



St Macartan's Parish Primary School
Mornington

PO Box 1126 Mornington, 3931 ABN 45 147 039 791
T (03) 5979 9200 E office@smmornington.catholic.edu.au

St Macartan's NDIS/External Providers Policy

PURPOSE

The National Disability Insurance Scheme (NDIS) is an Australian Government scheme that provides people with significant and permanent disability greater choice and control over the delivery of their disability support services. This has led to an increase in requests for schools to allow NDIS-funded or externally funded support to be delivered to students at schools.

This Policy explains the approach taken by St Macartan's in relation to requests by parents for the NDIS or other external providers (Providers) to provide services to students on School premises, whether during or outside of School hours.

As a school, we take pride in our Wellbeing and Learning Diversity team having the capacity to work closely with teachers, students and parents to ensure students educational needs are met through differentiated planning and adjustments to learning provided by school staff.

However, while honouring the sacred dignity of all students, staff and members of our community at St Macartan's Primary School, we will, on a case by case basis, consider parent/guardian requests.

This Policy explains:

- The matters that St Macartan's will consider when a request is made for a provider to provide services to a student at school
- The process that applies when making such requests.

DEFINITIONS

Parent	Includes one or both parents, carers and legal guardians.
Providers	Encompasses health, disability and wellbeing providers who are funded externally to the School and includes both NDIS-registered providers and those who are not registered with the NDIS.
Students	Includes but is not limited to students supported by the NDIS.



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PRINCIPLES

St Macartan's

- Considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity.
- Recognises the importance of providing equitable access and opportunity for all learners through the implementation of inclusive practices that embrace and celebrate diversity within the School community.
- Values the development of high-quality relationships within the School community and in this context aims to work together with families in relation to student needs.
- Acknowledges its legal obligations towards students arising from its duty of care, the Child Safe Standards, the Victorian Reportable Conduct Scheme and anti-discrimination legislation.

POLICY

While the delivery of therapy services at St Macartan's is a partnership between the School and parents, it is the Principal, in consultation with the Wellbeing and Learning Diversity team, to decide whether to permit an externally funded service to be delivered in the school on a case by case basis.

The Principal and Wellbeing and Learning Diversity, have discretion in relation to the approval, review or withdrawal of in-school delivery of external services.

It is important to be aware of the difference between NDIS-funded and/or externally funded services and school-funded (MACS) services. NDIS-funded therapy relates to the student's 'whole-of-life' support needs, i.e. supports which relate to the functional impact of their disability on regular activities that are a part of daily living. St Macartan's remains responsible for the provision of therapy that primarily relates to the student's education.

*A **school-aged participant** develops an NDIS plan with their parents to create a statement setting out the goals they want to achieve by increasing their independence, inclusion, and social and economic participation to live an 'ordinary life'.*

If, after consideration of relevant evidence, the National Disability Insurance Agency (NDIA) or the Local Area Coordinator (LAC) determines a particular therapy is a reasonable and necessary support to the student, the NDIS is obliged to fund that support as part of the student's NDIS plan.

A 12-month review with the NDIA planner occurs for most participants, at which time outcomes are measured and any changes, if necessary, are made.

*It is important to note that therapies funded by the NDIS are related to the participants' whole-of-life support needs, **not for educational purposes**.*

The education system remains responsible for therapy for educational attainment; therefore, schools should continue to provide reasonable adjustments and educational therapists from school-employed allied health staff, where appropriate, to provide educational support.



The Principal has ultimate responsibility for the educational programs provided by the School, and the School is responsible for all aspects of a student's program and care during school hours.

DECISION CONSIDERATIONS

The Principal and Wellbeing and Learning Diversity team will specifically consider the factors as per CECV NDIS/External Guidelines for Schools. Examples of the considerations are listed below.

a) Student access to the curriculum

- Is there a direct relationship between the service and the student's educational program outcome?
- Does the service enhance the student's educational program?
- Is there any impact on the student's engagement and access to the curriculum?
- Is access to the curriculum improved by allowing the service to occur during School hours?
- Is there any impact on staff of an additional adult in the School environment?
- Does the service impact on access to the curriculum for other students?
- Is there any disruption or difficulties experienced by the teacher or other students if the therapy occurs in the classroom/on the School premises?

b) Practical and administrative capacity

- Does the School have the practical capacity to accommodate the provision of the service to the student on School grounds?
- Is there physical space available?
- Is there an increased administrative burden in having the Provider on School grounds?
- Does the provision of the service impact on timetabling requirements?

