



NDIS funded support provision in schools and preschools

Information for leaders



Government
of South Australia
Department for Education

The National Disability Insurance Scheme (NDIS) funds the supports identified in a child or young persons' NDIS plan so they can gain greater independence, access new skills, jobs or volunteering opportunities, and achieve improved quality of life.

Families and carers can request that NDIS funded supports be provided in schools and preschools during teaching and learning time. There is no automatic right for these supports to be delivered in schools and preschools, it is your responsibility to decide if the request can be approved.



Key information

NDIS funded supports do not replace the day-to-day management of teaching and learning and operations of the school or preschool. They also do not replace the supports provided by the department that enable children or young people with disability to access and participate in education on the same basis as their peers.

NDIS funded providers (providers) delivering services on the school or preschool sites requires ongoing management and oversight. As a leader you'll consider formal requests individually, taking into account:

- your ability to manage and oversee providers along with your other responsibilities
- the capacity to keep a 'line of sight' for children or young people with disability at all times with your current staffing
- the impact on the child or young person's learning and educational needs if they are removed from class for support
- the alignment of the child or young person's learning goals with the proposed support
- the impact on the educator's program delivery
- how you manage conflicting information different providers may give to educators that impacts on the teaching and learning program for that child or young person
- the impact on other children and young people if support is provided in the classroom
- prioritisation of supports when an individual child or young person has more than 1 provider
- availability of physical space within the site at the scheduled time
- volume and complexity of all requests
- workplace health and safety.

Steps for approval of NDIS funded service provision



1. Families or carers make a request in writing to the leader



2. Seek further information from the family or carer if required



3. Consider the request



4. Meet with the family or carer if required



5. Make your decision and discuss with the family or carer



6. If approved, enter into the licence agreement and collect documentation



7. Conduct a provider induction.



Tips:

- All communication regarding a request should be between the school or preschool and the family or carer.
- You can withdraw your permission at any point during or after this process.

Step 1

Families or carers make a request in writing



Provide the family or carer with the parent or guardian request for [provision of services \(DOCX 60KB\)](#) form so they can provide their request in writing.

Families or carers should discuss with you how the support will directly benefit their child's educational goals.

Refer the family or carer to:

- [information on NDIS funded provider access for families or carers](#)
- [information on NDIS funded provider access for providers.](#)

Step 2

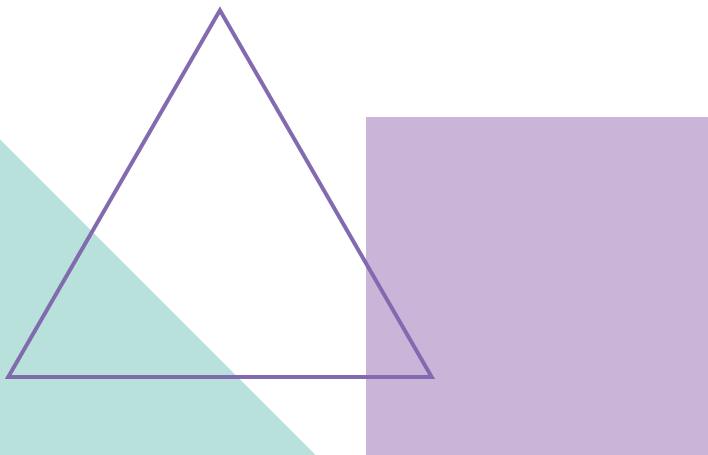
Seek further information from the family or carer if required



If required, ask the family or carer for any information you need to consider the request.

This could include:

- how often the sessions will be
- how long the sessions will be
- how the supports relate to the child or young person's personal learning goals
- how the supports relate to learning programs
- why the support cannot be reasonably accommodated outside of school or preschool hours.



Step 3

Consider the request



As the school or preschool leader, you make the decision to allow the support to be provided at your school or preschool. However, you can nominate a member of the school or preschool team to gather all the relevant information to support your decision making. This delegation of responsibility might include the team member meeting with families or carers about their request.

Consider each request separately, even if the provider is already delivering a support to another child or young person at the school or preschool or delivering another service.

Consider the matters listed below and use the [record of decision making checklist \(DOCX 271KB\)](#) to help you. Administration fees should not be charged. The charging of additional fees for services can be considered in consultation with Governing Council as per section 8 of the Licence Agreement

The impact on the child or young person's learning

This refers to the impact on the child or young person's learning if delivering the support results in them being removed from the classroom or not participating in school or preschool activities and events.

Considerations include:

- how often the support would be provided during teaching and learning time, remembering that each child or young person should access their full curriculum entitlement
- time taken to provide the support during teaching and learning time. If the session does not directly improve the child or young person's access to, participation in and engagement with the curriculum, then the session should be out of school or preschool hours.

The impact on other children or young people and their learning

Considerations include:

- any potential disruption in classrooms, centres and other learning environments
- adjustments, if any, that need to be made to the educational program to reduce disruption to other children or young people's learning.

The benefit to the child or young person

Considerations include whether:

- not allowing the provider to deliver the support at school or preschool during teaching and learning time will result in the child or young person not receiving the support. There may be limited opportunities for the support to be provided outside of school or preschool, for example in rural and remote communities
- providing the support at school or preschool is for the convenience of the family or carer or the provider and other arrangements could be made
- priority needs to be assigned when there are multiple providers requesting access to support an individual child or young person. You have the authority to accept or decline based on the number of requests and the capacity you have to manage providers.



Location and line of sight

Support must be provided in a space that is accessible and enables school or preschool staff to observe the provider's interactions with the child or young person. You will need to consider if you can facilitate a staff member to have line of sight and have the physical capacity to host the provider on site.

Charging additional fees for services

The charging of additional fees for services can be considered as per existing Licence Agreement (Part B - Services Agreement).

Decisions to charge should be made in consultation with Governing Council and consider the [principles for additional charges for services](#).

Providers may choose to include these costs into the price charged to a participant's NDIS plan, if it is below the price limit for the relative support. These costs are not to be on-charged to families.

Step 4

Meet with the family or carer if required



If you feel meeting with the family or carer will help support your decision making you can arrange this. At this meeting you will discuss the key considerations of NDIS funded support happening during school or preschool hours. During this meeting you might discuss the child or young person's personalised learning and support, and whether NDIS funded supports compliment this, or would be best delivered outside of school or preschool hours.

Step 5

Make your decision and discuss with the family or carer



The school principal or preschool director must advise the family or carer in writing about their decision. The family or carer should be provided with reasons if you decide not to allow access.

- <example of an approval letter>
- <example of a decline letter>

Step 6

Enter into the licence agreement and collect documentation



If all parties agree with the arrangement, you and the provider [sign a licence agreement \(DOCX 66KB\)](#).

This agreement sets out:

- the responsibilities of the school or preschool, the family or carer and the provider
- the specifics of the support to be provided at the school or preschool, during school or preschool hours, such as locations, durations and times.

The licence agreement should be reviewed each year and only extended if all parties agree. You might consider asking the family or carer to have the licence agreement filled out and returned to you to minimise administration.

Each provider must provide the following information to you:

either:

- a current Teachers Registration certificate, OR
- a DHS Working with Children Check Unique Identifier and a current Responding to Risks of Harm, Abuse and Neglect – Education and Care Masterclass Course certificate (RRHAN – EC),

or:

- a DHS Working with Children Check Unique Identifier, a current Responding to Risks of Harm, Abuse and Neglect – Education and Care Fundamental Course certificate (RRHAN – EC) and a Safe Environments Training certificate completed in the last 3 years run by DHS approved providers

- a copy of qualifications in their professional field of practice
- current registration or membership with relevant professional organisation, for example:
 - Psychology AHPRA registration certificate
 - Occupational Therapy AHPRA registration certificate
 - full membership of Speech Pathology Australia
 - membership of the Australian Association of Social Workers
 - other qualifications relevant to the proposed supports being delivered
- evidence of the organisation's completed Child Safe Environments Compliance Statement
- any information that details limitations or restrictions that have been placed on professional practice
- a copy of the provider's Public and Products Liability Insurance Policy
- details of the proposed support being delivered to the child or young person, including frequency of support, time involved, and program being delivered and the names of people who will be providing the support.

Information received by the school or preschool relating to the access request, including evidence of training undertaken by the provider and worker clearances, and the licence agreement, must be stored securely based on local processes.

Step 7

Conduct a provider induction



The provider must complete a school or preschool based induction which will include any other required training.

- You can inform providers that they can't attend the school or preschool until they have completed the induction sessions, which can be scheduled at your convenience.
- If you have multiple requests and providers on site you may decide to hold induction sessions once a term.
- Substitute providers (including students on placement) must have their credentials submitted to the school or preschool in the same way as the main provider. They are not to access the school or preschool without your permission or an induction.

This induction is an opportunity for you to outline your expectation of the providers.

