



**GET READY
TOGETHER**

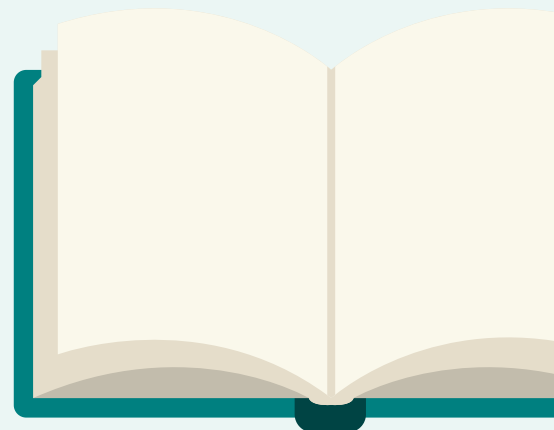
Referrer Handbook

A guide for schools, support coordinators, and allied health professionals.

Prepared as a non-commercial transition planning resource by Together Now WA Ltd.

About This Handbook

This handbook has been put together to help you understand **Get Ready Together (GRT)** and feel confident referring young people into this initiative. Inside, you will find information about what the program looks like day to day, how participation is recognised through accreditation, how funding and support workers work within GRT, and a simple guide to making a referral.



Feel free to read through from the start or skip ahead to the sections that are most relevant to you. If you are ready to refer straight away, Section 5 (*The Referral Process*) walks you through the process step by step. If you would like to understand Get Ready Together first, start at Section 1 (*The Transition Gap*).

What You'll Find:

-  **Overview** What GRT is, why it was created, and how it supports young people with complex disabilities transitioning from high school into adult life.
-  **Participant Suitability** Who GRT is designed for, including the diversity of participants, support needs, disengaged or transition circumstances this initiative is intended to support.
-  **Learning Approach** How GRT works in practice, including the structured modules, skill development focus, flexible delivery, the way participants build confidence and independence over time, and ASDAN recognition.
-  **Referral Process** Clear guidance on how families, schools, and professionals can refer a young person and what to expect throughout the intake and onboarding process.

Who is GRT for?

Get Ready Together is a structured daytime initiative developed to mitigate disengagement for youth with complex disabilities who are moving through the transition from high school to adult life and aren't yet served by traditional work/study pathways. It currently runs **Tuesdays and Thursdays, 8:30am to 2:00pm**, at the **Dungeon Youth Centre in Ballajura**.

GRT is designed around continuity and meaningful inclusion where participants will engage in structured, accredited learning and community activities within a supported, predictable environment. It is an initiative built around readiness, not a specific endpoint.

A participant will usually be a good fit for GRT if they:

- 🔸 are aged 15 to 25 and require support to engage in activities
- 🔸 are preparing for transition, currently transitioning from high school, or have disengaged following the transition from high school
- 🔸 live within the City of Swan area, or nearby where special circumstances apply
- 🔸 have an approved NDIS plan with suitable funding for their personal support needs
- 🔸 are willing to practise daily living skills at home as part of evidence of accreditation

Important Note



Some flexibility may apply in individual circumstances. For example, there may be situations where a person slightly over or under the usual age range could still benefit from GRT.

Likewise, if the right funding is not yet in place, TNWA may be able to support the participant through advocacy to explore next steps.

Table of Contents

About This Handbook 2

 What You'll Find in This Handbook	2
 Who is GRT For?	3

Table of Contents 4

1. The Transition Gap	5	4. How Funding Works	16
1.1 Understanding The Transition Gap	6	4.1 Support Worker Requirement	17
1.2 Where The System Falls Short	7	4.2 TNWA Support Workers	17
1.3 Why The Gap Matters	7	4.3 How Costs Are Used For GRT	17
		4.4 NDIS Budget Alignment	18
2. The GRT Framework	8	4.5 Supports Already In Place	18
2.1 What Participation Looks Like	9		
2.2 Session Structure	9	5. The Referral Process	19
2.3 Therapies In Context	10	5.1 Getting Started	20
		5.2 Before Making A Referral	20
3. Participation that Counts	11	5.3 Referral Options	20
3.1 Recognised Learning With ASDAN	12	5.4 Documents To Prepare	21
3.2 How ASDAN Works Within GRT	13	5.5 The Intake Process	22
3.3 Choosing The Right Modules	13	5.6 Timeframes & What To Expect	23
3.4 Recognised Learning Outcomes	14		
3.5 Long-Term Progression	14	6. Frequently Asked Questions	24
3.6 Outcomes That Last	15		
3.7 Learning Beyond Sessions	15		

