



Local Implementation Documentation (LID) for;

DoE – Externally Funded Service Providers Package

1. Aim

Schofields Public School will continue to meet the individualised education and support needs of students with a disability and or additional learning needs under the Disability Standards for Education 2005. Under the Standards, schools make reasonable adjustments for students with a disability and or additional learning needs 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 a disability and or additional learning needs.

Schofields Public 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 Schofields Public School.

2. Therapy Services at Schofields Public School

Staff at Schofields 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 Individualised Education Plan (IEP) and the therapy service.

The school values 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.

Schofields Public School supports the Department and National Disability Insurance Agency recommendation that therapy services for children/ disability needs funded through a child's NDIS support plan are 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, school procedures ensure;

- therapy approvals do not affect the child's opportunity to take part in school programs because they are receiving therapy services.

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.

Agreed sessions

The approval of therapy sessions is documented on the *Parent/Carer Request for Externally Funded Service Providers*. Changes to these times are considered on an exceptional basis only. This ensures minimal disruption to student's learning and that of the classroom teacher.

Working Together on Individualised Education Plan (IEP) goals

In working together, we consider therapists as valuable team member/s and, as such, value your attendance/input during IEP and Review Meetings. These meetings are essential in determining the priorities and goals for the student across the school year. Please speak with the Learning and Support Co-ordinator and parent/carer regarding the scheduling of these meetings.

Any request for therapy support during school needs to be linked to a student IEP goal, or be a current area of concern that requires support which has been discussed with the Learning and Support co-ordinator, classroom teacher and parent/carer.

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:

- to 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/Executive will consider issues such as:

- the relationship between the NDIS-funded service to be provided and the student's IEP goals
- impacts on student attendance requirements and curriculum access if they are withdrawn from the classroom to receive NDIS-funded services
- whether the service needs to be delivered over a long period of time or at a particular time of day
- whether the support needs to be delivered at a particular time of day
- whether the school has a suitable space where the service can be provided
- 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 or is more for the convenience of the provider

Principals and Executive at Schofields Public School

The Principal/Executive will;

- upon receipt of the Parent/Carer Request, forward all documentation through to the school SAM to be verified
- 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

Staff at Schofields Public School

The School Administration Manager will:

- oversee the school induction procedures including the record keeping of *Externally Funded Service Providers - Engagement Agreement* and *Parent/Carer Request for Externally Funded Service Providers*

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
- monitor programs to ensure that goals are being met
- ensure the therapist is provided with a space that is readily accessible and observed, either directly or through a window or doorway
- discuss attendance at IEP and Review meetings with the therapist
- report any issues immediately to their supervisor

Parent and/or Carers at Schofields Public 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 Schofields Public School 'Parent/Carer Request' form
- discuss attendance to IEP and Review meetings. 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



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
- direct all correspondence prior to approval through to the school office and Learning and Support Co-ordinator 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 Learning and Support Co-ordinator and not engage in discussion with the classroom teacher
- schedule and attend (where possible) IEP and Review meetings. It is expected that for externally funded service providers to be approved, there is a mutual IEP goal created that all parties are working towards supporting the student to achieve
- liaise with the classroom teacher and Learning and Support co-ordinator regularly to provide feedback on the program offered. Feedback is to be provided by NDIS Provider in the form of an email
- 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 **Schofields Public School - 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
- All NDIS Provider information is to be safely secured in the office along with a copy of all documentation required (see checklist)

5. Contact

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