Chau and Steve to a local parent support group, library story time sessions and playgroups. They also help Chau and Steve apply to the NDIS, making sure to include all the evidence and information they need for Kim's application.

Kim is eligible for the NDIS, and we work with Chau and Steve to develop an NDIS plan. The early childhood partner helps them understand how to use Kim's NDIS plan to get support from early childhood intervention services. They also show Chau and Steve information about [working with providers](#) and other helpful information which is published on the NDIS website.

The early childhood partner explains what best practice early childhood intervention looks like and shows Chau and Steve the [Decision-Making Guide](#) within the [Framework](#) which give families guidance about shared decision making when you are working with early childhood intervention professionals to support your child.

Example – Miriam

Miriam is 3 years old. She enjoys spending time with other children. Miriam has cerebral palsy and has an NDIS plan. Her plan has NDIS funding for early childhood intervention supports to help with her physical development, language and communication skills, self-care skills and social skills.

Miriam's family are working with a team of early childhood intervention professionals. Their primary contact is a physiotherapist. Her team includes a speech pathologist and an early childhood teacher. They work with Miriam's family to develop strategies that they can use during everyday activities to support Miriam's development.

Some weeks Miriam and her family receive more home visits from her team. This is during key times in her physical development. For example, to help her go from crawling to standing. Or, when Miriam received new bathroom seating equipment and a specialised stroller. Her team do additional home visits to help her family to set up the equipment and learn to use it safely. Everyday settings, like home, are the best place to support Miriam to practice and learn new skills.



Miriam's family have found a local early childhood education and care centre they'd like Miriam to go to. The childcare centre works with the local [inclusion agency](#) to help them make changes at the centre so that Miriam can take part in activities. This includes:

- moving tables and chairs so Miriam has the space to move around the childcare centre
- making sure the bathroom is accessible
- adapting activities so they're suitable for Miriam and other children.

Miriam settles into childcare where she enjoys playing with the other children. Her team continue to support her, her family, and her early childhood educators.

How do you use your child's NDIS plan?

Once we approve your child's NDIS plan, you can start to use the funding to buy NDIS supports. We can help you connect with NDIS providers. We can also help you understand the best practice principles when you're choosing an early childhood intervention provider. Learn more about choosing professionals and what we expect from early childhood intervention professionals in our [quality supports for children booklet](#). You can also go to [plan implementation directory](#).

To learn more about working out if a provider uses best practice principles in early childhood intervention, go to the guides for families and carers that explain the [Framework](#).

You must spend the funding in line with your child's plan, and only on NDIS supports. Your child's NDIS plan will set out the goals you have for your child, and the early childhood intervention supports that will help you and your child work towards these goals. Learn more about [your plan](#).

Progress reports

Your early childhood intervention professionals will give you a report to show your child's progress towards their goals and outcomes. Progress reports help you and us understand your child's strengths, their progress, and skills that they are still developing. These reports may also help you reflect on your child's progress and how things have changed over time.

A progress report should:

- include a summary of the supports your child and family have received
- describe how these supports have helped your child and family
- record the amount of progress towards goals



- talk about measurable outcomes achieved, as a result of the early childhood intervention received
- record how you and your child have been linked to other mainstream or community supports
- describe any barriers to using NDIS supports or getting them provided, and how these have been resolved
- record any risks to your child or others
- describe best practice recommendations for ongoing early childhood intervention and future supports
- include future goals.

Providers can use the [early childhood provider report form](#) to complete their provider report.

You can give us this information:

- through your My NDIS contact, when they meet or check in with you
- send it to enquiries@ndis.gov.au
- upload to [my NDIS participant portal](#)
- upload it to [Service Hub](#)
- ask your provider to send the report directly to your My NDIS contact on your behalf.

We will have regular check-ins with you to make sure your child's NDIS supports are working for you and your child. This will help make sure your child's plan is still meeting their individual support needs.

If your child's situation changes, or your NDIS supports are not meeting your child's needs, you can ask us to change your plan.¹¹

Learn more about:

- [Your plan](#)
- [Changing your plan](#).

Will early childhood intervention supports in my child's NDIS plan reduce over time?



When we reassess your child's plan, we will talk to you about your child's support needs and if these have changed. We expect that for most children, the early childhood intervention supports in their plan will reduce over time as their independence and participation increases. They're also likely to reduce as your child starts participating in other services such as early childhood education and care or school. Your child's childcare, preschool or school will also offer some of the supports your child needs. NDIS will continue to fund any NDIS supports that your child needs that meet the NDIS funding criteria.

We explain fair early investment and fair support across service systems in the [principles we follow to create your plan](#).

Will my child's eligibility for the NDIS change over time?

When your child became an NDIS participant, they would have met either the disability requirements or the early intervention requirements or both.¹²

If your child was eligible under the **early intervention requirements**, their support needs are likely to change. We will talk to you about your child's support needs and if these have changed.

