



Guidelines for Parent-initiated service providers (therapists) to access students at Clifton Hills Primary School.

In line with Department
of Education
Requirements.

These guidelines are in response to high demand for therapists to provide services on our site which is at times interrupting the access of staff to workspaces and requiring the management of these service providers by our staff. Therefore, parents will need to carefully consider which therapist will be requested to be approved to have access on our site. We will be restricting families to one service provider per student.

Legal Implications

- ▶ School staff must take reasonable steps to ensure students with a diagnosed or imputed disability, as defined by the [Disability Discrimination Act 1992](#), have access to specialised support services that are not provided by the Department.
- ▶ This includes services provided:
 - by a person or agency outside the Department, such as allied health providers
 - through the [National Disability Insurance Scheme](#) (NDIS).
- ▶ Parents and providers can refer to [Service providers in schools](#) on the public website for information and resources on third-party providers.

Procedures

1.0 Request for access

- ▶ Parents are encouraged to discuss the student's goals with the Learning Support Coordinator to determine the most appropriate arrangement for delivering support.
- ▶ All requests for access must:
 - be directed to the principal
 - be in writing
 - come from the student's parent / carer
- ▶ To provide the required information, parents and providers can use the [Parent-initiated service provider for students with disability request form Appendix A](#) ([Available on our website](#))
- ▶ Providers do not have automatic access to the school and students, even if they:
 - are funded by the NDIS or Medicare are working with another student at your school
 - have access to students at another school
 - are already working at the school.

2.0 Consultation with parents and provider

- ▶ The Learning Support Coordinator will consult with the student's parents to discuss:
 - how the therapy service will be delivered to the student
 - if the service is best delivered in the school context
 - the access arrangements including when to withdraw access
 - when all parties will review the access.
- ▶ The service provider can attend this consultation at their own cost, if needed.
- ▶ A record of the discussion will be placed on the student's file.

3.0 Considering the request for access

- ▶ Providers have a shared interest in improving positive educational outcomes for students.
- ▶ The decision on whether to give access will be based on the:
 - student's wellbeing and educational needs
 - student's access to education
 - goals set in the documented student plan
 - impact on other students and staff
 - timing and duration of the access needed
 - ability of the student to access the service outside school hours or through existing Department programs
 - provider's use of school facilities and resources
 - duty of care to all students and staff.

4.0 Access may be denied if the service

- does not support the student's learning needs
- does not improve the student's access to education
- has an adverse impact on the school, staff or other students
- the student can access outside school hours.

5.0 Approval of access

- ▶ If a provider is given approval for access, the school remains responsible for:
 - the duty of care of all staff and students
 - the health and safety of all people on school grounds
 - sharing relevant information with the provider
 - making sure students with disability can access and participate in education on the same basis as other students
- Follow the steps in the [Parent initiated service provider for students with disability checklist](#)

Appendix B (Available on our website)

1. Completion of a [service schedule](#) with the provider and parents . **Appendix C (Available on our website)**
2. Emailing the provider the [provider information presentation](#)
 - ▶ Provider knows their obligations. This includes that they must immediately tell the principal about anything related to a student's welfare or safety, including:
 - disclosures of child abuse
 - child protection concerns
 - suicidal behaviour
 - non-suicidal self-injury
 - risk of harm to others
 - referrals to government agencies.
 - ▶ Providers must have a valid [Working with Children \(WWC\) Check](#), or evidence they have submitted an application.

6.0 Complete service schedule

- ▶ A Service schedule will be completed with the provider that sets out:
 - who will provide the services
 - the services the provider will deliver to the student
 - where and when the provider will provide services to the student
 - the frequency and duration of sessions
 - when the school can withdraw access to the student
 - when school staff can supervise / observe the provider with the student
 - when and how the provider will share relevant confidential information.
- ▶ If a provider needs access to more than one student, complete a service schedule for each student.
- ▶ Make sure parents and students know their role to tell:
 - the provider if access is approved or denied
 - the provider if the student is not at school or cannot attend the service on a particular day
 - you if they change providers or stop using the service.