TOGETHER NOW WA



1 The Transition Gap

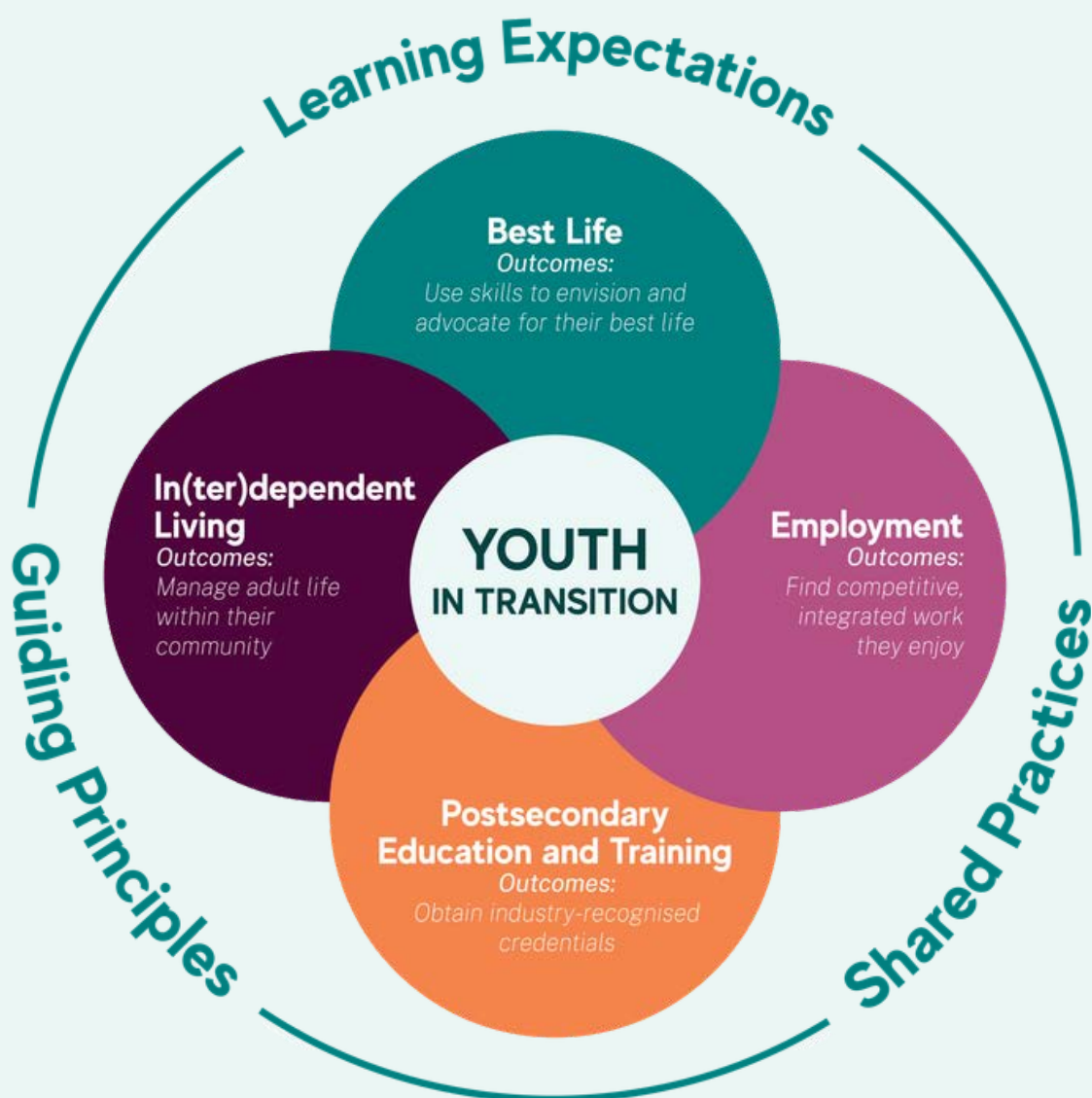
1.1 Understanding The Transition Gap

For young people with complex disabilities, school provides something that is easy to overlook until it is gone: **structure and support**.

There is a routine, a place to go, people who know them, transport to get there, and allied health support built into the day. It is not perfect, but it is consistent.

When school ends, most of that disappears at once. Department of Education funded transport stops. School-based therapies end.

The daily routine that has kept a young person connected and engaged for over a decade simply ceases and the options that exist to fill that gap are often limited, fragmented, or not well suited to young people with complex support needs.



