

Information Sheet:

For people with upper limb loss/upper limb difference.



How to complete your NDIS Access Request – Supporting Evidence Form

Below you will find some suggestions and tips for completing your NDIS **Access Request - Supporting Evidence Form**.

Section 1. Your details

This section asks you to provide your personal details.

IMPORTANT

Prior to meeting with the health professional who will complete this form with you, think about how your impairment (disability) impacts your daily living. Also take some time to think about all of the things that could support you to achieve your goals to live an 'ordinary life.'

Section 2. The health professionals details

(completing the form)

This section asks for details of the health professional completing the document on your behalf and providing details about your disability (*impairment*).

Section 2. Impairment (disability) details

This section relates to assessments and includes any assessments that you may have taken part in with the support of a health professional.

An example of an assessment could include:

Occupational therapy assessments whereby your Occupational Therapist may check the range of motion of your upper limb, or how your limb loss affects your day to day activities.

It is strongly advised that you also include assessments for school, workplace or activities relating to daily living such as: cooking, cleaning,

personal hygiene management, driving etc. This will help the assessment team to have a greater understanding of your needs and support your long-term goals. Assessments will also help to determine your eligibility into the Scheme.

Section 2. Early intervention supports

This section asks about early intervention supports that are likely to benefit the person by reducing their future needs for supports.

In most cases while early intervention supports may assist you, they will not 'repair' or 'remove' your permanent disability. Basically, this question is asking if **early intervention** will "fix" the disability. Your response in this instance will most likely be NO.

Section 3. Functional impact of the impairment (disability)

This section asks you about how your disability impacts:

- your **mobility** and independence,
- your ability to **communicate**, verbally and in written form (electronically/manually),
- your **social life** – friends, family and in your relationships
- your ability to **learn** new skills, remember information and/or study
- your **self-care** – your ability to take care of yourself
- your **self-management** managing work, jobs, finances and problem solving

Examples of the functional impact of the impairment/s (disability)

Mobility/Motor Skills

Does the person require assistance to be mobile due to their disability?

The following are some examples of explanations that could be included:

- Requires car modifications (spinner knob) and driver training and assessments with an Occupational therapist to be able to regain their independence and re-join the community.

The **operational guidelines for motor vehicle modifications states:*

Note, vehicles less than 3 years old and under 45,000kms are generally considered suitable to modify. However, older vehicles and those with higher mileage may still be considered. In these cases, evidence of road worthiness and the expected lifespan of the vehicle will need to be provided.

Communication

Does the person require assistance to communicate effectively because of their disability?

- People living with upper limb loss/difference may need 'hands free' devices to communicate and/or benefit from assistive technology to assist them to achieve their goals.

Social interaction

Does the person require assistance to interact socially because of their disability?

- People with upper limb loss/difference may need a prosthesis which promotes positive body image and reduces stigma for the purpose of social interaction in the community, school or at work.

Learning

Does the person require assistance to learn effectively because of their impairments?

- People with upper limb loss/difference may need access to assistive devices and technology to enable them to perform their work or study. An example of this technology could include: one-handed mouse, a headset or voice recognition software.
- You may require a specialised device for playing a musical instrument, holding a cricket bat, or a device which supports your recreational needs. This may include a simple prosthesis (with a terminal device) that provides balance to promote a good posture of your shoulders, neck and back.

Self-care

Does the person require assistance with self-care because of their impairment (disability)?

- This can include activities such as dressing, showering, feeding and general day to day activities. People with upper limb loss/difference may require assistance with food preparation, eating or dressing. Things that can help with these activities can include: clothing alterations, specialised kitchen devices like one handed chopping boards, elastic/Velcro shoelaces or a hair dryer stand.
- They may also require assistance with home duties that they can longer perform independently for example ironing, mopping/vacuuming or gardening.

Please contact Limbs 4 Life if you require more information.