



## **External Service Provider Guidelines (includes NDIS-funded)**

**National Quality Area 6:** Collaborative partnerships with families and communities

**National Quality Area 7:** Leadership and service management

**AITSL Professional Practice Standard 4:** Create and maintain supportive and safe learning environments

**AITSL Professional Practice Standard 7:** Engage professionally with colleagues, parents /carers and the community

Further information on service providers in schools can be found on the Department of Education public website: [Service Providers in Schools](#)<sup>[1]</sup>.

### **CONTEXT**

Fremantle Language Development Centre (LDC) is an Independent Public School that provides targeted, intensive language and academic intervention for students who have been identified as having a Developmental Language Disorder (DLD). Students attending the school participate in a high-quality teaching and learning program that accelerates their language growth and optimises potential as life-long learners. This specialised and supportive environment focuses on the social, emotional, and academic growth of students from Kindergarten to Year 3. The aim is to return children to mainstream education when they are more able to demonstrate age-appropriate speech, language, social skills, and the ability to participate academically. Regular attendance is critical to student success throughout their placement.

Fremantle LDC builds and maintain partnerships with students' families and significant others to maximise the language and learning outcomes of students.

External service providers, including those funded by NDIS, often seek to provide their services to students at the school during school hours.

### **DEFINITIONS**

An **external service provider** is any individual or entity external to the Department of Education providing health, disability and/or wellbeing services to students attending Fremantle LDC. External services commonly accessed by students attending Fremantle LDC include, but are not limited to tutoring, private or public speech pathology, occupational therapy, physiotherapy, and counselling.

The **National Disability Insurance Scheme (NDIS)** is delivered by the National Disability Insurance Agency, to support and address the functional impact of disability on a child's daily living activities. Fremantle LDC students who are clients of the NDIS are often able to secure funding that enables them to access external services and supports.

### **AIMS**

This document aims to ensure:

- Fremantle LDC students receive targeted, intensive oral language and academic intervention and access to the West Australian curriculum throughout their placement
- Each student's potential for progress is maximised by prioritising and protecting time engaged in the oral language learning program
- Fremantle LDC is able to provide appropriate facilities to enable the effective delivery of services within a Response to Intervention framework
- Fremantle LDC staff and families are aware of the key legislative and policy requirements to consider when external providers seek approval for delivery of services at the school
- Fremantle LDC continues to make local decisions regarding the provision of services on the school site and ensuring that the duty of care of students and staff is maintained.

Fremantle LDC is guided by the existing obligations that schools have towards students under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005. The Western Australian Department of Education (including schools) have obligations, quite separate from the NDIS, under State and Federal anti-discrimination laws to make reasonable adjustments to enable their student with a disability to access education on the same basis as students without disability.

## PROCEDURES

- To maximise the targeted, intensive oral language and academic intervention provided at Fremantle LDC, the delivery of services by external providers (including NDIS funded) should take place outside of school hours where possible either in their home or an external location (e.g., clinic).
- Parents of students requiring occasional appointments during school hours may sign their child out at the front office as per usual procedure.
- If therapy services take place regularly during school hours, resulting in a student's regular absence from a curriculum learning area (e.g., Science, Art), an achievement grade or comment will not be provided in the Semester Report for that area. Parents should submit a **Request to access regular therapy offsite within school hours** form (**Appendix A**)
- Parents are encouraged to share with Fremantle LDC relevant information or reports from external providers. When parent consent is provided in writing (**Appendix B**), Fremantle LDC staff and external providers may communicate by telephone or email to discuss relevant student information. This will allow for Fremantle LDC to consider how the goals and strategies of external service providers can be aligned with the school.

If the delivery of services by external providers (including NDIS funded) is unable to take place outside of school hours, the following procedures need to take place:



### 1. Make a request



- Parents are required to make a request in writing to the principal using the **Parent Request Form (Appendix C)**. The request should include information about the proposed service and be linked to the student's Individual Education Plan (IEP) goals.
- Providers can only make a direct request with consent from the parent or carer and approval is at the discretion of the school principal.
- Service providers need to comply with certain legal requirements.