1.2 Where The System Falls Short

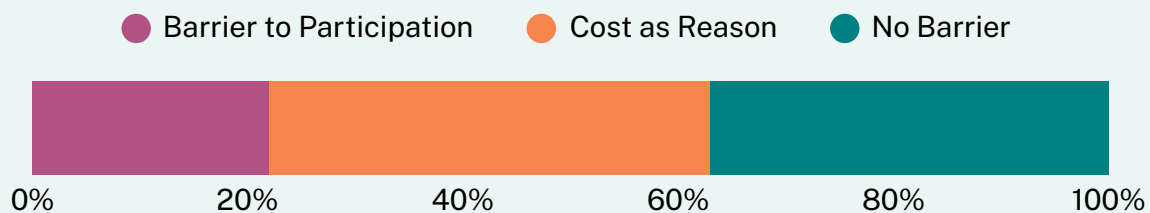
This is not a new problem, and it is not caused by any one group failing. It is a gap in how the system is set up. **Nationally, only around 35% of young people with disability transition into paid employment after school.** Around half do not move into any form of ongoing participation at all. For young people with complex or profound disabilities, these figures are even lower.

The challenge is not usually about motivation or willingness. Several studies show that young people with disability hold similar hopes and aspirations to their peers. The gap is in the availability of pathways that are actually suited to their needs.

In the City of Swan, 793 young people aged 10 to 19 require some form of assistance, a number that has been growing since 2016.

More than 63% of people with disability nationally face barriers to participation, and over 41% identify cost as one of those barriers. Around 10% of Swan residents also provide unpaid care, which means the pressure of this transition is rarely felt by one person alone.

These are not abstract statistics. They are the young people and families that professionals like you are already seeing in your work.



1.3 Why The Gap Matters

Understanding this transition gap is important context for referring into post-graduation programs, including Get Ready Together. When the gap is understood clearly, referrals tend to be a better fit, families tend to feel more supported from the start, and young people are **more likely to stay engaged**.

For school staff in particular, GRT can sit alongside existing transition planning as an early intervention option, particularly for young people who are not yet on a traditional post-school pathway.

The program is also designed around outcomes that align with current **Department of Education priorities**, including **student wellbeing, community engagement, and recognised achievement**.

The next section walks you through what Get Ready Together actually looks like in practice.

TOGETHER NOW WA



2 The GRT Framework

2.1 What Participation Looks Like

Get Ready Together is a **flexible and structured daytime initiative**. It is not a course with a set endpoint and it is not an unstructured drop-in. It runs within a predictable framework each session, which is part of what makes it work for young people who do best with routine and consistency.

GRT currently runs on **Tuesdays and Thursdays**, from **8:30am to 2:00pm**, at the **Dungeon Youth Centre in Ballajura**. The Centre is a community-based youth space pioneered by Kids First Australia, which means the environment is designed to feel inclusive and age-appropriate rather than clinical or institutional.

2.2 Session Structure

Each session follows a gentle rhythm. The morning tends to begin with arrival and settling in, a familiar starting point that helps young people ease into the day.

The middle of the session is where structured activities take place. These are hands-on and activity-based, built around practical life skills and community participation rather than classroom-style learning.

Later in the day, activities may extend into the local community, such as visiting Swan Active Ballajura, Ballajura Library, local shops, and using public transport, depending on what is planned.

Throughout the session, a Program Facilitator guides the group activities, while each young person's personal needs are supported by their own support worker. Roles are kept clear so that everyone knows what to expect.



Image: Indoor view of the Dungeon Youth Centre in Ballajura with pool tables and painted wall panels.

After The Session

When the formal program finishes at 2:00pm, participants have the option to remain onsite and engage in the venue's afternoon drop-in activities hosted by Kids First Australia.

These are open to a broader group of young people and offer a chance for social connection in a more relaxed, informal setting. Remaining on is entirely optional and is always supported by the young person's own support worker.

