

ASHTONFIELD PUBLIC SCHOOL

Implementation Procedures for Externally Funded Providers Delivering Services to Students

Aim

Ashtonfield Public School will continue to meet the personalised learning and support needs of students with a disability under the Disability Standards for Education 2005. Under the Standards, schools make reasonable adjustments for students with a disability to access education on the same basis as other students. Schools work closely with parents and carers and outside agencies in providing adjustments and support to students with disability.

Ashtonfield Public School believes in working collaboratively with externally funded services providers to meet the needs of our students. This document serves as a guideline for school staff, parents/carers and service providers working with students in the provision of therapy services at Ashtonfield Public School.

Externally Funded Service Providers at Ashtonfield Public School

Staff at Ashtonfield Public School are responsible for the development and implementation of a student's education program. We understand that collaborative practices support student development and/or functional needs and value the input of visiting therapists.

The approval and delivery of therapy services in the school is appropriate when there is a clear link between the students' goals within their school Learning Goals (LG) and the therapy service.

The school values the positive relationships between each service provider in the effective provision of these services in our school.

Decisions around whether to provide school access to externally funded providers will be based on whether it is in the best educational interests of the student for the service to be provided at the school, and the school's duty of care towards all staff and students.

Ashtonfield Public School supports the Department of Education and National Disability Insurance Agency recommendation that therapy services for children/ disability needs funded through a Childs' NDIS support plan is best delivered outside of school time. This allows our highly experienced school staff to focus on teaching all students and ensures that students do not miss out on important learning time. However, we also realise that in some cases, it may be suitable for these services to be provided at school.

In managing these services, the school procedures ensure:

- that therapy approvals do not affect your child's opportunity to take part in class activities, students don't miss out on important learning within their school programs because they are receiving therapy services,
- or without undue disruption to learning.



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Delivering Services to Students

Commencement of a Therapy Service

At the beginning of the school year, the staff create safe learning environments with established timetables, routines and programs along with getting to know their new students and how they learn. Taking this into consideration, the best educational interests of the students at this time is to engage and focus on their school learning environment and for this reason requests for externally funded service providers will be considered from Term 1 Week 4 onwards.

Agreed sessions

The approval of therapy sessions is documented on the individual *Student Engagement Agreement*. Changes to these times are considered on an exceptional basis only. This ensures minimal disruption to a student's learning plan and that of the classroom teacher where time is not taken up during their release to constantly renegotiate visits.

Working Together on Learning Goals (LG)

In working together, we consider therapists as valuable team member/s and, as such, value your attendance at the *Term 1 Student Learning Goals (LG) meeting* and/or *Term 3 Student Review Meeting*. These meetings are essential in determining the priorities and goals for the student across our school year. After approval, therapists will meet with the teacher and parent/carer regarding the scheduling of these meetings.

Any request for therapy support during school needs to be linked to a student learning goals or be a current area of concern that requires support which has been discussed with the classroom teacher and parent/carer.

Session Location

Ashtonfield Public School believes that any provision of therapy services, are best conducted in the classroom environment within the context of the timetable's key learning activities. Session times are limited to a maximum of 40 minutes, to support all students to engage in their regular class program.

At all times, the teacher is responsible for the students' learning program and the students remain under the duty of care of the classroom teacher whilst on school grounds.

Review of Services

Whilst our school welcomes the provision of therapy during school time it acknowledges that not all proposed activities and lessons are conducive to being provided in the classroom



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context. Some sessions have the potential to be disruptive to other learners in the classroom. The classroom teacher and their supervisors will review the suitability of a therapy session being conducted during school hours at the end of each semester, or as the need arises, with parents and therapists.

Teacher role and responsibilities

We encourage and support collegial discussions between staff and therapists. However, class time is for teaching. Service providers will need to seek a mutually appropriate time for discussion and consultation. Each teacher has a small amount of relief from face to face class duties and may be available during this time via phone or email. Please negotiate a suitable time with the class teacher if this is required.

Principal and Learning Support Team at Ashtonfield Public School

1. Responsibilities and delegations

Principal/LST will need to consider the impacts to the student's learning of allowing the externally funded services to be provided in school. This is consistent with every school's key obligations:

- oversee the operation of the program carrying out observations and seeking feedback from key personnel (staff, therapists and families) in relation to evaluation
- to ensure that curriculum requirements are met for every student
- to take reasonable steps to facilitate the provision of a service where it is necessary for the student to be able to participate in education activities (for more information, see 'Standards for support services' in the Disability Standards for Education 2005).