You can choose for your child to leave the NDIS at any time, if you no longer want them be a participant. This might be because they have benefitted from early intervention supports and have developed their skills and increased participation in their community, and they no longer require NDIS supports.

If you want your child to leave the NDIS, you'll need to let us know.¹³ You can [contact us](#) if you'd like some help with your child leaving the NDIS.

At times, we may check whether your child is still eligible. We call this an [eligibility reassessment](#).

If your child no longer meets the early intervention requirements, we'll check if they meet the disability requirements. If your child is eligible under the disability requirements, it's more likely they'll need NDIS supports for their lifetime.

However, if your child was eligible for the NDIS under the early intervention requirements because of their developmental delay, they will require an eligibility reassessment after they turn 6.

This is because they'll no longer meet the early intervention requirements under developmental delay.¹⁴ To continue to be eligible after they turn 6, your child will need to



meet the disability or early intervention requirements for an impairment that is likely to be permanent.

We'll talk to you about this before your child turns 6. We'll explain what information and evidence we need to decide if your child will continue to be eligible.

Learn more about [leaving the NDIS](#).

Example - Lola

Lola is 4 years old and goes to preschool 3 days per week. Lola is eligible for the NDIS under the early intervention requirements and needs NDIS supports for communication, physical development, and self-care skills.

Some of the goals in Lola's NDIS plan are for Lola to:

- tell others what she wants
- dress herself
- feed herself at mealtimes
- use some of the playground equipment by herself.

Lola's parents use the guides for families and carers that explain the [Framework](#) to help them choose a provider who uses the best practice principles in early childhood intervention. The provider works with Lola's family to identify the early childhood intervention professionals who can support Lola's development. One of these professionals, a speech pathologist, becomes the primary contact for Lola and her family. Lola also has a physiotherapist and occupational therapist as part of her team.

As the primary contact, the speech pathologist helps to make sure Lola's team work together. Lola's team includes her family, other early childhood intervention professionals and services like Lola's preschool.

The speech pathologist, and sometimes the physiotherapist or occupational therapist, spend time with Lola and her parents at home and the playground. They develop practical strategies that the adults caring for Lola can use as Lola goes about her everyday activities. The speech pathologist goes to Lola's preschool where they observe Lola, and share ideas about adjusting things for Lola, and strategies to help her build her skills. They also connect Lola's parents with services in their local community where they can get to know other parents.

Lola develops her skills and over time she reaches the goals in her NDIS plan. For example, she feeds herself during mealtimes at home and preschool. Her family and the team, set new goals and support Lola with these.

Lola became eligible under the early intervention requirements for developmental delay. Developmental delay can only apply if a child is younger than 6, so when Lola reaches this age, we do an eligibility reassessment. Lola does not have a permanent impairment we need to consider. Early childhood intervention has helped Lola and her family build Lola's skills and she is joining in at home and in the community. We decide Lola no longer meets the eligibility requirements to get supports through the NDIS. She leaves the NDIS and continues to get her supports from community and mainstream services.

What if you don't agree with a decision we make?

You can [contact us](#) if you'd like more detail about the reasons for the decisions we make about eligibility or supports in your child's NDIS plan.

If you don't agree with a decision we've made, you can ask for an internal review of our decisions.¹⁵ This means one of our staff, who wasn't involved in the original decision, will decide if we made the correct decision.

You'll need to ask for an internal review within 3 months of when the decision was made. You can ask us to stop our internal review at any time.¹⁶

If you don't agree with the internal review decision, you can then ask for an external review.¹⁷ This means the Administrative Review Tribunal will decide if we made the right decision. Learn more on the [Administrative Review Tribunal website](#).

Learn more about [reviewing our decisions](#).

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- ¹ NDIS Act s 33(5)(a); NDIS (Supports for Participants) Rules r 4.1(d).
² NDIS Act s 33(5)(a); NDIS (Supports for Participants) Rules r 4.1(a).
³ NDIS (Supports for Participants) Rules Sch 1.
⁴ NDIS (Supports for Participants) Rules 7.1.
⁵ NDIS (Getting the NDIS Back on Track No. 1) (NDIS Supports) Transitional Rules Sch 2 item 12(b).
⁶ NDIS Act ss 33(5)(c), 34(1).
⁷ NDIS (Supports for Participants) Rules 7.10
⁸ NDIS Act s 34(1)(e)
⁹ NDIS Act s 34(1)(d).
¹⁰ NDIS (Supports for Participants) Rules r 3.2.
¹¹ NDIS Act s 47A.
¹² NDIS Act s 21 (1)(c).
¹³ NDIS Act s 29(1)(d), 29A.
¹⁴ NDIS Act ss 9 (definition of 'developmental delay'), 21(1)(c), 25(1)(a)(iii).
¹⁵ NDIS Act ss 99, 100(2).
¹⁶ NDIS Act s 102(1).
¹⁷ NDIS Act s 103(1).