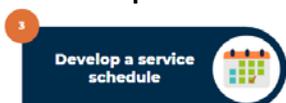
### 2. Discuss the request



- All decisions for parent-initiated requests for service providers access to students during school hours is at the discretion of the school principal. Decisions are made on a case-by-case basis considering the individual circumstances of the student and the wider needs of the school.
- In consultation with the student's teachers, class Speech Pathologist and Deputy Principal, the principal will consider the following:

- Wellbeing and educational needs of the child
- Goals set out in the student's Individual Education Plan (IEP)
- Impact of the service on the targeted, intensive oral language and academic intervention provided as part of the student's placement at Fremantle LDC
- Impact on other students and staff
- Timing and duration of the access needed
- Ability of student to access the service outside school hours or through existing Department programs
- Space available for therapy to take place that does not impact on students learning/intervention and teachers' planning
- Duty of care to all students and staff
- Ability for providers to use their own resources and not that of the school
- Ability to follow COVID-19 practices
  - Suitability of, and access to, space to be used
  - Cleaning of all facilities and equipment used for purposes of therapy
  - Use of PPE and good hygiene practices as required
- Providers' registration with regulatory bodies and frameworks.
- The principal will notify the parent in writing of the outcome of the application. If the request is successful, a **Service Schedule (Appendix D)** will be provided for the Service Provider to complete. The provider will also be emailed the **Provider Information Presentation (Appendix E)**.

### 3. Develop a Service Schedule



- To ensure Fremantle LDC, service providers, and families have a clear understanding of their roles, the delivery of services at Fremantle LDC must be planned and documented. A Service Schedule is required for each student and will provide the following information:
  - Who will be providing the service
  - What service will be delivered
  - Where and when the therapy will take place
  - Supervision of student
  - When access will be withdrawn
  - When and how Fremantle LDC and the provider will share relevant confidential information
  - Review dates
  - Legal requirements:
    - [Working with Children Check](#) <sup>[2]</sup>
    - [Nationally Coordinated Criminal History Check \(NCCHC\)](#) <sup>[3]</sup> (if at a school for more than 21 business days in a 12-month period) OR [NDIS Worker Screening Check](#) <sup>[4]</sup>.
    - Proof of current insurance to cover legal liability:
      - \$20 million for public liability insurance; and
      - \$5 million for professional indemnity insurance.
    - Welfare and safety reporting obligations
    - Compliance with Mandatory COVID-19 Vaccination
- Service providers should read and become familiar with the Department of Education's
  - [Code of Conduct](#) <sup>[5]</sup>
  - [Child Protection Policy](#) <sup>[6]</sup>
  - [Visitors and Intruders on Public School Premises](#) <sup>[7]</sup>
  - [Suicidal Behaviour and Non-Suicidal Self-Injury](#) <sup>[8]</sup>
- Service Schedules are not required for services provided by other government agencies covered by a Department Memorandum of Understanding. This includes the:
  - Child and Adolescence Mental Health Service (CAMHS)
  - Department of Communities, Child Protection and Family Support
  - Department of Justice

## 4. Review Progress



- Ongoing regular communication between Fremantle LDC and service providers to review student's strengths, goals, and progress is critical.
- Review dates should be outlined in the Service Schedule.
- Fremantle LDC is not required to report on goals or outcomes from service providers.
- In consultation with parents and service providers, Fremantle LDC may ask for updates or reports from providers to ensure the service continues to link with and enhance the student's educational goals.
- The Fremantle LDC Principal can deny or withdraw access to a service provider if:
  - The service no longer supports the student's educational needs
  - The service is impacting other students, staff or school operations
  - The service is unreliable or breaches the Service Schedule
  - They have concerns for the provider's conduct or service quality.

### Related Links

1. Service Providers in Schools: <https://www.education.wa.edu.au/service-providers-in-schools>
2. Working with Children Check - Department of Education: <https://www.education.wa.edu.au/wwc>
3. Nationally Coordinated Criminal History Check - Department of Education: <https://www.education.wa.edu.au/ncchc>
4. NDIS Worker Screening Check: <https://www.ndiscommission.gov.au/about/ndis-worker-screening-check>
5. Code of Conduct: <https://www.education.wa.edu.au/our-values>
6. Visitors and Intruders on Public School Premises: <https://www.education.wa.edu.au/web/policies/-/child-protection-in-department-of-education-sites-policy>
7. Suicidal Behaviour and Non-Suicidal Self-Injury: <https://www.education.wa.edu.au/web/policies/-/school-response-and-planning-guidelines-for-students-with-suicidal-behaviour-and-non-suicidal-self-injury.?redirect=%2Fweb%2Fpolicies%2Fbrowse%3Ffilter%3Dpolicy>

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**Appendix A**

**Request to access regular therapy offsite within school hours**

Date: \_\_\_\_\_

Dear Principal

I would like my child to access therapy services on a regular basis offsite, but within the Fremantle LDC school hours.

I understand and agree that this arrangement will result in my child's regular absence from a particular curriculum learning area (e.g. Science, Art) and an achievement grade or comment may not be provided in the Semester Report for that area.

I will collect my child \_\_\_\_\_, (student name) as follows.

Day: \_\_\_\_\_ Time: \_\_\_\_\_

I will return my child to school if time permits at the following time: \_\_\_\_\_ .

Kind regards,

\_\_\_\_\_  
Parent Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_



**Appendix B**

**Therapy services outside of Fremantle LDC**

Dear Families,

If your child is accessing therapy services outside of Fremantle LDC, please complete the form below and return it to your child's teacher. With your consent, we may contact external providers to share information and discuss the ways in which we can work together to support your child's therapy goals.

Please contact us on (08) 9312 4850 if you have any questions or concerns.

Thank you

Fremantle Language Development Centre

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**CHILD'S NAME:** \_\_\_\_\_ **YEAR LEVEL & CLASS:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1. Please indicate if your child is accessing any of the following services:**

**Speech Pathology** Name and contact information: \_\_\_\_\_

I provide consent for Fremantle LDC to contact and share information with this person  Yes  No

**Occupational Therapy** Name and contact information: \_\_\_\_\_

I provide consent for Fremantle LDC to contact and share information with this person  Yes  No

**Physiotherapy** Name and contact information: \_\_\_\_\_

I provide consent for Fremantle LDC to contact and share information with this person  Yes  No

**Social Work** Name and contact information: \_\_\_\_\_

I provide consent for Fremantle LDC to contact and share information with this person  Yes  No

**Other service:** \_\_\_\_\_ Name and contact information: \_\_\_\_\_

I provide consent for Fremantle LDC to contact and share information with this person  Yes  No

**2. Does your child receive NDIS funding? (National Disability Insurance Scheme)**  Yes  No

**Signed:** \_\_\_\_\_

**Parent/Caregiver Name**  
(please print): \_\_\_\_\_



## Appendix C: Parent/Carer Request Form

### Parent initiated service provider for students with disability

Parents are to use this form to request service providers, such as therapy services, access to their child while at school.

Our schools are committed to providing quality education to all students in a safe, inclusive, and caring learning environment. We value working in partnership with parents and families to develop educational goals and options for input into student's learning outcomes.

#### **Important information about the request:**

Requests for access will be at the discretion of the school principal. The school will consider the duty of care to staff and students, the student's educational and wellbeing needs, the ability of the student to access the service outside school hours or through existing Department programs, and the provider's use of school facilities and resources.

Student details		
<b>Given names:</b>	<b>Surname:</b>	<b>Date of birth:</b>
<b>Parent details</b>		
<b>Name:</b>	<b>Email address:</b>	<b>Contact number:</b>
<b>Name:</b> (only if applicable)	<b>Email address:</b>	<b>Contact number:</b>
<b>Information about the support your child needs access to at school and during school hours.</b>		
Please complete another form if the request includes more than one provider.		
<b>What is the type of support you are asking to be provided?</b>		
<b>How often will the support be provided?</b> (what days of the week and at what time of day e.g., once a week on Friday from 11 am to 12 pm, or once every second Friday from 11am to 12pm).		

**How long will the support need to be in place for?**  
(e.g. from 1 January 2019 to 23 February 2019).

**Please outline why the support needs to be provided at school, during school time**  
(being mindful of the impact on the targeted, intensive oral language and academic intervention provided as part of your child's placement at Fremantle LDC)

**Following consultation with your child's teacher, please outline how this service aligns with your child's educational goals.**

### Provider details

**Name of the provider:**

**Is the provider registered with the NDIS?**

Please select one:  Yes  No  Unsure

**Please provide any other information or documents about the support**

(this may include reports, or information from the provider with details of the support to be provided and facilities required)

**Parent signature**

**Date:**

Note: Additional information relating to this request may be required from parents or the provider and it will be the responsibility of parents to ensure that such information is provided.

### School to complete (For office purposes only)

<b>Date request received</b>		<b>Date request acknowledged</b>	
<b>Consultation date</b>		<b>Request approved</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Date parent advised of outcome</b>		<b>Approving staff member</b>	
<b>Reason</b> (if request not approved)			



## Appendix D: Service Schedule

### Parent initiated service provider for students with disability

The role of a service provider working in the school is to contribute to positive educational outcomes for the student, in a planned, collaborative manner.

***Important information for service providers:***

Services provided should enhance the educational outcomes and goals for students and link to a student's existing Education Plan.

In considering the school's duty of care towards all staff and students, principals can reconsider access to a provider if:

- the service no longer supports the student's educational needs;
- the service is impacting other students, staff or school operations;
- the service is unreliable or breaches the Service Schedule; or
- they have concerns for the provider's conduct or service quality.

All service provider staff must wear identification on school sites at all time.

#### School details

School Name:

Location address (not mailing):

Contact number:

#### Student details

Name:

#### Parent/Carer details

Name:

Email address:

Contact number:

#### Service provider organisation details

Organisation:

Location address:

A.B.N:

Contact name:

Email address:

Contact number:

<b>Insurance provider:</b>	<b>Expiry date:</b>
<b>Public liability amount:</b>	<b>Professional indemnity amount:</b>
<b>Is a copy of insurance cover provided?</b> Please select one: <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Is the provider registered with the NDIS?</b> Please select one: <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Is the provider Covid compliant?</b> Please select one <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Is a copy of the providers COVID—19 digital certificate provided?</b> Please select one: <input type="checkbox"/> Yes <input type="checkbox"/> No

**Information about the support you intend to provide**

**What is the type of support you are seeking to provide?**

**How does the support link to the student’s Individual Education Plan or goals?**

**Is a copy of the Student’s service plan attached e.g. therapy plan?**  
Please select one:  Yes  No

<b>What is the frequency of service?</b> <input type="checkbox"/> Weekly <input type="checkbox"/> Fortnightly <input type="checkbox"/> Monthly <input type="checkbox"/> Other:	<b>How long is the session time?</b> <input type="checkbox"/> 30 Minutes <input type="checkbox"/> 45 Minutes <input type="checkbox"/> 60 Minutes <input type="checkbox"/> Other:
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**How long will the support need to be in place for?**  
(e.g. from 1 June 2022 to 31 August 2022).

**The provider has liaised with the classroom teacher to ensure that the therapy does not impact on the student’s intervention at Fremantle LDC or the class/school?**  
Please select one:  Yes  No

**Will the provider be using their own resources?** Fremantle LDC will be unable to provide resources for external therapy.  
Please select one:  Yes  No, no resources are required.