In making this decision, the Principal/LST will consider issues such as:

- the relationship between the externally funded service to be provided and the student's learning plan
- impact on the student attendance requirements and curriculum access if they are withdrawn from the classroom to receive externally funded services.
- whether or not providing access to an externally funded service will result in a student not receiving necessary functional supports.
- whether the support needs to be delivered at a particular time of day.
- the school's duty of care to all students and staff and operational requirements of the school.
- appropriate arrangements for supervising the delivery of the service.
- whether provision at the school will benefit the students learning program or is more for the convenience of the provider.



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The Principal/Learning Support Team will:

- upon receipt of an Engagement Agreement Parent/Carer request, action the process in approving or declining this request, ensuring that all documentation has been received and verified by the school,
- fulfil their obligations of duty of care with primary responsibility for the day-to-day management and control of the school. This includes the actions of any person on school grounds,
- monitor programs , ensuring goals are on track,
- contact Employee Performance and Conduct (EPAC) for guidance and support on external provider conduct issues along with raising issues of concern with the National Disability Insurance Agency (NDIA)
- organise a meeting to discuss all concerns about the service being delivered to the student with the parent/carers and document this discussion, and
- upon completion of therapy, place all documentation of the delivery of externally funded services for an individual student on the student's file.

1.1 Staff at Ashtonfield Public School

The School Administration Manager will:

- oversee the school induction procedures including the record keeping of Externally Funded Service Providers - Engagement Agreement and individual student Engagement Agreement.

The teaching staff will:

- at all times remain responsible for the students' development and implementation of their educational program,
- maintain their duty of care responsibilities to protect children from harm. This responsibility cannot be delegated to the service provider,
- only disclose information to a provider that is directly related to services being delivered to that student,
- monitor programs to ensure that goals are being met,
- ensure therapist and student are supervised by class staff at all times,
- discuss attendance and invite therapist to Term 1 Student Learning Goal meeting and Term 3 Student Review meeting, and
- report any issues immediately to their supervisor.

1.2 Parent and/or Carers at Ashtonfield School

The Parent and/or Carers will:

- understand that any request for access to a student by an external provider funded by



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the NDIS must come from the students' parent or carer in writing using the Ashtonfield School 'Parent/Carer Request' form,

- discuss attendance and invite therapist to Term 1 Student Learning Goal meeting and Term 3 Student Review meeting. This may need to be included in the Service Agreement with your NDIS service provider,
- notify the provider if the student will not be at school on a day scheduled for service delivery at the school and contact therapy staff if student is absent, and
- notify the school if there is a cancellation of this provider/therapy or there are any changes to approved therapy.

1.3 External Providers

External Providers will:

- meet all legal and policy requirements before they can operate in the school,
- enter into an agreement with the school and demonstrating that they have all the necessary checks, protections and training in place,
- complete relevant health care training (e.g. first aid, CPR, ASCIA anaphylaxis training) required for the specific circumstance of working with a student as determined by the school. It is mandated that if a student has an ASCIA plan that the provider will provide evidence of the ASCIA anaphylaxis training,
- direct all correspondence prior to approval through to the school office or delegate and not engage in discussion with the classroom teacher until approval has been granted,
- direct all correspondence regarding the parent/carer request being declined through to the Principal or delegate and not engage in discussion with the classroom teacher,
- schedule and attend (where possible) the student Learning Goals (LG) meeting (Term 1) and the Student Review meeting (Term 3). These meetings are bi-annual and provide an opportunity for key stakeholders to review, discuss, plan and agree on the student learning program. It is expected that for externally funded service providers to be approved, there is a mutual PLP goal created that all parties are working towards supporting the student to achieve,
- liaise with teacher to convey program. Feedback is to be provided by NDIS-Provider in the form of an email to the teacher and parent/carer following the service completion. This will be tabled into the next student meeting, either, Learning Goals (LG- Term 1) or Student Review (Term 3),
- arrival and depart within the approved time allocated, and
- comply with procedures for one-off visits.

2. Monitoring, evaluation and reporting requirements

The school will monitor the long term practices implemented through the Ashtonfield

- School Guidelines - Working with External Providers Package ensuring that all responsibilities and delegations are undertaken.



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The External Provider Guidelines and all references are widely known by staff and are easily passed on.

All NDIS-Provider information is to be safely secured in the office along with a copy of all documentation required (see checklist)

Feedback is to be provided by NDIS-Provider in the form of an email to the teacher and parent/carer following the service completion. This will be tabled into the next student meeting, either, Personalised Learning Plan (PLP- Term 1) or Student Review (Term 3)

3. Contact

Melissa Scully – School Principal

Sue Holt – Deputy Principal

Donna O'Neill – Assistant Principal

David Stone – Assistant Principal

Document History and Details

Approval Date	Term 4 2018
Implementation Date	Term 1 2019
Approving Officer/s	Principal and Executive
Review Date	June 2019

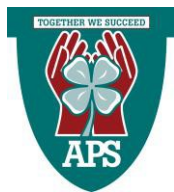
References

Ashtonfield School documentation:

- *Engagement Agreement - Complete Application*
- *Engagement Agreement*
- *NDIS External Provider Checklist*
- *Document: Working with Children Check - Appendix 11 – Declaration for child related work – specified volunteer and child related contractors*
- *Requesting the delivery of an NDIS-funded disability therapy service for your child at a NSW public school*

Information for parents and carers

- <http://www.dec.nsw.gov.au/our-services/schools/disability-services/ndis>
- <https://www.ndis.gov.au/>
- <http://ndis.nsw.gov.au/>



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Engagement Agreement - Parent/Carer Request for Externally Funded Service Providers

Completed by
parent or
carer

I hereby provide written consent to the agreed service delivery arrangement and for the sharing of information related to the provider's services to my child between the provider and the school. I understand I am responsible for notifying the school if I terminate the provider's services and to notify the provider if my child will not be at school on a day scheduled for service delivery at the school.

Parent/Carer Signature:

Date:

Student Details

Student Name:

DOB:

Class:

Teacher:

Parent/Carer Name:

External Provider

Details

Completed by
parent or carer
in consultation
with therapist

Therapist Name

Organisation

Dept # If already issued

Email Contact

Phone Contact

**Role
Registration Details**

Speech Pathologist Physio. OT Other (advise): _____

**Managers Name
Contact Details**

Timeframe/Sessions

Maximum length of support is 40min session

Please mark **all** availability so that the classroom teacher can match to timetable. The session chosen by the teacher will be booked and approved.

School Term Term 1 Term 2 Term 3 Term 4

Type Observation only (one off) Series of sessions

Days Mon Tues Wed Thur Fri

Morning 9.20–10.00am 10.00-10.40am

Middle 12:00–12:40 12.40-1.20

Afternoon 2.10 – 2.50pm

Playground Lunch 1: 11.00-11.35 Lunch 2: 1.35-2.10h

Goal/s of Intervention:

This request supports the following student Learning Goals and has been discussed with the class teacher:

This request supports another goal that has been discussed with the parent and classroom teacher.

Please write down the goal for the student e.g. At the conclusion of these sessions the student will -

The therapist has confirmed they have;

I **have** provided therapy at **Ashtonfield Public School during 2018** (school will verify existing documentation on file)

I **have not** provided therapy at **Ashtonfield Public School before (documentation below required)**

Documentation required by therapist prior to request being considered. *It is a responsibility of the parent/carers and therapist to complete and provide all necessary documentation to the school before the approval of this request.*

- provide a completed declaration **Appendix 11 Declaration for child related work** (first time at DoE School).
- show the school some form of photo identification with date of birth details
- Provide evidence of Currency for; - Workers Compensation, or, if the provider is an individual or sole trader performing the work themselves, evidence of personal insurance cover in the event they have an injury
 - Professional Indemnity (no less that \$2 million)
 - Public Liability (no less than \$20 million)
- provide certificate showing proof of completion of DoE Child Protection Awareness Training including mandatory reporter procedures <http://cpat.learnbook.com.au/> or a suitable alternative training program developed by the provider for its staff, within the last year
- provide evidence of relevant health care training (first aid, CPR, ASCIA) where a school determines that the Provider should undertake specific health care training. Mandatory for all providers working with a student who has an ASCIA Allergy/Anaphylaxis plan.

**This request is to be submitted to the school office with all documentation for consideration at the next LST Meeting.
Office: Yes/ No**