



Participant's English Literacy Results

Participant
NDIS 000000000

A plain-language summary of Participant's assessment, 5 May 2026

Participant communicates fluently in Auslan, Participant's first and strongest language, but written English is much harder for Participant to access. This page explains the gap between Participant's strong signed communication and Participant's limited reading and writing in English, and shows what the assessment measured and why this gap matters for the supports Participant needs.

Auslan: Participant's language



Auslan (Australian Sign Language) is Participant's first and strongest language. It is a distinct visual and spatial language, with its own grammar and syntax, completely different to spoken or written English.

Written English: basic



Participant's access to written English is limited. Like many Deaf people, Participant has had to learn a language that cannot be heard.

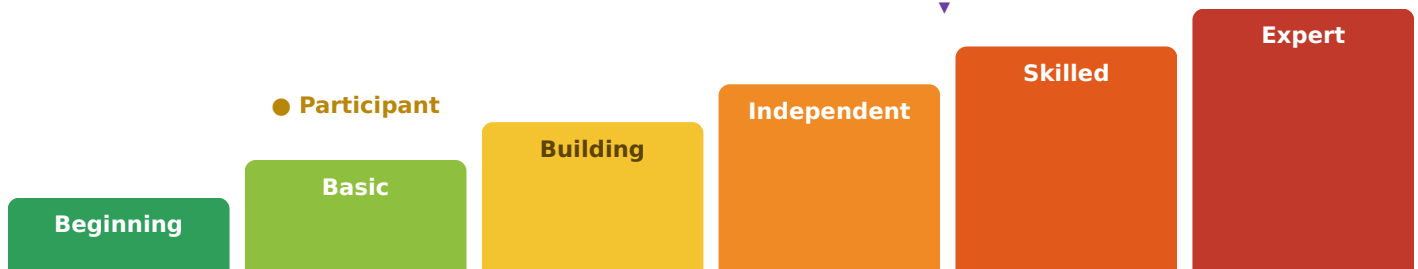
Both are true of the same person. Proficiency in Auslan rather than English does not reflect intelligence.



What did this test measure? English reading and writing skills only. It does not measure Auslan, intelligence, or ability.

Participant's results, in plain English

Literacy level of official correspondence ▼



The steps run from green, the easiest, to red, the most difficult. The test places Participant's English literacy on the second step, Basic, while reading formal correspondence, such as government letters, requires an independent, skilled or expert level. Support with translating documents into Auslan closes this gap.

Manageable with effort

- ✓ Short text messages
- ✓ Simple signs and labels
- ✓ Familiar forms (name, address)

Too hard to do alone

- ✗ NDIS and Centrelink letters
- ✗ Medical and specialist letters
- ✗ Bank, rental and other contracts



Why reading English is hard

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The two reasons behind Participant's result, in plain language

**An ear that cannot hear
sound****English cannot be
learned the usual way**

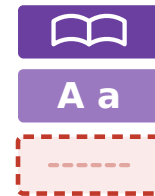
English is a spoken language. Most people learn to read it by first hearing and speaking it. For Participant, that path was never open.



1. English is built on sound

Hearing children hear thousands of hours of spoken English before school and learn to read by matching letters to sounds they already know. Participant never heard English, so did not have that same opportunity.

Fewer than half of Deaf school leavers read beyond a fifth-grade level, despite normal intelligence.



2. Language is built early

More than 90% of Deaf children are born to hearing parents and miss both direct and incidental language exposure in their early years, leaving them without the foundation needed to learn English later.

It is the lack of early language access, not hearing loss alone, that causes this.

Two causes, one result

Because Participant's hearing loss prevented early language access, written English alone does not give Participant reliable access to Participant's NDIS plan or other important documents and information, so Participant requires Auslan interpreting and translated documents to understand and participate in decisions about Participant's supports and life.

★ **Neither cause reflects intelligence, effort, or ability.**



Skill by skill

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Six skills were tested. Each bar shows the same six steps as the ladder.

This page breaks the results down skill by skill, to show where written English creates the greatest barriers in Participant's daily life.

Overall: 42 out of 120 = step 2 of 6 (Basic)**Writing a short email**

step 2, upper



Participant can write a short, simple message that makes sense.

Writing a longer piece

step 2, upper



Participant's strongest writing. Participant formed words into a whole story from start to finish, however punctuation is omitted throughout.

Reading

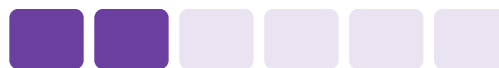
step 2



Short, simple sentences with familiar vocabulary are managed. Lengthy passages are not.

Grammar

step 2



Some basic sentence patterns are evident. Otherwise, errors are frequent.

Word knowledge

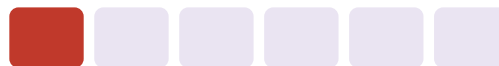
step 2



Most everyday words are recognised. More complex vocabulary is not.

Joining ideas across a text

step 1, the lowest score



Participant consistently struggles to gain meaning from connected sentences. This is Participant's most challenging area.

The key finding

Sentence ✓

— ✗ —

Sentence ✓

— ✗ —

Sentence ✓

Participant can often read each sentence on its own. The links between sentences are where the meaning is lost, and official letters depend on those links: the conditions, the exceptions, what to do next. Understanding formal correspondence as a whole is not achievable alone, because connecting meaning from one sentence to the next causes the message to be lost. Direct, visual, sign-based interaction is required to break the content into manageable pieces.



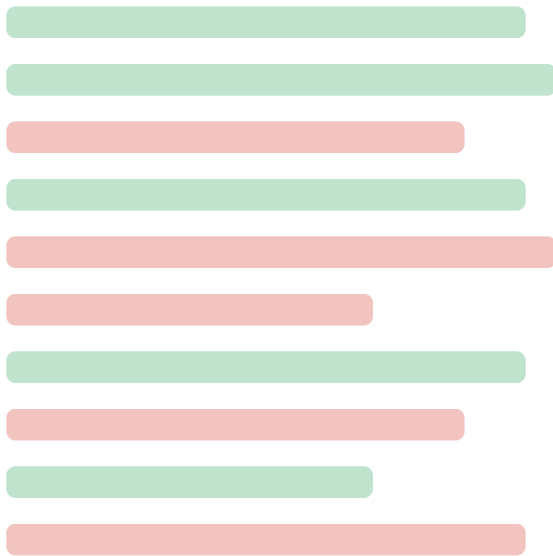
An ordinary day

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What the result looks like when a letter arrives

Many everyday letters and documents contain information Participant cannot reliably understand. This page uses a clear example to show which parts Participant can follow and where meaning is lost, making the practical barriers and need for support easier to see.

AN OFFICIAL LETTER ARRIVES



Green lines show what Participant can read: a simple sentence, word by word.

Red lines show where the meaning is lost: Participant cannot make sense of a whole passage from one sentence to the next.

A letter like this might tell Participant to reply by Friday or lose a payment. Participant can read most of the words, but the warning never reaches Participant.

What Participant demonstrated

This assessment shows where support is required for Participant to understand formal written text. Participant's strengths:

- ★ Participant told a story in basic English prose, the strongest result.
- ★ Participant wrote short, basic, concrete phrases that carried the message.
- ★ Participant extracted facts from familiar vocabulary in short, simple documents.

What this report does not say

It says nothing about Participant's intelligence, Participant's Auslan, or what Participant is capable of. There is no pass and no fail. The test simply measures how much support written English calls for, so the right support can be put in place.



This page links Participant's NDIS goals to the supports recommended, Auslan interpreting, document translation, and targeted literacy capacity building, and shows the recommended hours for each.

Some of Participant's NDIS goals



Meet people and feel
confident socially



Join activities and
hobbies, and feel safe
and included



Learn new things

The supports Participant's report recommends

130

hours a year

An Auslan interpreter,
essential for
appointments and
correspondence:
health, NDIS,
government, finances
and housing

24

hours a year

A minimum of one full
document per month
translated into Auslan

39

hours a year

A minimum of
fortnightly tuition with
a suitably qualified
professional to build
vocabulary and
literacy skills

Participant's goals all involve accessing and responding to written English: notices, forms, instructions and letters. These supports bridge the gap the assessment measured and enable Participant to keep working toward Participant's goals.



How the legislation sees it

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The NDIS funds supports that are "reasonable and necessary". Here is how Participant's supports measure up.

NDIS supports must meet legal tests under the National Disability Insurance Scheme Act before they can be funded. This page applies the assessment findings to those tests and explains why the recommended supports meet the requirements for reasonable and necessary funding.

Before the NDIS funds a support, the legislation asks six questions. Participant's clinical report answers all six with evidence. This page is the summary; the report carries the full analysis.



Does it help Participant's goals?

Meeting people, joining activities, learning new things: each runs through written English somewhere. The supports clear that path.

s.34(1)(a), NDIS Act 2013



Does the need come from Participant's disability?

Yes. Participant's written English level is a direct result of hearing loss. English was learned without ever being heard.

s.34(1)(aa), NDIS Act 2013



Does it help Participant take part in life?

Letters, appointments and paperwork sit behind almost all social and economic participation. Interpreting and translation open that door.

s.34(1)(b), NDIS Act 2013



Is it value for money?

Interpreters are priced at NDIS-set rates. A document translated once is kept forever. A support worker cannot do this job safely or faster.

s.34(1)(c) and Rule 3.1



Does it actually work?

Interpreting and translation are proven, standard supports for Auslan users, and the reading support is measured and reviewed.

s.34(1)(d), NDIS Act 2013



Is it fair on family and friends?

It is not reasonable to expect family to interpret medical, legal or money matters. Accuracy, privacy and Participant's independence all call for a professional.

s.34(1)(e), NDIS Act 2013

The NDIS makes the final funding decision. The full evidence behind these recommendations is in Participant's clinical report.

De-identified sample. Details altered. Based on the Envoy English Adaptive Proficiency Test, a standardised English literacy assessment delivered in Auslan on 5 May 2026. Full details are in the clinical report.

Hand in Hand Inclusive Care Pty Ltd | Phillip Richards, Registered Social Worker | 0468 378 521 | handinhandsw@proton.me

Compassionate Support That Empowers You to Live the Life You Choose

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