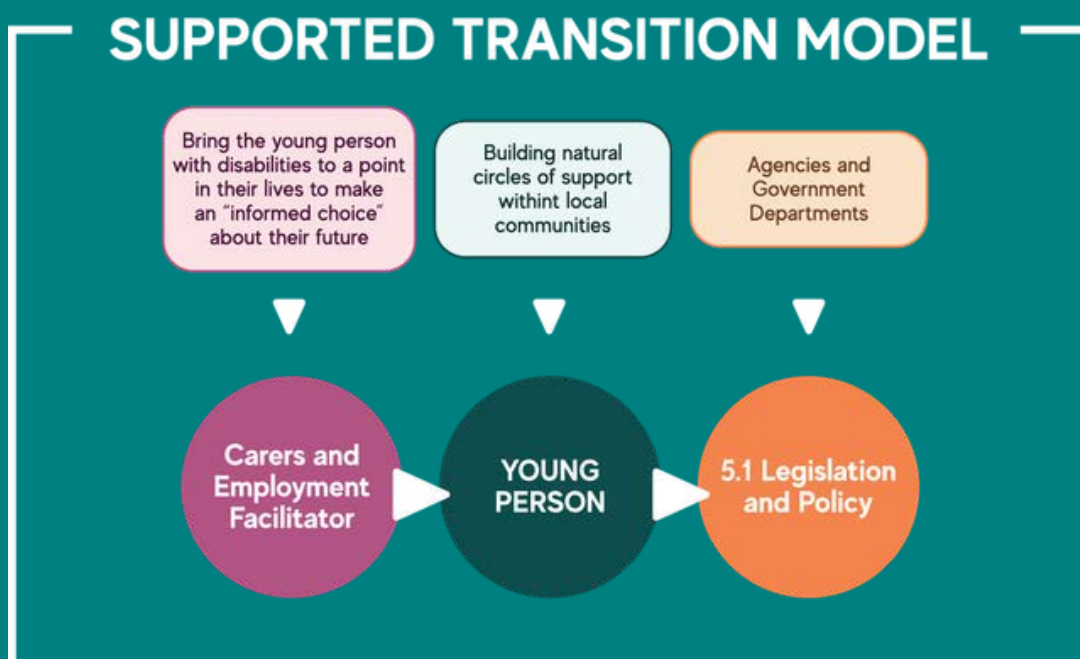
2.3 Therapies in Context

Therapies such as occupational therapy, speech pathology, psychology, and behaviour support can be delivered on site within GRT alongside the program activities. This **significantly reduces costs** for families, as the travel component is shared across the group rather than each participant covering a full individual travel fee. To enable this arrangement, support coordinators must ensure that these therapy supports are aligned with the young person's plan and are approved for implementation within the GRT setting. This approach helps funded supports go further while maintaining clinical oversight and coordination.

This is not simply a convenience of location. Evidence suggests that community-based support in everyday environments is vital for helping young people with disabilities participate. Services that are embedded within local communities are better positioned to align with the daily contexts in which young people live, learn and interact, particularly where barriers such as cost, access and caring responsibilities are present. GRT provides exactly that kind of environment.

Support workers and therapists can work in the same room, share strategies, and reinforce consistent approaches together. GRT does not replace or duplicate any existing funded supports. It provides a setting where they can be **delivered more effectively**. If on-site delivery is something you are considering as part of the young person's plan, we are glad to work alongside you to make the scheduling and logistics as smooth as possible.

Learning and accreditation are woven through each session. Section 3 (*Participation That Counts*) explains how that works.



TOGETHER NOW WA



3 Participation That Counts



Images: ASDAN workshop session with participants and facilitator reviewing materials at a table.

3.1 Recognised Learning with ASDAN

Learning is a core part of Get Ready Together. It is not delivered like a classroom, and it does not look like school. It is built into the activities themselves, so that young people are learning by doing, rather than by sitting and listening.

The framework that underpins this is called the **Award Scheme Development and Accreditation Network (ASDAN)**. ASDAN is an internationally recognised accreditation body with a long history of supporting young people who do not thrive within traditional academic pathways.

It is widely used in transition programs and community-based learning environments across Australia, the United Kingdom, and New Zealand. In Western Australia, ASDAN is recognised by the School Curriculum and Standards Authority (SCSA), meaning that **outcomes achieved through the program are recorded on a young person's Statement of Student Achievement** (the same official record used across WA schools).

Traditional Learning	GRT Learning
Classroom-based	Community-based
Listening and instruction	Learning by doing
Fixed lessons	Flexible, practical activities
Individual tasks	Supported participation
Academic focus	Daily living skills and independence
Assessment through tests	Assessment through real-world evidence

3.2 How ASDAN Works Within GRT

Within GRT, **learning happens through practical, hands-on activities**. A young person might be preparing a meal, planning how to spend a small amount of money, or working on a creative project. The activity itself is the learning. Evidence of what they have done and achieved is captured through photographs, short reflections, or other practical documentation, not through written exams or standardised tests.

Modules can also be adapted to reflect a young person's cultural background, personal interests, and individual needs. This is important, particularly for young people from culturally and linguistically diverse communities.



3.3 Choosing The Right Modules

Learning within GRT sits across several key areas. These reflect the practical, everyday skills that support independence and community participation during the transition from school to adult life.

The areas currently covered draw from **ASDAN's Towards Independence programme, which offers over 70 modules** that participants can work through at their own pace. Current modules include independent living skills such as cooking, cleaning, hygiene, and safety, as well as practical meal preparation, an introduction to understanding and using money, and creative hands-on activities that build confidence and self-expression. Each area is delivered through activity-based learning, contributes to a participant's ASDAN portfolio, and supports lifelong learning beyond GRT.

GRT is continuing to grow, and new modules will be added over time. For the most up-to-date list of current offerings and what each one involves, visit the GRT page on the Together Now WA website at togethernowwa.org.au.

3.4 Recognised Learning Outcomes



Each module is certified separately, and there is no minimum number of modules a young person needs to complete. Certification happens after the work has been reviewed through ASDAN's internal and external moderation process, which means the **recognition is independent and credible**.

3.5 Long-Term Progression

Progression within GRT does not follow a fixed timeline or a set of stages. It is shaped by the young person themselves, based on their strengths, interests, and how they are feeling at any given time.

In practice, this looks like two things happening at the same time. On one side, there is the learning. Every young person starts with the same ASDAN module, titled **Starting Out**, which is about recognising what they are already good at and identifying what they want to improve on. From there, modules are chosen based on interest and readiness. Each one adds to the young person's portfolio. Each one ends with a prompt to think about what comes next.

On the other side, there is the participation. The environment stays consistent. The people stay familiar. And within that stability, **new experiences are introduced, gradually**.

A young person who arrives cautious and unsure in the early weeks may, over months, be moving more comfortably through the day, trying new activities, and making choices about what they want to do. That shift is not measured in modules. It is noticed, and it is documented.

Progress across both of these threads is tracked through facilitator observations, support worker feedback, and ASDAN portfolios.

It is reviewed regularly so that the supports around the young person stay responsive to where they actually are, not where someone else thinks they should be.

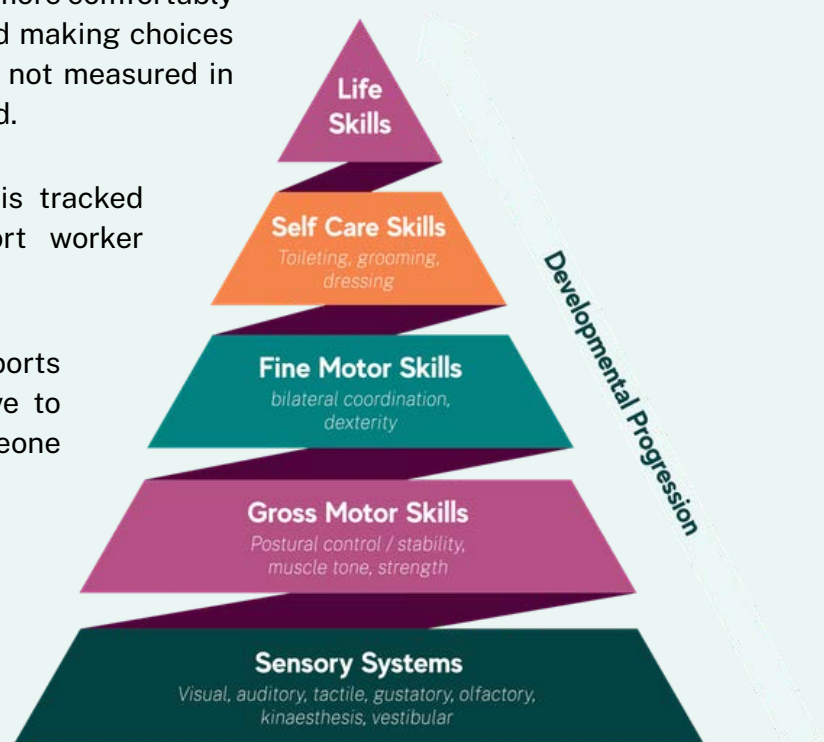




Image: Participant using a power drill to assemble a wooden birdhouse with support from a facilitator.

3.6 Outcomes That Last

The ASDAN portfolio and certificates belong to the young person. They are not tied to GRT or to any single program. Wherever the young person goes next, what they have achieved and documented in GRT, travels with them.

At its heart, GRT aims to **identify unique pathways to socio-economic participation**. The program recognises that **meaningful inclusion looks different for every person**, and that the route there should be built around the individual, not the other way around.

