



Parklea Public School

Externally Funded Service Providers Procedures

Updated March, 2019

Introduction

Schools have an obligation to ensure that students with a disability or additional learning and support needs can participate in education on the same basis as their peers at every stage of their school life. Parents and carers, teachers and school support staff, allied professionals, the community and particularly students themselves, all have important roles to play.

Under the [Disability Standards for Education \(2005\)](#) schools make reasonable adjustments for students with disability to access education on the same basis as other students. Decisions at Parklea Public School will be made on a case-by-case basis considering the individual circumstances of the student or group of students concerned and the wider needs of the school. The decision will take into account the educational needs and priorities of the student or group of students, including access to the curriculum, the impact on student's learning programs, the school's operational context and duty of care obligations towards all students and staff.

Parklea 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 Parklea Public School.

Responsibilities and delegations

Principal

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

- oversee the operation of the program
- 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 the externally 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- impacts on the student attendance requirements and curriculum access if they are withdrawn from the classroom to receive externally funded services
- whether or not providing access to an externally funded service will result in a student not receiving necessary functional supports
- where possible support will be delivered outside of explicit teaching time
- the school's duty of care to all students and staff and operational requirements of the school
- the potential impact of additional adults in the classroom environment, in particular the impact of delivery of the curriculum to other students
- if the provision of the service to one student is likely to interfere with the learning of other students
- the school has a suitable space where the consultation can be provided
- appropriate arrangements for supervising the delivery of the service
- the provider's need to use school equipment or facilities
- whether provision at the school will benefit the students learning program or is more for the convenience of the provider.



School Administration Manager

The School Administration Manager will:

- oversee the *school induction checklist* is completed including the record keeping of *Externally Funded Service Providers - Engagement Agreement*.

Staff

The staff will:

- at all times remain responsible for the students' development and implementation of their educational program
- only disclose information to a provider that is directly related to services being delivered to the student
- forms to be completed by staff such as checklists, assessments or requests for information by an external provider will only be returned to the specified provider
- discuss attendance and an appropriate time for the provider to access the setting
- maintain their duty of care responsibilities to protect children from harm. This responsibility cannot be delegated to the service provider
- ensure therapist and student are supervised by staff at all times
- report any issues immediately to their supervisor.

Parent/Carers

The Parent/Carers will;

- understand that any request for access to a student by an external provider must come from the students' parent/carer in writing using the Parklea Public School 'Parent/Carer Request' form
- meet with school staff to discuss details, including when – frequency, starting time etc. / where / duration
- discuss attendance and invite therapist to Student IEP meeting and reviews.
- notify the external provider if other activities at school mean that the consultation with the student can not take place. For example sports carnivals, excursions, special events or assemblies
- notify the school if there is a cancellation of this provider/therapy or there are any changes to approved therapy.

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 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.
 - completing *provider checklist – Mandatory requirements to be met before a provider can operate within a school*.
- be checked against the department's not to be employed list on eCPC.
- 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 Individualised Educational Plan (IEP) meeting and reviews



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- develop a mutual IEP 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 external provider in the form of an email to the teacher and parent/carer following the service completion
- arrival and depart within the approved time allocated in negotiation with the school.