**Options of times/days available to provide therapy:**

- Day \_\_\_\_\_ Time \_\_\_\_\_

**Provider staff details (please list all staff who will be engaged in service delivery)**

<b>Name:</b>	<b>Role:</b>
<b>Email address:</b>	<b>Contact number:</b>

<b>Photocopies attached:</b> <input type="checkbox"/> Working with Children Check <input type="checkbox"/> National Police Clearance (Education) <input type="checkbox"/> NDIS Worker Screening Clearance <input type="checkbox"/> Insurance Details (Liability & Professional Indemnity)	<b>List any professional registrations:</b>
<b>Name:</b>	<b>Role:</b>
<b>Email address:</b>	<b>Contact number:</b>
<b>Photocopies attached:</b> <input type="checkbox"/> Working with Children Check <input type="checkbox"/> National Police Clearance (Education) <input type="checkbox"/> NDIS Worker Screening Clearance <input type="checkbox"/> Insurance Details (Liability & Professional Indemnity)	<b>List any professional registrations:</b>
<p>The provider has read and become familiar with the following Department of Education policies and guidelines:</p> <ul style="list-style-type: none"> <li>• <a href="#">Code of Conduct</a></li> <li>• <a href="#">Child Protection Policy</a></li> <li>• <a href="#">Visitors and Intruders on Public School Premises</a></li> <li>• <a href="#">Suicidal Behaviour and Non-Suicidal Self-Injury</a></li> </ul>	
<b>Agreed provider equipment to be used during school-based service delivery</b>	
<p><i>Details of provider equipment to be used as part of the provision of services, as agreed by the school. Include details of any maintenance and relevant training the provider will undertake to ensure safe operation on school premises.</i></p>	
<b>Supervision arrangements</b>	
<p><i>Details of school arrangements for the supervision of provider during the course of service delivery.</i></p>	
<b>Sharing of information</b>	
<p><i>Details of how and when the provider will share relevant confidential information.</i></p>	

## School to complete

### Agreed school facilities to be used during school-based service delivery

*Details of facilities to be used by the provider as part of the provision of services, as agreed by the school. Also include location of service delivery, including whether the service will be delivered during class or outside the classroom.*

### Student specific information

*List any relevant considerations e.g., any health conditions which may lead to an emergency response, religious or cultural considerations etc.*

### Provider Acknowledgment

- Provider understands schools will require an on-site induction before any provider staff (including relief or temporary staff) access school sites and students. **Schools do not pay any costs for the provider to attend an onsite induction.**
- Providers must understand and comply with Department of Education policies and school procedures.
- Providers will notify the parent and school in writing should the details provided in the Service Schedule change.
- Providers will immediately inform the schools about anything related to a student's welfare or safety.
- Providers will provide a written handover at the end of the agreement period that includes:
  - any ongoing risks for the student;
  - recommendations for any further treatment or support for the student, their family or the school community; and
  - any further action to be taken by the agency.

**Provider representative name:**

**Signature:**

**Date:**

### Parent Acknowledgment

- Parent understands that principals may reconsider access for a provider at any time.
- Parent understands additional information about the decision-making process is available on the Department of Education's public website.
- Parents are responsible for communication with the provider including advising the provider if their child will be absent for the planned session
- Parents are responsible for communicating with the school to advise on any changes to provider, absence of provider or absence of their child.
- Parents understand schools will not cover any costs associated with the provider's access to the student at school.
- Parents give consent for the release and exchange of information between the provider and the school.

**Parent name:**

**Signature:**

**Date:**

## School Acknowledgment

Schools acknowledge that approving this Service Schedule requires the school to:

- coordinate access to the student;
- complete school processes and record the student's withdrawal from class;
- provide access to agreed school facilities; and
- coordinate further communication e.g. changes to the student's timetable or health and wellbeing.

**Approved:**  Yes  No

**School representative name:**

**Signature:**

**Date:**

**Comment:**

**Date of review:**