GRT is endorsed by the WA Department of Education, reflecting a shared commitment to outcomes that are credible, transferable, and genuinely life-changing. And where GRT is the right place for them to be right now, there is no pressure to leave before that changes.

3.7 Learning Beyond Sessions

Participation in GRT also includes some learning activities outside of Tuesdays and Thursdays. These are designed to be completed during a young person's existing support time, whether that is at home or out in the community.

They are tailored to individual capacity and are kept simple, and achievable. Evidence of completion feeds back into the young person's ASDAN portfolio.

This is worth noting for support coordinators in particular, as it means **the learning within GRT can sit alongside and reinforce existing capacity building goals in the young person's NDIS plan**.

Section 4 (*How Funding Works*) covers how funding and support workers work within the program.

Image: Participant preparing food in a kitchen while a support worker assists in the background.



TOGETHER NOW WA



4 How Funding Works

4.1 Support Worker Requirements

A support worker is something every young person attending GRT needs, regardless of who provides them. Support workers are an extension of self, they enable a young person to move through the world on their own terms, with the assistance they need to participate fully in daily life. **That cost does not change based on where the young person spends their day.** It is the same whether they are at home, in the community, or in GRT.

4.2 TNWA Support Workers

Together Now WA has a team of support workers who have been selected specifically for GRT, based on their qualifications, experience, and suitability for working with young people in transition. They have been chosen because they are a good fit for GRT and the young people in it. That includes an understanding of the cultural and linguistic backgrounds of the young people and families they support.

4.3 How Support Costs Are Used For GRT

When a young person chooses one of TNWA's dedicated GRT support workers, that support worker cost is the only thing being paid. The program itself, everything that sits around and alongside the support, comes at no additional cost. That includes the structured daily program, the qualified Program Facilitator who runs each session, and the Project Coordinator who oversees everything.

It also includes all materials needed to take part, such as ingredients for cooking activities, craft supplies, learning booklets, and ASDAN certificates as well as access to the Dungeon Youth Centre.

-  **Support Workers** Support worker cost exists regardless of activity so participants are not charged to attend.
-  **NDIS Pricing Limits** If TNWA provides the support worker, charges are at NDIS price limits.
-  **Surplus Reinvestment** As a registered charity, TNWA reinvests its revenue directly back into GRT .
-  **GRT Stays Free** This funding model supports ongoing access to a free, community-based program.

This works because **TNWA is a registered nonprofit** with the Australian Charities and Not-for-profits Commission (ACNC). The support worker charges are set at current NDIS price limits, nothing more. Once the support worker is paid, any remaining amount is reinvested directly into running GRT. That is how the program stays free.

4.4 NDIS Budget Alignment

Where a support worker is funded through the young person's NDIS plan, the **support provided within GRT aligns with the goals and support categories already in that plan**. Categories that commonly apply include assistance with social and community participation, capacity building, and daily living supports. The specific support item and how it is claimed is a conversation between the family, their support coordinator, and the provider.

4.5 When Supports Are Already In Place

Where a young person already has a support worker they are comfortable with, they are welcome to bring that person to GRT. However, support workers are required to commit to the program's requirements both within and outside of structured sessions. The program works just as well either way.

✓ Choice & Control

The choice of the support worker rests with the young person and their family. If TNWA does provide one, and it does not affect the young person's right to choose differently at a later time. Section 5 (*The Referral Process*) walks you through how to make a referral.

✓ Support Coordination

If a young person already has a support worker and support coordinator, they may bring that person to GRT. However, TNWA can provide support workers and coordinators for those who do not have their own.



Image: TNWA Program Facilitator Fiona (left) and Program Coordinator Anna (right) smiling during a team moment.



5 The Referral Process

5.1 Getting Started

Referring someone to Get Ready Together should feel straightforward. If you are working with a young person who may be a good fit for the program, the first step is to contact Together Now WA. A referral can come from a school, Support Coordinator, allied health professional, family member, advocate, or the young person themselves.

At this stage, you do not need to have every detail perfectly prepared. If you are unsure whether someone is the right fit, we still encourage you to reach out and have a conversation with TNWA.

5.2 Before Making A Referral

It is helpful to have a general understanding of the young person's current situation before you contact us. This may include:

- Where they are in their high school to adult-life transition
- The supports they currently have in place
- Whether they have an NDIS plan and which funding categories are available
- Whether they already have a Support Coordinator, Plan Manager, and Support Worker
- Any key information about capacity, communication, support needs, or risks that may help us understand whether the program is suitable

You do not need to solve everything before referring. The aim at this stage is to help us understand the young person's circumstances well enough to guide the next step.

5.3 Referral Options

There are two ways to make a referral to Get Ready Together. You can complete TNWA's **online referral form** and upload supporting documents electronically, or you can complete a **physical referral form** and drop it off with the relevant documents if that is easier. If you are not ready to submit a full referral yet, you can still contact Together Now WA to discuss whether GRT may be suitable before moving ahead.

Once we receive the referral, our team will consider the young person's circumstances, contact if you require information, and let you know whether GRT appears suitable. If GRT looks like a good fit, we will begin the intake process with the participant and/or their decision-maker.

5.4 Documents To Prepare

To help the intake process move quickly, it is helpful to provide as much relevant information as possible when submitting the referral. These documents can be uploaded through TNWA's online referral form or attached when submitting a physical referral form.

Helpful documents may include:

Document	Why It Helps
NDIS plan (with funding breakdown)	Confirms available funding and suitable support categories
Support Coordinator details	Allows coordination and communication during intake
Plan Manager details	Helps confirm funding management and invoicing
Allied health reports (e.g. FCA, behaviour)	Provides insight into support needs and capacity
School reports / transition info	Gives context around current stage and learning needs
Additional support information	Helps us understand communication, risks, and daily needs

Providing these documents early can help TNWA assess suitability, confirm funding where required, and reduce delays during intake.

If not all documents are available yet, a referral can still begin. Our team can let you know what is needed next.

5.5 The Intake Process

2

First Meeting

If the referral is suitable to proceed, we will arrange a first meeting with the participant and/or their family, nominee, guardian, or other key support person.

This meeting is used to:

- understand the young person's current supports and daily circumstances
- talk through what participation in GRT would look like
- gather key intake information
- explain the documents and consents required
- discuss what services are being requested and whether the available funding appears suitable

At this stage, services are not confirmed yet. Funding and item codes still need to be checked before a Service Agreement can be finalised.

4

Second Meeting

Once funding and core intake details are confirmed, we will arrange a second meeting to finalise key onboarding requirements.

This meeting is used to go through the service agreement, confirm requested supports, discuss practical arrangements, and complete the final steps needed before services can begin.

Where relevant, this meeting may take place at the participant's place of residence. This can be helpful when TNWA supports are being requested, as it allows our team to complete any required risk and support planning within the home environment.

1

Suitability Check

We begin with an early conversation to discuss the young person's needs, transition stage, support requirements, location, likely funding pathway, and whether GRT is the right fit.

This is also the point where we identify any major gaps that may need to be addressed before onboarding can move ahead.

3

Funding Review

After the first meeting, TNWA reviews the gathered information and confirms whether the required funding is in place.

This may include reviewing the participant's NDIS plan, checking relevant item codes, speaking with the Support Coordinator or Plan Manager where needed, and identifying whether any further information is required.

If the participant does not yet have the correct funding categories, TNWA may be able to provide advocacy support to help explore a Change of Circumstances application.

5

Orientation

Once documents are signed and the final intake steps are complete, the participant can be scheduled to commence supports.

At this stage, the participant will be introduced to GRT, Coordinator and provided with an orientation to the program. This is an opportunity to explore the environment, ask questions, and go through the structure of GRT in more detail.

The orientation is also the best time to discuss the module selection and confirm how their learning pathway will begin.

Our team will confirm the next steps, including the expected start date and any final details needed before the participant begins.

5.6 Timeframes & What To Expect

Intake timeframes can vary depending on the complexity of the referral, how quickly documents are provided, whether funding is already in place, and whether additional advocacy or planning is needed.

Where everything is ready to go, the process may move fast. Where funding, documentation, or support arrangements still need to be worked through, it may take longer. Our goal is to keep the process clear, communicate regularly, and make sure families and referrers understand what stage things are at.



Image: Admin team members Indhi (standing) and Aastha (seated) working together at a computer.

✓ A Note For Families & Referrers

Not every referral will be ready to start immediately, and that is okay.

Sometimes the most helpful next step is a conversation, a funding review, or support to prepare for intake properly. If you are unsure whether to refer now, we still encourage you to reach out.

It is always better to start the conversation early than to wait until the young person has already fallen through the gap.

✓ Get In Touch

To discuss a referral to Get Ready Together, please contact Together Now WA.

We can talk through eligibility, funding, support worker requirements, support coordination, and what the intake process would look like from here.



6 Frequently Asked Questions

Q Is GRT an employment service?

A No. GRT does not offer job placement, recruitment, or vocational training. It is a structured transition program focused on life skills, community participation, and accredited learning.

For young people with complex disabilities who are not yet job ready, or for whom employment is not the right goal right now, GRT offers a meaningful and recognised alternative. However, we do work with employment services to help those who want to explore paid work as part of their future.

Q Is it just a social group?

A No. GRT has a structured framework, an accredited learning framework, and a clear daily routine. That said, social connection is a deliberate part of the design. Young people learn and engage better when they feel comfortable around others, and that is built into how GRT works, not an add-on.

Q Does GRT replace therapy or other funded supports?

A No. GRT works alongside existing supports, not in place of them. Therapies can be delivered on site if that suits the young person's plan, and where that is something a support coordinator is considering, the GRT team is glad to work alongside them to make the scheduling and logistics as smooth as possible. Section 3 (*Participation That Counts*) covers this in more detail.

Q Does the young person have to attend every session?

A No. Attendance is flexible and guided by the young person's energy, health, and family circumstances. GRT is designed around sustained engagement over time, not perfect attendance. However, GRT does require a commitment to set days and start and finish times. Late cancellations will incur a charge to cover support costs from providers, though every situation is looked at on a case-by-case basis.

Q Is there a time limit or an end date?

A There are no fixed exit points and no mandatory progression timelines. Participation remains available as long as it is the right fit for the young person.

Where a young person is ready to move on to something new, that does not happen suddenly. The conversation happens collaboratively, between the young person, their family, and the GRT team. TNWA helps to support the transition planning process. This may include preparation for alternative programs, volunteering, or other supported activities, as well as helping families navigate adult service systems through referral and advocacy. The pace is set by the young person and their family.

Q Can a young person join before they have left school?

A Yes. GRT is designed for young people with complex disabilities who are in or approaching the transition from high school. Starting before high school finishes can actually help with continuity, particularly for young people who may find abrupt changes difficult. Special circumstances are considered for those above 25, so it is always worth getting in touch to have a conversation.

Q If the program is free, how does it keep running?

A When families use a TNWA support worker or support coordinator, charges are set at standard NDIS price limits, with no additional fees. After support worker costs are covered, remaining funds are reinvested into delivering the program, including facilitation, learning, and materials. Support worker and coordinator costs would exist regardless of activity. With TNWA, that same funding also supports the delivery of GRT.

Q What materials does the family need to provide?

A Nothing. All materials needed to take part in GRT are provided, including ingredients for cooking activities, craft supplies, learning booklets, and ASDAN certificates. These are all covered as part of GRT.

Q What if the young person does not have a support worker yet?

A This is common for young people leaving school, where support is often provided within the school environment and does not continue after transition. Not having a support worker in place is not a barrier to joining GRT. Together Now WA has a dedicated team of support workers for the program, and families can view profiles before making a decision.

TNWA also considers each family's broader needs. As a charitable organisation, we offer services including Emergency Relief, Advocacy, and referral support. Families who are interested in joining as a Together Now WA participant are welcome to ask about these services at any time.

Q Why does TNWA recommend their own support workers?

A TNWA's GRT support workers have been specifically selected for GRT. For the full detail on how and why, see Section 4 (*How Funding Works*). They are onboarded into the GRT environment, which means they already understand how it runs and can collaborate with the facilitator and any allied health professionals on site from the start.

They also build familiarity with the young people they support over time, which evidence suggests can influence how comfortable and engaged young people feel within support settings. Families are always welcome to use a different support worker if that is their preference.

Q What if the young person does not enjoy it or does not want to continue?

A There is no obligation to stay. If something is not working, that conversation happens collaboratively between the family, the young person, and the GRT team. The exit process is outlined in the Together Now WA Service Agreement.

If none of these answer what you are looking for, the final page has our contact details and we are always glad to help.



Ready to start the **conversation?**

If you've read this handbook, you already understand something many people overlook: young people with disabilities in transition deserve more than a gap between high school and what comes next.

They deserve structure, opportunity, and meaningful support during this stage of life.

We're glad you're here, and we look forward to working alongside you.

Visit togethernowwa.org.au or scan the QR code to download a referral form, see the current list of ASDAN modules offered through GRT, and get the latest updates on the program.



Image: TNWA CEO, Terica, and General Manager, Imogen, standing outside the TNWA office at The Marketplace Ballajura.

Contact Us

Phone (08) 6556 8870

Website togethernowwa.org.au

Email admin@togethernowwa.org.au

Social Media @togethernowwa

Address Office 1, 12 Illawarra Cres N
Ballajura WA 6066
