

External Service Provider Guidelines (includes NDIS-funded)

2023 only

(This policy has been changed for 2024 with Fremantle LDC unable to accommodate the delivery of services by external providers [including NDIS funded] to students at the school during or after school hours)

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](#) ^[1].

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 providing of services on their site to 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

- In order 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 if at all 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 educational goals.
- Providers can only make a direct request with consent from the parent or carer and is at the discretion of the school principal.
- Service providers need to comply with certain legal requirements.

2. Discuss the request

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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 child's teachers, class Speech Pathologist and Deputy Principal, the principal will consider the following:
 - Wellbeing and educational needs of the child
 - Goals set out student's Individual Education Plan (IEP)
 - Impact of service on the targeted, intensive oral language and academic intervention provided as part of the child'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 provider 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 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

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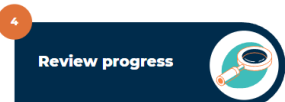
Develop a service schedule



- 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 child
 - 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](#) ^[2]
 - [Nationally Coordinated Criminal History Check \(NCCHC\)](#) ^[3] (if at a school for more than 21 business days in a 12-month period) OR [NDIS Worker Screening Check](#) ^[4].
 - 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](#) ^[5]
 - [Child Protection Policy](#) ^[6]
 - [Visitors and Intruders on Public School Premises](#) ^[7]
 - [Suicidal Behaviour and Non-Suicidal Self-Injury](#) ^[8]
- 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 child's strengths, goals, and progress is critical.
- Review dates should be reported in 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 child's educational goals.
- The Fremantle LDC Principal can deny or withdraw access to a service provider if:
 - The service is 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/wwwc>
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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Effective Date: May 2023



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 will 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.

Kind regards,

Parent Name

Signature



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 Request Form



Department of
Education



FREMANTLE LANGUAGE
DEVELOPMENT CENTRE

Shaping the future

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. 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		
Given names:	Surname:	Date of birth:
Parent details		
Name:	Email address:	Contact number:
Name: (only if applicable)	Email address:	Contact number:
Information about the support your child needs access to at school and during school hours.		
Please complete another form if the request includes more than one provider.		
What is the type of support you are asking to be provided?		
How often will the support be provided? (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).		



Appendix D Service Schedule



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**FREMANTLE LANGUAGE
DEVELOPMENT CENTRE**

Shaping the future

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 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: