



NDIS funded service provision in schools and preschools

Information for providers



Government
of South Australia
Department for Education

Families and carers can request and negotiate for NDIS funded providers to provide disability supports in schools and preschools during teaching and learning time.

A school or preschool's responsibility is to ensure all children and young people receive a full curriculum entitlement. The oversight and management of NDIS funded providers in schools is a complex issue that requires consideration on a case-by-case basis. Leaders will approve or deny requests taking into account their local context and the needs of all children and young people.

Key information

- NDIS funded supports do not replace the day-to-day management of learning and operations of the school or preschool.
- Providers do not have an automatic right to provide supports in a school or preschool during teaching and learning time.
- School and preschool leaders will consider a family or carers request for providers to deliver support on a case-by-case basis.
- Leader considerations include:
 - duty of care to the safety and wellbeing of all children and young people
 - maintaining a 'line of sight' for children or young people with disability at all times
 - the impact on the child or young person's learning and educational needs
 - the alignment of the child or young person's learning goals with the proposed support
 - the impact on the educator's program delivery
 - 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 one provider
 - availability of physical space within the site at the scheduled time
 - volume and complexity of all requests
 - workplace health and safety
 - the ability of the family to support NDIS funded provision outside of school or preschool hours.
- Assessment of a request will also depend on:
 - your qualifications
 - your compliance with relevant screening and training
 - your current level of insurance
 - any limitations or restrictions that have been placed on your professional practice.

Role of schools and preschools

The Department for Education is committed to improving outcomes for children and young people with disability through the provision of high-quality education and in meeting the requirements of the Disability Discrimination Act (1992) and Disability Standards for Education (2005).

The core business of schools and preschools is teaching and learning. It's essential that the amount of time accessing and engaging in learning programs is the primary focus of their attendance at and participation in school or preschool.

Schools and preschools are committed to working with families or carers for children and young people with disability to progress and achieve in their learning goals. Together they are responsible for setting educational needs and goals

Steps for approval of NDIS funded service provision

To provide NDIS funded support in a school or preschool the following must happen:



1. **The family or carer makes a request to the leader in writing. Requests should not come from you or any provider.**



2. **The leader considers the request and may seek further information from the family or carer.**



3. **The leader advises the family or carer of their decision.**



4. **The family or carer advise you.**



5. **You provide the required information to the leader.**



6. **You and the Principal or Preschool Director sign a licence agreement that sets out the agreed arrangements.**



7. **You do an induction to the school or preschool.**

The licence agreement is mandatory. The content of Part A of the agreement must not be modified.

Requirements when support is approved

Documentation

If the request is approved, you'll provide the leader with the following documentation:

- 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 training providers
- a copy of qualifications in your 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 a completed Child Safe Environments Compliance Statement
- any information that details limitations or restrictions that have been placed on your professional practice
- a copy of your 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.

Information received by the school or preschool, including copies of the required documents and the licence agreement, will be stored securely within the school or preschool.

Induction

On your initial visit, you'll undertake a formal site-based induction process as determined by the leader. This may include the leader's expectations about how you will deliver your services on site, how information is to be shared and how you will enter and exit the site.

Code of ethics

Providers are subject to the same code of ethics and complaints processes and requirements as school or preschool staff when they are at the school or preschool. You must comply with the Code of Ethics for the South Australian Public Sector and the department's licence agreement. This is in addition to requirements that you have under your relevant professional standards.

Child protection

All visitors to government schools must advise the leader of 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 leader, you should discuss your concerns with the Education Director. To find the relevant Education Director, search for the school or preschool and find their name in the administrative details section.

Requirements for each visit

At each visit, you must:

- provide photo identification
- follow local signing in procedures.

During your visit you must comply with:

- all directions given by school or preschool staff
- the code of ethics
- child protection reporting requirements
- workplace health and safety and privacy requirements.

Non-compliance may result in the licence agreement being terminated.

Location for delivery of supports

The school or preschool will determine the most appropriate location for the support to be provided. You do not access any area of the school or preschool that is not set out in the licence agreement, unless permission is given. This includes classroom spaces and outside the classroom.

To meet its duty of care obligations, the school or preschool must maintain a line-of-sight to the child or young person while the support is being provided. This may mean that a school or preschool staff member is present in the room while the support is provided.

The school or preschool may need to change the location of the support. You'll be advised of any changes as soon as practical.

Use of school or preschool facilities and equipment

In specific circumstances, the leader may determine fees and charges are required for you to use school or preschool facilities. You 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. This cannot be on-charged directly to families.

You'll be required to bring your own equipment to deliver the support and be responsible for its maintenance and quality assurance. However, in exceptional circumstances the school or preschool may consider reasonable requests to provide equipment and materials to enable you to deliver the support. Any equipment fees will be included in the licence agreement.

Communication

Families or carers are responsible for communicating with you and the school or preschool.

The family or carer will advise:

- you if the child is absent from school or preschool on a day of the support
- you if other activities at the school or preschool mean that the support can't take place on the scheduled day, for example when excursions, sports day or special events are scheduled
- the school or preschool if you're unable to provide the support on any scheduled day
- the school or preschool, in writing or by email, if they stop accessing the support or change providers.

When there is a need to communicate with the school or preschool teacher, you must discuss this with the family or carer and they'll negotiate a suitable meeting time for you, the family or carer and the staff member. Teachers are not to be approached without prior arrangements.

You must advise the family or carer, in writing or by email, of any change in circumstances that impact on you being able to deliver the support.



Sharing information and keeping records

You and the school or preschool will not share information regarding the child or young person without the family or carer's written consent. All information and any negotiated special arrangements must be documented within the licence agreement.

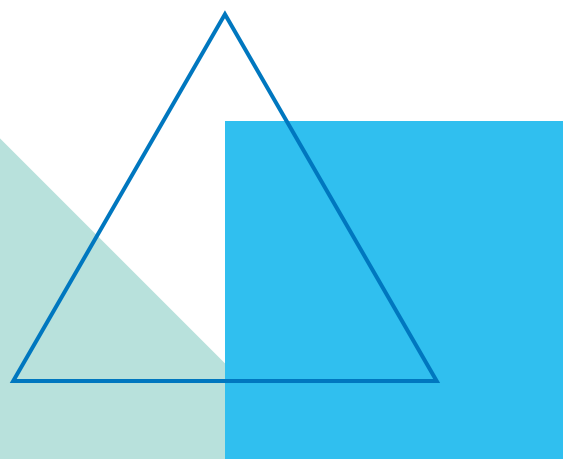
You'll be responsible for keeping your own records of the support provided and progress made. Schools or preschools will not hold any reports or progress records unless the family or carer provides them to the leader.

Provider costs

Families or carers may seek information from you to support their request or invite you to meetings with the school or preschool. Schools or preschools will not be liable for any costs associated with you providing information, attending meetings or delivering the support.

When support provision is declined

When the request doesn't meet the department's criteria, the leader may refuse to allow that support to be provided at the school or preschool. The leader will discuss their decision with the family or carer.



Review of supports

Reviewing

Annual reviews are recommended. Regular reviews inform leaders in their decision making about whether supports should continue or if the support no longer meets the criteria determined by the department.

Withdrawing permission for support

If, on review, the leader has concerns with the support, the leader will request a meeting with you and the family or carers to discuss the concerns. If the concerns can't be resolved, permission to provide supports at the school or preschool will be withdrawn.

Extending

The licence agreement is granted for the period specified in the service schedule section of the licence agreement.

If the family or carer agrees to extend the support provided by you, you must send a written request for an extension of the licence agreement – with evidence of the family or carers agreement – to the leader.

Prior to making a decision whether or not to extend the licence agreement, the leader may make enquiries or call a meeting with the family or carer and you, if required.

Suspending or terminating supports

According to Section 18.1, 18.2, 18.3, 18.4 of the licence agreement, the provision of support may be terminated or suspended should there be a breach of conditions.

The school or preschool will communicate any concerns regarding the support arrangements to the family or carer before a decision is made.

Leaders will advise the family or carer in writing or by email of any suspension or termination.

Contact

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**Government
of South Australia**

Department for Education