c) Individual circumstances of the student

- What are the factors relevant to this student, including family and social circumstances?
- Do the student's family circumstances exclude therapy being delivered in another location or outside School hours?
- Is there sufficient flexibility in the student's educational program?

d) Duty of care

- How can the school ensure it complies with its duty of care obligations (i.e. reducing the risk of foreseeable harm to all students) during in-school delivery of services to the student?
- Are there safe and suitable premises for the provision of services?
- Is there adequate supervision of the student, with line-of-sight to the therapy session or a parent/staff member in attendance?



e) Child safety

- Does the Provider hold a current Working with Children Check and National Police Record Check?
- How will the School ensure it complies with the Child Safe Standards in relation to the Provider and provision of services?
- How will the School inform the Provider of the School's Child Safe Policy, code of conduct, supervision arrangements, internal reporting and obligations under the reportable conduct scheme?
- How will the School advise parents what to do if they have concerns about their child's welfare?
- Is there an appropriate registration body to quality assure the relevant credentials of the Provider e.g. the Australian Health Practitioner Regulation Agency (AHPRA), Speech Pathology Australia (SPA)?

f) Request for therapy on School grounds after School hours

- What are the risks and limitations in permitting services to students on School grounds outside of supervision hours?

g) Anti-discrimination obligations

- Does the requested service directly relate to access to education or 'whole-of-life' support?
- Is the School providing 'reasonable adjustments' to enable the student access to their education on the same basis as their peers?

h) Health and safety

- Are there any specific health and safety considerations relating to the Provider on School grounds?
- Are there any health and safety considerations relating to equipment used by the Provider?

i) Privacy

- How will the School manage privacy considerations in terms of information disclosed to the Provider?

PROCESS

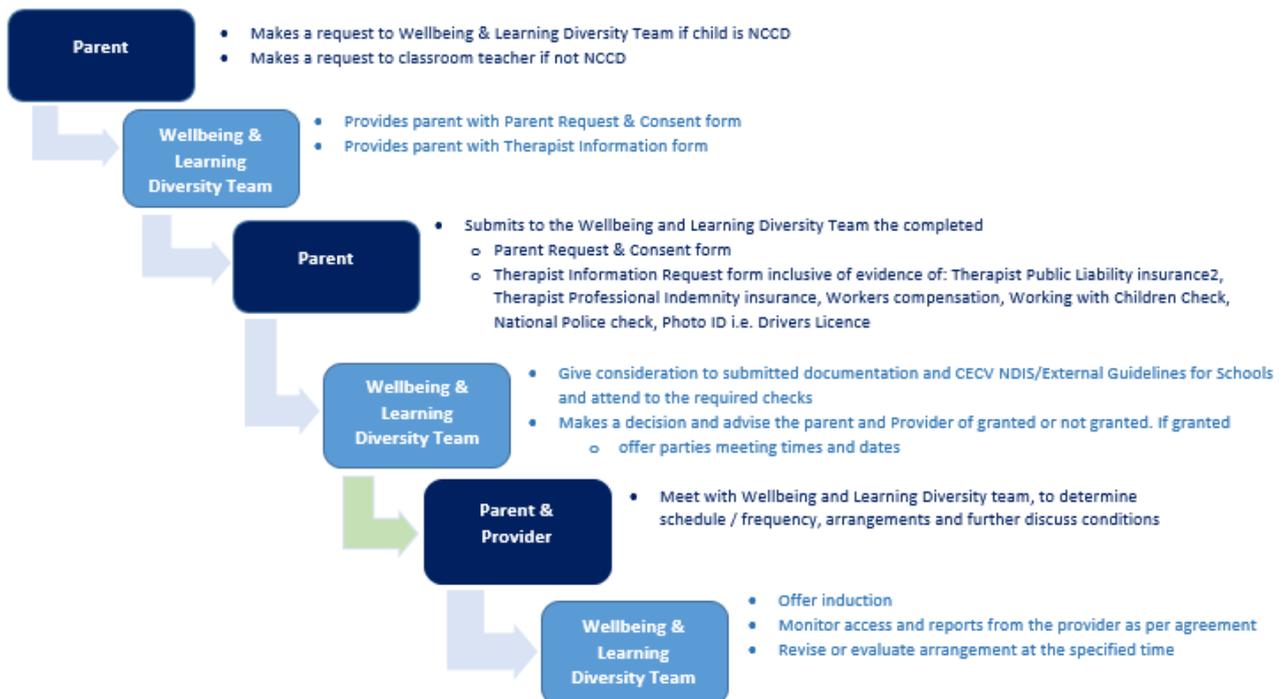
St Macartan's will endeavour to follow the process in regards to requests for in-school delivery of external services as outlined below.



