

School Leaver Employment Supports (SLES)

Provider Handbook

Version 1.3

April 2018



Contents

School Leaver Employment Supports (SLES)	1
1. Welcome to SLES	3
SLES overview	4
What is SLES?	4
What is the aim of SLES?	5
How does SLES relate to other NDIS supports?	5
2. SLES participant experience	6
Pathway to employment with SLES	6
How do participants select a provider?	6
What type of supports can participants expect to receive?	6
3. Key SLES stakeholders	8
Providers	8
Local Area Coordinators	8
Regional Employment Champions	8
Education	8
Parents and guardians	9
4. Provider role and responsibilities	10
The important role of providers	10
Provider expectations	10
Provider registration	10
Service Agreements (SA)	10
SLES Funding	11
Measurement and reporting	12
5. Provider case study	14
James' story	14
6. Tips for SLES providers	15
NDIS participants:	15
What support works best for participants?	15
Supports may include:	16
Participant steps to choosing a provider:	16
Providing the right support:	16
7. Transition and overlap of SLES and DES	17
8. Information about SLES and frequently asked questions	18

1. Welcome to SLES

Welcome to the School Leaver Employment Supports (SLES) Provider Handbook. As a registered provider of supports under the NDIA and approved to deliver SLES, you are integral to the realisation of improved employment outcomes for NDIS participants. We would like to take this opportunity to thank you for your work to date and let you know how excited we are to continue to work with you.

The benefits of employment for all individuals in society are far-reaching. Employment provides individuals with independence, a sense of identity, a connection with the community they live in and an opportunity for people with disability to live an ordinary life.

You are contributing to the change required to improve the cultural expectation of employment for people with disability. It is particularly important to work with young people leaving school to improve employment aspirations, provide immersion in meaningful work experience and build participant and family confidence to aim for work.

This handbook will support you in the delivery of SLES and outlines the National Disability Insurance Agency's (NDIA's) expectations of SLES providers. Providers will demonstrate an ability to adapt to change, to motivate and engage with families and carers, to innovate and be open to sharing results and above all, support participants to achieve their employment goals and outcomes.



SLES overview

What is SLES?

The National Disability Insurance Scheme (NDIS) funds reasonable and necessary supports for participants to achieve their goals and aspirations through an individualised plan. For participants who are Year 12 school leavers this may include SLES to assist the transition from school to employment. SLES is expected to deliver vocational skills development and contribute to the participant achieving an employment outcome. SLES may include job skills, travel and communication training.

It is expected that a significant component of SLES will include work experience, generally in open employment.

Determining a student's potential to benefit from SLES is informed through various sources, including the information gained in the completion of the pre planning tasks. SLES will remain a reasonable and necessary support available nationally to NDIS participant school leavers. There **will no longer be an external assessment process**. NDIA delegates will use any available sources of information, including information that the participant provides from the school, to inform planning decisions.

As with other reasonable and necessary funded supports in an NDIS plan, participants have choice and control in how they use these supports. This includes choice of service provider/s. Participants will make informed choices and have confidence to move their funding to another organisation if they feel the provider is no longer meeting their service expectations.

SLES is based on research and evidence of best practice approaches in the transition to employment, including the NSW Transition to Work (TTW) Program. SLES supports are:

- tailored to the individual's needs and goals as outlined in that person's plan
- described in an individual Service Agreement (SA) negotiated between a participant and their provider
- time-limited funding (generally up to two years)
- Funding can be claimed after a full period of SLES supports have been delivered, or when a participant transitions to a DES.
- Full year plan funding may also be claimed where a participant transitions to a Disability Employment Service (DES) AND obtains a sustainable open employment placement within the plan funding period.
- Further information on claiming funds can be found at the [SLES Funding](#) section below, or at this link – [Change to SLES Claiming](#).

What is the aim of SLES?

SLES has been introduced as an early intervention approach for Year 12 school leavers designed to support their transition from school to employment.

SLES aim to:

- lead to sustainable long-term employment
- build participant pre-employment “hard and soft” skills
- increase young people’s confidence and career aspirations for employment
- partner with education to support the pathway from school to employment
- engage providers who understand the needs of employers and are willing to innovate
- enable young participants to be informed consumers and exercise choice and control of their services.

SLES complements but does not replace existing mainstream supports. Most importantly, SLES is only available to participants who have been assessed as ineligible, or are unlikely to meet, access requirements to DES. The current DES eligibility requires a person to be able to undertake, now or within 2 years, eight hours or more of work per week in open employment with appropriate DES supports.

Excluding the existing DES/SLES time limited concurrency agreement, if a provider becomes aware that a commencing SLES participant has also been assessed as eligible to receive DES, the provider must cease drawing on the SLES funds and utilise the funding available in the DES program.

While it is hoped that some participants will secure employment while receiving SLES, the primary aim for SLES is to build participant capacity to successfully transition to a DES and early job placement.

How does SLES relate to other NDIS supports?

The NDIS funds reasonable and necessary supports related to employment to set young people with a disability on the pathway towards economic independence, to build their confidence to trial and test different options, and to “give employment a go”. Other NDIS supports related to employment include:

- employment related assessment and counselling
- assistance in specialised supported employment
- individual employment support
- employment preparation and support in a group.

SLES providers would be expected to deliver these supports within the SLES funding supports detailed in the participant’s plan.

2. SLES participant experience

Pathway to employment with SLES

The pathway for a Year 12 student to access SLES depends on their DES eligibility and whether they are a current NDIS participant or are actively pursuing a request for access.

For participants in their final year of school who have met the access criteria for the scheme, SLES may be part of the participant's reasonable and necessary supports. SLES may be included in a participant's plan during the final year of school either in their first plan, plan review, or school exit, whichever is earlier. If a student leaving school is not a current NDIS participant, they may test their eligibility for the NDIS.

Students who are found to be ineligible for the NDIS, will be provided information which will include options to engage Information, Linkages and Capacity Building supports. For further information on eligibility please refer to our website – [NDIS website - Access requirements](#)

How do participants select a provider?

Participants are encouraged to make informed decisions to select their NDIS service providers. When considering which provider is right for them, participants may speak with providers about their goals and support needs.

To inform their decision, participants may consider the individualised level of supports the provider offers, published information on the organisation's outcomes and any targeted disability services (i.e. specialising in services for participants with moderate intellectual disability).

Organisations wishing to deliver SLES are encouraged to register under the NDIS, seeking approval to deliver "Assistance to access and maintain employment or higher education".

This is due to the specialised nature of the supports and the reporting requirements.

Participants and providers are encouraged to enter into a Service Agreement (SA) detailing the individualised supports and the steps to achieving the participant's goals.

What type of supports can participants expect to receive?

Participants will discuss their options about the types of supports with their Local Area Coordinators (LACs) or Support Coordinator. The actual days and hours of support received will then be agreed between the participant and their provider.

SLES are tailored to meet the participant's individual employment goals. It is expected that work experience in open employment will be offered as a core component and predominant activity of SLES. Other supports must be vocationally directed, for example money handling, following instructions, working in a team, travel training or job specific technical skills.

It is important to remember that participants are free to change providers during the funding period, taking into account minimal notice periods that might be noted in the SA.

See [section 5. Provider case study](#) of this document for more information.

3. Key SLES stakeholders

The successful implementation of SLES requires strong partnerships and collaboration with our stakeholders: NDIA National and Regional Offices; state/territory education agencies; schools and teachers; young people, their families and carers; advocates; and providers.

The NDIA is working with Disability Support Organisations, people with disabilities, participants, service providers, mainstream agencies and communities to raise young people's aspirations for achieving employment outcomes. For example, it is essential that the NDIA work in partnership with mainstream education organisations to identify students who are unable to access DES, to encourage consideration of SLES and make a smooth transition from school into employment supports. School principals and support teachers are key partners in this approach.

The key SLES stakeholders and a summary of their roles are outlined below.

Providers

Providers assist participants to work towards their employment goals by providing SLES for up to two years. The nature of the supports offered are individualised and will vary for each participant.

Local Area Coordinators

Local Area Coordinators (LACs) guide participants through the NDIS Planning process. As a first point of contact following eligibility to the Scheme, the LAC's role is to promote and guide students in their employment pathway.

Participants will have access to either LAC or Support Coordination to assist the participant to identify a suitable provider to support the achievement of their employment goals. LACs and Support Coordinators also provide assistance to NDIS school leavers whose employment goals can be met through other pathways, for example by a DES or through alternate NDIS support.

Regional Employment Champions

Regional Employment Champions (RECs) are NDIA subject matter experts in each region. RECs have access to SLES training and resources and will provide support to help stakeholders implement SLES. For example, RECs will be involved in delivering provider and participant information sessions and liaising with local schools.

Education

Teachers and Principals play an important role in the early engagement and knowledge building for SLES. Teachers are encouraged to provide information on the role of mainstream Disability Employment Services (DES) that is available for students with disability, as part of facilitating transition. Teachers will also have access to information on NDIS funding options if a participant is unable to access a Disability Employment Service.

Parents and guardians

It is important that providers understand the importance of working with parents to support the student's employment aspirations. Parents or guardians can provide information about the participant's skills and learning needs. Students will often seek their parent's assistance to choose providers, negotiate a Service Agreement and monitor the quality of supports provided.



4. Provider role and responsibilities

The important role of providers

The NDIA values providers, recognising the importance of delivering high quality, person centred supports and services to help participants achieve their goals.

Providers can help to foster partnerships and goodwill in the local community. As part of managing barriers to employment, providers can support participants to access mainstream supports such as health, mental health, education and justice systems.

Providers who deliver SLES will assist young people to aspire to employment by working with the participant to provide meaningful, individualised capacity building activities to achieve the participant's employment goals.

Providers will use their employer and professional networks and develop innovative business practices to engage and connect with employers to help participants achieve their employment goals.

Provider expectations

Providers will work with participants to help them get ready for work and to plan their pathway to employment. Providers will have strong connections with DES providers to facilitate a seamless transition to further vocational capacity building and job placement activities.

Providers must develop individually tailored activities to support and meet the participant's employment goal. These supports must include:

- work experience in open employment
- job site training
- travel training.

It is important to consider the needs of the participant and family when transitioning from a structured school environment. Participants may initially be seeking regular activity and structure while others will be ready for a highly individualised service. It is expected that the provider and the participant will develop a schedule of activities, reflected in a Service Agreement that will enable the participant to reach their employment goals. The nature of these supports and whether they are delivered in a group, individually, or a combination of both will vary as agreed upon by the participant and their chosen provider at the time of the service agreement.

Provider registration

To register with the NDIA, providers need to consider their suitability to provide supports in the NDIS marketplace and ability to meet Quality and Safeguards requirements. Please note that the term "Pending State Approval" also refers to circumstances where providers are required to demonstrate compliance with Commonwealth accreditation requirements.

As a provider, some of the questions to consider include:

- Where do you want to provide supports?
- What are the Quality and Safeguards requirements for those areas?



- Are you registered with your National Body and do you and your staff have appropriate qualifications?
- What types of supports would you provide and to who?

Providers also need to:

- determine how they will market their organisation to participants
- engage with participants as clients (customers) and understand the participant's goals, preferences, and objectives.

Providers who are interested in delivering SLES can start reviewing the Provider Toolkit on the NDIS website including the NDIS Terms of Business and price guides ([Provider Registration Guide to Suitability](#)). It is important at this stage to determine any conflict of interest and consider a value proposition for NDIS participants.

Providers of employment supports applying for NDIS registration may need to meet national requirements. Existing providers of employment supports may submit a current contract as a Commonwealth Disability Employment Service (DES) provider or Australian Disability Enterprise (ADE) as evidence for approval for:

- Assistance to Access and maintain employment or higher Education
- Specialised Supported Employment

New providers of employment supports must submit a contract with a certifying body for the provision of certification or certification against the National Standards for Disability Services (NSDS) via the Human Services Scheme Part 3 as evidence for approval for:

- Assistance to Access and maintain employment or higher Education
- Specialised Supported Employment

New providers should visit the following [page](#) to identify Accredited Certification Bodies. Evidence is to be submitted to the NDIA via the "Upload Evidence" tile in myPlace.

Please see the [Provider Registration Guide to Suitability](#) for further detail.

Service Agreements (SA)

When the participant has selected their SLES service provider, a SA detailing the individualised supports and the steps to achieving the participant's goals can be completed. The SA helps to ensure that the participant and provider have an agreed set of expectations of what supports will be delivered and how they will be delivered.

The SA should establish the key arrangements for the delivery of SLES. This includes what is and is not included in the service, what the arrangements are for the provider to claim for services delivered and what happens when either party cannot keep an appointment.

Developing a SA is a collaborative process between the participant, any other person (such as a participant's family member or friend) and the provider.

Further information and a model Service Agreement can be found by following this link – [NDIS website, service agreements-providers.](#)



SLES Funding

The SLES funding is an annualised funding model rather than a set number of hours. This model provides maximum flexibility in the delivery of supports.

All employment line items, including SLES, can be found in the [Price Guide under Category 10 – Finding and Keeping a Job](#). If a participant is receiving funding for SLES it is expected that all vocational activities will be delivered within this funding.

The NDIA Terms of Business specify that providers claim in accordance with the NDIA pricing arrangements and guidelines. Essentially this means payments are claimed after service delivery. In effect, this requires that no SLES payments can be claimed when SLES services have ceased. SLES service would typically cease following:

- cessation of the service agreement, (for example participant or provider withdrawal prior to the expiration of plan funding) or
- a successful transition to a DES or other non NDIS funded vocational or education activity (for example a State based employment program or a TAFE course).

There are however some circumstances where claiming for the full duration of the plan funding can be achieved as described below.

The full annualised funding of \$21,407.52 (or pro rata for plans less than 12 months) and any applicable SLES extension as agreed by the agency can **only** be claimed when:

A full plan funding period of direct SLES service provision has been delivered;

OR

During the plan period the participant commences open employment at award or supported wages;

AND

The participant's primary employment supports funding moves from SLES to DES no later than the commencement of the job placement;

AND

The participant has sustained employment (or re-entered an alternate open employment placement) and is employed no less than within 2 months of the plan end date

AND

Is expected to move towards a sustainable employment outcome as per the DES outcomes guidelines.

The date of enactment of this interim policy is the 25th January 2018. This advice will therefore apply to any plans that were in effect on or after the 25th January 2018. This may include current approved plans and immediate prior approved plans that have expired on or after the 25th January 2018. Claiming up to 2 months prior to the plan end date will optimise the opportunity to secure remaining SLES funds.

For plans that are expired from 25th January 2018, claiming of any remaining **SLES plan funds** will be limited to the maximum available in the prior plan post expiry.



Therefore, in order to claim full plan funding following a transition to DES and sustainable job placement, the claim can only occur:

- from the current approved plan

OR

- If funds are available, from the prior plan period.

Providers must keep appropriate evidence of compliance at the time of claiming with the funding rules associated with claims based on a sustainable DES placement, including date of transition to DES, date and details of the employment placement(s) and evidence of current employment status.

Assuming the funding requirements are met, this claim may include funds that remain available from the last date of SLES claiming following transition to a DES to the end date of the current approved plan.

Concurrency

At present there is endorsed concurrency of SLES and DES for up to six months to allow a seamless transition to a DES and job placement. This concurrency recognises the need for the participant to have minimal disruption to services. (For more information see "[Overlap of time](#)" section below.)

While acknowledging the concurrent funding stream the concurrent period allows, draw down of SLES funding must cease when the participant enters an employment placement with a DES or other provider.

SLES may be funded for up to two years. An exit report is to be completed by the provider at the end of the two years or on exit to a DES, whichever is earlier. If a participant has not transitioned to a DES during the two year period, the provider may seek up to a six month extension to ensure this transition is completed. Requests for extension must include details about the skills development required and the proposed activities to support this. If an extension is sought, it is expected that transition to DES and the commencement of open employment is to occur within this time period.

Measurement and reporting

The NDIA seeks to optimise the social and economic independence and full participation of people with a disability through the NDIS. In order to achieve this, the NDIA has three core goals:

- People with disability are in control and have choices, based on the UN Convention on the Rights of Persons with Disabilities
- The NDIS is financially sustainable and is governed using insurance principles
- The community has ownership, confidence and pride in the NDIS and the NDIA.

One of the four core insurance principles underpinning the governance of the NDIS is that a long-term view of funding requirements is taken. The NDIS focuses on lifetime value for



participants, seeking to maximise opportunities for independence, and social and economic participation, with the most cost-effective allocation of resources. This will align the objectives of the Scheme with those of participants and their families. SLES are an example of investment and early intervention in a lifetime approach.

It is important to track progress and ensure that the NDIS is delivering against its goals, and that lifetime value and outcomes can be measured and demonstrated for investment and early intervention initiatives, such as SLES. We do this through continuous monitoring and evaluation of participant outcomes, costs, and supports provided.

The outcomes of SLES will be measured by the extent to which there is:

- effective engagement of the education sector
- a clear pathway from school and into post-school life
- increased confidence and aspirations for employment
- improved market capacity to deliver SLES
- effective contribution to sustainable, long-term employment outcomes, typically measured through employment outcomes of the DES program.

There are a number of data sources that will enable the ongoing monitoring and evaluation of SLES. These include Scheme data captured via the outcomes questionnaire undertaken at plan review, the provider reporting tool and qualitative information obtained via survey, consultation, and regular feedback.

The provider reporting tool is a key source of participant related information about SLES and the outcomes achieved which supplements existing available data. This information provides the NDIA with critical quantitative information to enable continuous monitoring and evaluation of SLES. Providers need to complete and submit provider reporting tool reports to the NDIA on a quarterly basis. In addition to the quantitative data, qualitative feedback from key SLES stakeholders (e.g. participants, carers, providers, education) will be sought via ad-hoc survey and consultation (e.g. focus groups).

NDIA will measure SLES outcomes by collating and assessing qualitative feedback from participants, carers and providers as well as quantitative data on performance.

The reporting tools and timeframes are detailed below:

Tool	Description	Timing
Provider Reporting Tool	This tool is a simple quantitative tool that reports on the level of activity against capacity building domains, hours of service delivered (including individual vs group) and the participant's current status.	The Provider Reporting Tool report is to be completed quarterly and submitted to the NDIA by the end of March, June, October and December.
Participant Survey	The participant survey is a qualitative tool that reports on the participant's level of satisfaction with the service and their self-assessment of progression to employment.	The surveys can be completed online or paper based and are to be completed by June 30 the Year 1 of SLES, the end of Year 1, and at exit.



Tool	Description	Timing
Provider Survey	The provider survey aligns with the participant survey questions and provides qualitative information on the participant's engagement, skills development, and work readiness.	The surveys can be completed online or paper based and are to be completed by June 30 the Year 1 of SLES, the end of Year 1, and at exit.

5. Provider case study

James' story

James is a 19 year old who wants to get a paid job, but is not sure what type of job he would like or where he could work. James is a visual person with a hands-on approach and learns best by completing tasks repetitively supported by visual prompts. James lacks social confidence and when meeting new people he becomes withdrawn, but he has good relationships with his friends and teachers at school. James struggles to use public transport to travel independently to and from places. James has an intellectual disability and he knows he needs a bit more support to find and keep a job, but he doesn't want to keep learning in a classroom now that he has left school.