For example:

- not going into other learning areas
- not communicating with educators
- not talking to other children or young people on the grounds
- preferred ways for the child or young person to leave and enter the learning environment to limit the distraction to their peers.

In the induction you will also need to outline the ongoing responsibilities of all parties. These include child protection, code of ethics, confidentiality, information sharing, communication and workplace health and safety.

Child protection

Through the induction process, inform providers that:

- each time they attend the school or preschool to deliver the support, staff must sight their current photo identification
- the support must be provided in an area where education staff can directly observe the interactions between the provider and the child or young person
- like all other visitors, providers must discuss with the principal or preschool director any suspicions of harm or risk of harm to a child or young person, or risk of harm to an unborn child. If the suspicions relate to the principal or preschool director, the provider should discuss the concerns with the Educator Director of the respective Department for Education partnership or portfolio
- make sure that all personal care needs of the child or young person that may arise during a session being conducted by a provider are met by school or preschool staff and not carried out by the provider.

Code of ethics

Providers are subject to the same code of ethics and complaints processes as school and preschool staff when they are at the school or preschool, as described in the licence agreement. This is in addition to providers' relevant professional standards.

During the induction, providers should access the South Australian public service code of ethics and the department's standard of practice and understand they must comply with them at all times.

School and preschools have an obligation under the Code of Ethics to report misconduct when it applies to providers. Further information is available at reporting misconduct in the workplace.



Confidentiality and information sharing

Principals and Preschool Directors have obligations to protect the privacy of all children and young people. These obligations apply in a wide range of situations including the sharing of information between the school or preschool and the provider.

Family or carer consent is required for:

- schools or preschools to share information with a provider that is related to that child or young person's support
- the provider to share information that is relevant to the learning of the child or young person (such as progress reports).

The department's non-education service provider access to preschools and schools procedure will guide you in this.

Consider how you would like information from the providers to be shared with you and your staff and communicate this during the induction. Families have the responsibility of providing reports to you.

To reduce administrative burden, you might choose for families or carers to send all reports to a central person to distribute, or you might upload them directly to your school learner management system (LMS). Agree on and document these arrangements so all educators can access the required information to make adjustments.

Communication

The induction should express that the main point of liaison between the school or preschools and the provider will be the child or young person's family or carer.

The family or carer is responsible for:

- letting the provider know that the school or preschools has agreed for them to provide support at school or preschools during teaching and learning time
- informing the provider as soon as possible if the child or young person is absent on a day that the provider is scheduled
- telling the provider if other activities at school or preschool mean that support can't be delivered, for example, when sports carnivals, excursions or special events or assemblies are scheduled
- informing the school or preschool if there is a new provider staff member who will need to go through checking credentials and induction
- informing the school or preschool if they stop using the support or change providers
- sharing relevant information with the provider and the school or preschool, such as information from meetings or progress updates
- providing consent for the provider to share information on their behalf.

The family or carer should negotiate an appropriate time for the provider to communicate with educators that is not during teaching and learning time. Providers do not have an automatic right to communicate with educators.

Workplace health and safety

Principals and preschool directors remain responsible for the health and safety of all people on school or preschools grounds. To meet their workplace health and safety obligations, providers must follow all directions given by staff.

Terminating access

Site leaders may terminate the arrangement in circumstances outlined in the licence agreement.

Discuss the matter with the child or young person's family or carers before making a decision to end provider access.

Approval can be withdrawn in situations such as:

- non-compliance with the licence agreement
- providing the support at school or preschools during teaching and learning time is having an adverse impact on the learning of the child or young person receiving the support or their peers
- unforeseen disruption to the delivery of education program to other children or young people, or impact on staff and the general running of the school or preschool
- high turnover of providers or their staff delivering a support to a child or young person resulting in unreliable service provision or administrative burden on the school or preschool
- significant concerns about the safety and wellbeing of the child or young person receiving the support or their peers at the school or preschool
- inappropriate conduct by the provider or their staff including a breach of the code of ethics, child protection concerns, privacy concerns or workplace, health and safety issues
- any other circumstance that the principal considers appropriate.

Concerns about quality of supports or other conduct

You aren't responsible for assessing or monitoring the quality of the supports being provided. However, if there are concerns these should be discussed with the family or carer.

It may also be appropriate to raise any concerns with the NDIS Quality and Safeguards Commission. You can report misconduct in the workplace if necessary.

Complaints

Families or carers who aren't satisfied with a decision to refuse access or to terminate a licence agreement have the right to make a complaint in line with the department's customer complaints management procedure.

See the complaint management overview.

Contact

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of South Australia**

Department for Education