



The Crescent School

Guidelines for Provision of Services

DoE – Externally Funded Service Providers Package

1. Aim

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

The Crescent School believes in working collaboratively with externally funded service 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 The Crescent School.

2. Therapy services at The Crescent School

Staff at The Crescent 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 Personalised Learning and Support Plan (PLSP) and the therapy service.

The school value the positive relationships between each therapy 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.

The Crescent School supports the Department and National Disability Insurance Agency recommendations that therapy services for children/disability needs funded through a child's NDIS support plan are best delivered outside of school time. This allows out 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,
- students do not miss out on important learning within their school programs because they are receiving therapy services, or
- there are no undue disruptions to learning.

Commencement of a Therapy Service

At the beginning of the school year, 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.

The Learning and Wellbeing team will consider all applications received by parents on a fortnightly basis.

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 Personalised Learning and Support Plan (PLSP) goals

In working together, we consider therapists as valuable team member/s and, as such, value your attendance at the *Term 1 Personalised Learning and Support Plan (PLSP) meeting* and/or *Term 3 Parent/Teacher Meeting*. These meetings are essential in determining the priorities and goals for the student across our school year. Please speak with the teacher and parent/carer regarding the scheduling of these meetings.

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

Session Location

The Crescent 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 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.

3. Responsibilities and Delegations

Principals will need to consider the impacts to the student's learning of allowing the NDIS-funded service 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/delegate will consider issues such as:

- The relationship between NDIS-funded service to be provided and the student's learning plan,
- Impacts on the student attendance requirements and curriculum access if they are withdrawn from the classroom to receive NDIS-funded services,
- Whether or not providing access to a NDIS-funded service will result in a student not receiving necessary functional support,
- 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.

3.1 Principals and Executive at The Crescent School

The Principal/Executive will:

- Upon receipt of Part A. Engagement Agreement Parent/Carer request, the action 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/carer and document this discussion,
- Upon completion of therapy, place all documentation of the delivery of externally funded services for an individual student on the student's file.

3.2 Staff at The Crescent 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 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 as per the Authorisation to Contact Third Party Provider form,
- Monitor programs to ensure that goals are being met,
- Ensure therapist and student are supervised by class teacher at all times,
- Discuss attendance and invite therapist to Term 1 Student PLSP meeting and Term 3 Parent/Teacher meeting,
- Report any areas of concern immediately to their supervisor.

3.3 Parent and/or Carers at The Crescent School

The Parent and/or Carers will:

- Understand that any request for access to a student by an external provider funded by the NDIS must come from the students' parent or carer in writing using The Crescent School 'Parent/Carer Request' form.
- Discuss attendance and invite therapist to Term 1 Student IEP meeting and Term 3 Parent/Teacher 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.
- Notify the school if there is a cancellation of this provider/therapy or there are any changes to approved therapy.

3.4 External Providers

External Providers will:

- Meet all legal and policy requirements before they can operate in the school. This includes:
 - Entering into an agreement with the school and demonstrating that they have all the necessary checks, protections and training in place.

- Complete relevant mandatory 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 Personalised Learning and Support Plan meeting (Term 1) and the Parent/Teacher 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 PLSP 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 Personalised Learning and Support Plan (PLSP - Term 1) or Parent/Teacher meeting (Term 3).
- Arrive and depart within the approved time allocated.

4. Monitoring, evaluation and reporting requirements

- The school will monitor the long term practices implemented through The Crescent School Guidelines – Working with External Providers Package ensuring that all responsibilities and delegations are undertaken.
- The External Provider Guidelines and all references are widely known by staff and are easily passed on.
- In monitoring, evaluating and reporting, the Principal will upload all documentation in DoE A-Z Policy Implementation.
- 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 and Support Plan (PLSP - Term 1) or Parent/Teacher meeting (Term 3).

5. Contact

Kathryn Lang – Rel. Principal

Paula Brien – Assistant Principal

Leanne Boyd – Assistant Principal

Jacqui Algae – Rel. Assistant Principal

Liz Curvey – School Administration Manager

Document History and Details

Approval Date	Term 2, 2018
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Approving Officer/s	Principal and Executive
Review Date	June 2019

References

This document supports the following **The Crescent School** documentation:

- Engagement Agreement – Complete Application
- Externally Funded Service Providers_Engagement Agreement Package
- External Providers Guidelines_Flowchart
- Document: Working with Children Check – Appendix 11 – Declaration for child related work – specified volunteer and child related contractors
- Document: Proof of Identity – Appendix 6
- Request for Externally Funded Service Provider request.
- Information for parents and carers
- <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/resources/national-disability-insurance-scheme>
- <https://www.ndis.gov.au>
- <http://ndis.nsw.gov.au>