Additionally, information from his family, teachers and from Centrelink assessments show that James would benefit from learning more about what work involves, building his confidence and trialling a few things to begin to work on his skills.

James is an NDIS Participant and has SLES funded in his plan. One of James' NDIS service providers suggests he contacts another local provider who has had good success using SLES individualised supports to build capacity and skills to become ready to start looking for a job. This provider also offers a DES program and as such the same organisation will be able to support James to find and keep a job.

James makes an appointment to meet with the provider and his mum and dad come along. They ask lots of questions to make sure the provider will be able to offer the kinds of supports that will help James. In the meeting, Leanne, who works for the provider, asks James to describe a normal week in his life. James explains how he goes to the gym and goes to the local footy games on the weekend. Leanne includes James' mum and dad in a group discussion to gain an insight in to his goals, interests, abilities, and the best way to support James. She also explains this is just the first step to understand the best way they can provide supports to help James get job ready. At this discussion a Service Agreement (SA) is developed that all parties agree to. The SA outlines the nature of the supports and how and when they will be delivered, taking the need for routine into consideration.

In the following few weeks Leanne arranges a number of work place visits and short work experience placements, including at James gym. She also engages an occupational therapist who conducts work place assessments and assistance before, during, and after the work place visits. Leanne stays in close contact with James and his mum and dad, regularly providing updates and keeping informed of other things going on in James' life. She accompanies James to work place visits and takes the time to get to know him further as they

travel to and from appointments on the local bus, together they get to know the bus driver Peter, after a few weeks.

The services provided to James address areas where he needs support as well as reflecting the knowledge the provider has gained while working with him. Services include the importance of speech, body language, and a good telephone manner, and expected behaviours including unwritten rules. Leanne also supports James to receive further SLES supports from other providers such as travel training. All of the services James receives are provided on a one to one basis and in a work environment.

After four months, based on James' level of commitment towards attending gym, Leanne and James agree it is time to engage a DES provider to begin looking for longer term, sustainable placements and paid work. Leanne introduces Holly from the DES staff and they all agree to approach his local gym owner regarding a possible longer-term paid work placement. This was identified in James' plan which included short and long term goals using a holistic approach to strengthen not only his skills at work but also other areas of James' life. Leanne works closely with Holly and Matt who owns the gym and knows James well, discussing James' abilities and interests and explaining why he is a great potential employee.

Matt interviews and agrees to employ James. Leanne explains how she will continue to settle James into the job as Holly gets to know him. James starts working a few hours, three days a week. The role has been created to suit James' needs and abilities and the tasks include general cleaning duties to keep the gym working well.

Three weeks later, James is impressing Matt with his enthusiasm and ability to complete the tasks fully. Matt has some additional tasks he'd like James to take on. Holly has been working closely with James and Matt, looking at how James can be supported to complete his tasks. James is hoping to stay in this role for some time yet as he is working in a place that really interests him. Matt and Holly have discussed a goal for the future of James running his own inclusive fitness classes and James thinks this is a great idea.

6. Tips for SLES providers

SLES is being rolled out progressively to all states and territories (in line with the approved NDIS phasing arrangements agreed by state and territories). This staged approach to the SLES roll out is important to ensure that the right foundations are set in place across all regions. These tips are based on the lessons learnt from the progressive roll-out to date.

NDIS participants:

- Have choice and control over the providers they choose
- Make an informed choice based on provider results
- Move to a different provider if they are not happy

What support works best for participants?

- Individualised supports focussed on employment outcomes
- Work experience & training in open employment workplaces
- Motivated to engage with families/carers around participant's goal



- Strong links with employers
- Adaptable to change
- Linkage with DES provider (seamless concurrency)

Supports may include:

- Comprehensive “discovery” activities: exploring job interests and skills.
- Work experience generally in open employment
- Job site training
- Travel training
- Communications and taking instructions
- Money handling
- Development of a work profile, including considerations for job customisation.

Participant steps to choosing a provider:

- Find out which providers are available and are able to demonstrate knowledge of SLES funding (how it should work and what it supports can be provided)
- Providers should have knowledge of subsidies and incentives in relation to employment
- The provider should have strong links with DES providers and be able to show success in delivering open employment outcomes (including work experience and workplace training)
- Look at provider information (e.g. website) and provider outcomes, particularly if they are also a DES provider
- Participants can make a short list of providers to meet and ask questions about the provider and the supports they can provide
- Choice of provider should align with plan goals
- Participants/families/carers should ensure that the SA can include specific employment needs based on their goals

Providing the right support:

Provider practice models are critical to participant success. SLES providers are encouraged to:

- Learn, innovate, and build on the lessons from NSW-TTW
- Work with other employment services
- Want/seek training and technical assistance to replicate current best practices.

7. Transition and overlap of SLES and DES

A key object of the *National Disability Insurance Scheme Act 2013* is to support the independence and social and economic participation of people with disability. The COAG Applied Principles outline the current responsibilities of the NDIS and other service systems.

NDIS supports participants with employment goals who are assessed as unlikely to be able to find or retain work in the open market, including with the assistance of DES.

The Applied Principles recognise that the NDIS and DES will work closely through a smooth transition between systems. The future sustainability of the NDIS is built on increased economic participation of people with disability in the workforce and a subsequent reduction in funded disability supports.

The DES has a program called Eligible School Leaver (DES-ESL). This program is delivered by a DES in the final year of school and is similarly designed to support the transition of the student from school to post school employment. Although the participant does not require an Employment Service Assessment from Centrelink (ESAt) to access this service, the provider needs to be satisfied that the participant has a work capacity of eight hours plus in open employment. Participants who receive DES-ESL in their final year should continue to be supported by the DES post school. Participants who are unable to participate in DES-ESL may be suitable to receive SLES.

For students to access SLES it is determined via additional Centrelink job capacity information that the person is unlikely to be able to work eight hours or more, even with DES support in open employment within 2 years. The SLES initiative is designed to build the participant's capacity to transition to a DES within 2 years.

Overlap of time

SLES aims to build participant skills and capacity to reach the threshold criteria for DES. At present a concurrency arrangement is in place that allows a SLES provider to transition a participant to a DES provider when ready to look for work while also maintaining SLES services. This overlap is designed to ensure maintenance of pre-employment skills gained during the SLES service period prior to entry into the open labour market. This overlap could occur at any point during the time-limited SLES intervention up to a maximum of six months.

SLES

- NDIS Plan to identify needs and build independence, including social and economic participation
- Unpaid work experience to overcome barriers and build confidence
- Develop a working lifestyle – life skills to support transition to work

SLES Outcome:

Overcome low expectations (participant, carer, family and work experience provider) and support work readiness

Overlap of time

- **SLES** maintains participant confidence and skills and addresses gaps
- **DES** is searching for a job at a timing that matches the participants work readiness

SLES Outcome: Skill maintenance and confidence building

DES Outcome: Secure a paid job

DES

- Employment Participation Plan (EPP)
- Job search; Job-site training; Placement
- Post placement support in a paid job

DES Outcome : Paid employment in a sustainable job

Ongoing employment supports funded by DSS

8. Information about SLES and frequently asked questions

The NDIS website has a range of materials available for providers, including FAQs.

The Provider Toolkit includes general information for all types of NDIS service providers.

SLES can now be found on the NDIS Website by following this link: [NDIS website SLES](#)

Information includes frequently asked questions, factsheets, information booklets, and a short video.

In the first instance, if you have questions or difficulties, please refer to the information available on the NDIS website. If you need further assistance, contact NDIA by phone on 1800 800 110.

For specific issues regarding your local area please contact your Regional Office.