7.0 Access can be reconsidered

- ▶ 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
 - The school have concerns about the provider's conduct or service quality.

Parent initiated service provider for students with disability request form

Parents use this form to request access for external service providers, such as therapy services, for their child during school hours.

Notes:

- This form relates to external service providers only. It is not required for the Department of Education's specialist schools and their teaching staff, who may provide services on school sites.
- Complete a separate form for each provider that you are requesting access for.

Your school will consider your request in line with the:

- duty of care to staff and students
- student's educational and wellbeing needs
- ability of the student to access the service outside school hours or through existing Department programs
- provider's use of school facilities and resources.

Your school may ask you or the provider to provide additional information. It is your responsibility to make sure this information is provided.

Student details

Given names	Surname	Date of birth
Click or tap here to enter student's given name.	Click or tap here to enter student's surname.	Click or tap to enter a date.

Parent details

Name	Email address	Contact number
Click or tap here to enter parent name.	Click or tap here to enter parent email address.	Click or tap here to enter parent contact number.
Name (if applicable)	Email address	Contact number
Click or tap here to enter second parent name.	Click or tap here to enter second parent email.	Click or tap here to enter second parent contact number.

Information about the support to be provided

What is the type of support to be provided?

Click or tap here to enter text.

<p>How often will the support be provided? Include the days of the week and time of day. For example every Friday 11am to 12pm. Click or tap here to enter text.</p>
<p>How long will the support be in place for? For example from 1 February 2023 to 6 April 2023. Click or tap here to enter text.</p>
<p>Why does the support need to be provided at school, during school hours? Click or tap here to enter text.</p>

Provider details	
<p>Provider name Click or tap here to enter text.</p>	<p>Is the provider registered with the NDIS? Select one: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure</p>
<p>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. Click or tap here to enter text.</p>	

Parent signature	Date
	Click or tap to enter a date.

School to complete (for office use only)			
Date request received	Click or tap to enter a date.	Date request acknowledged	Click or tap to enter a date.
Consultation date	Click or tap to enter a date.	Request approved	<input type="checkbox"/> Yes <input type="checkbox"/> No
Date parent advised of outcome	Click or tap to enter a date.	Approving staff member	Click or tap here to enter text.
Notes	Click or tap here to enter text.		

School Checklist

Parent initiated service provider for students with disability and additional needs

Schools can use this checklist to support their processes for approving a request for external service providers to provide therapy to a student on school site, during school hours.

Pre-requisites

- Receive a written [Parent Request](#) form from the parent/carer.
- Confirm the student has a diagnosed or imputed disability as defined by the [Disability Discrimination Act 1992](#).
- Consult with the student's parents, the student if appropriate and provider if required, to confirm the:
 - alignment of education and service goals
 - benefits to the student's learning program
 - service delivery arrangements
 - responsibilities of all parties.
- Determine whether to proceed:
 - consider parent request
 - inform parent of outcome
 - document reason for decision.
- Complete a [Service Schedule](#) with the provider.

Department requirements

- Receive copies of all clearances for all provider staff delivering a service:
 - a current [Working with Children Check](#)
 - a current [NDIS Worker screening criminal record check](#) or a current [Nationally Coordinated Criminal History Check](#)
Validity should always be confirmed in the Department's WWC Recording System when the person commences at a site.
- Receive a copy of proof of current insurance to cover their legal liability:
 - public liability (minimum \$20 million)
 - professional indemnity (minimum \$5 million).

Department policies

- Share the [Provider Information](#) PowerPoint with providers containing information on the Department's policies and procedures, including:
 - [Code of Conduct](#)
 - [Working with Children Checks](#)
 - [Child Protection in Department of Education Sites Policy](#)
 - [Visitors and Intruders on Public School Premises](#)

- [School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-suicidal Self-Injury](#)
- [Service providers in schools](#)

Child protection information

- Ensure provider staff have received the documentation relating to child protection and understand their responsibilities in preventing, identifying, and reporting child protection concerns:
 - As detailed in the [Child Protection in Department of Education Sites policy and procedures](#)
 - [Indicators of abuse factsheet](#)
 - [Reporting child abuse – general information for school and residential settings](#)

Risk to students

- Prior to commencing service on site the school principal/delegate:
 - discusses relevant Department policies, guidance, and local school processes with provider staff, including the [School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury](#)
 - discusses and shares relevant student documented plans, including any risk management plans, with parent/guardian consent to support student safety.
- If a concern for a student/s is identified the provider staff will:
 - follow agreed local school processes for enabling student safety, including any individual student documented [plans](#)
 - verbally report any concerns for student, staff, or community safety to the principal/delegate immediately.

Health related training

- Confirm any additional training required relating to the specific health care needs of a student has been undertaken e.g., the [ASCIA Anaphylaxis e-training](#) for schools in Western Australia.

Onsite induction

- Complete an on-site induction before any government or private health provider staff (including relief or temporary staff) access school sites and students. Schools do not need to pay any costs for the provider to attend an onsite induction. Providers may choose to charge parents as part of the Service Plan.
- Make sure the provider knows:
 - how to access school facilities (parking, sign in/out, identification check)
 - how to correctly use any required school equipment
 - where staff facilities are located (kitchen, bathroom, storage)
 - where first aid and emergency equipment are located
 - emergency management procedures (evacuation, [lockdown](#) and lockout)
 - how to report injury, [illness](#) or safety concerns (and how to make a complaint).

Service schedule

Parent initiated service provider for students with disability

Note: This schedule relates to external service providers only. It is not required for the Department of Education's specialist schools and their teaching staff, who may provide services on school sites.

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:	ABN:
Contact name:	
Email address:	Contact number:
Insurance provider:	Expiry date:
Public liability amount:	Professional indemnity amount:
Is a copy of insurance cover provided? Please select one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Is the provider registered with the NDIS? 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 documented education plan or goals?

Is a copy of the Student's service plan or therapy plan attached?

Please select one: Yes No

What is the frequency of service?

- Weekly
 Fortnightly
 Monthly
 Other: _____

How long is the session time?

- 30 Minutes
 45 Minutes
 60 Minutes
 Other: _____

How long will the support need to be in place for?
(e.g., from 1 February 2023 to 3 March 2023).

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

Name:

Role:

Email address:

Contact number:

Photocopies attached:

- [Working with Children Check](#)
 [National Police Clearance \(Education\)](#)
 [NDIS Worker Screening Clearance](#)

List any professional registrations:

Name:

Role:

Email address:

Contact number:

Photocopies attached:

- [Working with Children Check](#)
 [National Police Clearance \(Education\)](#)
 [NDIS Worker Screening Clearance](#)

List any professional registrations:

School to complete

Support school staff may provide during school-based service delivery

Confirm the specific roles for staff in the school who may be involved with the student and assist the service delivery, for example a school nurse, school psychologist, education assistant.

Agreed school facilities/equipment to be used during school-based service delivery

Details of facilities and equipment 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 in class or outside the classroom.

Agreed provider equipment to be used during school-based service delivery

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.

Supervision arrangements (only if required)

*Details of school arrangements for any supervision required during the course of service delivery.
E.g., another staff member may be required in the room to support the student to engage.*

Sharing of information

Details of how and when the provider will share relevant confidential information.

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.
- Provider** must understand and comply with Department of Education policies and school procedures.
- Provider** will notify the parent and school in writing should the details provided in the service schedule change.
- Provider** will immediately inform schools about anything related to a student's welfare or safety. This includes concerns with suicidal behaviour and non-suicidal self-injury (NSSI).
- Provider** 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
 - 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.
- Parent** is responsible for communication with the provider including advising the provider if their child will be absent for the planned session.
- Parent** is responsible for communicating with the school to advise on any changes to provider, absence of provider or absence of their child.
- Parent** understands the school will not cover any costs associated with the provider's access to the student at school.
- Parent** gives consent for the release and exchange of information between the provider and the school.

Parent name:

Signature:

Date:

School acknowledgment

School acknowledges 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 **equipment**
- coordinate further communication e.g., changes to the student's timetable or health and wellbeing.

Approved: **Yes** **No**

School representative name:

Signature:

Date:

Comment: