

By \_\_\_\_\_

## **Introduction**

1. I am writing this statement in support of my application for Access to the NDIS
2. The purpose of this statement is to share with the NDIA my background and my experience living with my conditions and the support I need to live a life to its full potential.
3. Outline your condition, where you are living, the challenges you've faced, a summary anything you would like the NDIA to know about as an introduction.

## **Access to the Scheme**

4. According to the NDIS I am required to have substantially reduced functional capacity in one or more of the following areas:
  - a. Communication (insert details & examples)
  - b. Social Interaction (insert details & examples)
  - c. Learning (insert details & examples)
  - d. Mobility (insert details & examples)
  - e. Self-care (insert details & examples)
  - f. Self-management (insert details & examples)
5. My condition is permanent (or likely to be permanent) and I am likely to need support for my lifetime (insert details)

## Benefits of more support

6. Describe how life has been for you living without the support
7. What are the benefits you see in having more support?
8. What do you think will change in your life with more support?
9. If you do not receive support what risk factors are present?  
(include any lived experience examples)

## Informal Supports

10. Explain who your informal supports are (if any)
11. Explain the limitations of your informal supports
  - a. Explain risks to your wellbeing from your reliance on the support of family members/ carers/informal networks/community, including how this may reduce your independence
  - b. Explain risks of the long term wellbeing of any informal supports in your life

## Conclusion

12. What are your future plans? What would you like to achieve?

Thank you for your consideration of my personal experience.  
I hope it allows you to understand why I have made the request for NDIS Access.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