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Step 1. Request for access

Parent request for in-school delivery of external services from the student's parent or, where appropriate, the student. Requests are to be made to the:

- Wellbeing and Diversity Team if child is identified as NCCD
- Classroom teacher initially when not requiring adjustments through NCCD

The Wellbeing and Diversity Team member will:

- Forward the parent a copy of the Parent Request Form (Attachment 1) to complete and return. This form is the means by which the parent provides authorisation for the external therapy and for the sharing of health information with the School
- Forward the Provider the Therapist Information Request Form (Attachment 2) to complete and return. This form is the way in which the Provider provides the School with all relevant information about the request.

Step 2. Decision

When the School has received the fully completed and signed *Parent Request and Consent* form and *Therapist Information Request* form, with all requested documentation attached, the Principal and Wellbeing and Diversity team will consider the request in light of the considerations outlined in this Policy and the CECV guidelines. The decision will be made on an individual or case by basis.



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Step 3: Notification of the decision

When a decision has been reached by the Wellbeing and Diversity team (regardless of the outcome), the Wellbeing and Diversity team will:

- a) Advise the parents in writing of the decision (and provide a copy to the Provider)
- b) Record the decision and considerations on the student's file.

If the parent has any concerns about the decision or wishes to provide supplementary information, they may raise this with the Wellbeing and Diversity team. The team will consider any additional information and provide a final response.

Step 4: Clinical Access Arrangement

If the school decides to approve the request, the next step is to make a Clinical Access Arrangement with the Provider to minimise any risks associated with the provision of the service.

St Macartan's will arrange a meeting between the Wellbeing and Diversity team, parents and Provider to confirm arrangements for the therapy including:

- the student's educational and therapy goals
- the time, frequency (e.g. 5 sessions) and place the therapy will occur between 9:30am – 2:00pm on a school day
- supervision arrangements
- notice of change of arrangements (e.g. notification arrangements if the Provider is delayed or the student is absent)
- the timeframe for an initial trial where this is specified by the School.

During this meeting, it is intended that the Principal [or Principal's nominee/Wellbeing and Diversity team] and Provider will agree to and sign the:

- Clinical Access Arrangement form
- Information Sharing Agreement

St Macartan's will take minutes of the meeting and provide the Provider with copies of the signed agreements.

Step 5: Record keeping

St Macartan's will place copies of relevant documentation on the student's file, including:

- signed copy of the Parent Request and Consent form
- signed copy of the Therapist Information Request form
- letter to parents and therapist
- record of decision
- signed copy of the Information Sharing Agreement
- minutes of the meeting with the Provider.



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Step 6: Commencement of services

Prior to the commencement of services at the School, the Wellbeing and Diversity team will ensure:

- the Provider and service meet all legal and policy requirements
- the Provider undergoes a School induction
- the service is delivered in accordance with the School's visitor/contractor arrangements.

Note: Attendance of the Provider at any school-based meetings should be funded from the student's NDIS plan.

St Macartan's will, where required, inform school-based therapists and relevant Catholic education diocesan staff of services being delivered by an externally funded Provider to ensure coordinated participation in the student's school life where applicable.

WITHDRAWAL OF ACCESS TO APPROVED PROVIDERS

If a school concludes the service being delivered is no longer in the student's educational interest, the school may withdraw provider access.

Potential causes for withdrawing access could include:

- the service provided no longer meets the student's educational needs
- there have been inadvertent effects on other students, staff and the overall operation of the school
- high turnover of providers presenting services to students has occurred
- the external provider is not reliable
- the quality of the service provided is no longer suitable
- delivery does not meet the Clinical Access Arrangement
- inappropriate conduct has been displayed by the provider.

ATTACHMENTS

1. Parent Request and Consent form
2. Therapist Information Request form.

REFERENCES

- Child Safe Policy and Code of Conduct
- Health and Safety Policy
- Catholic Education Commission of Victoria Ltd NDIS/External Providers: Guidelines for Schools
- Catholic Education Commission of Victoria Ltd Child Safety & Reportable Conduct (includes resources on the engagement of contractors)
- Department of Education and Training NDIS funded therapy at school
- Disability Standards for Education 2005 (Cth)
- National Disability Insurance Scheme website.



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Responsible person/policy owner	Principal, Deputy Principals, Wellbeing and Diversity Team
Approving body/individual	Principal, Wellbeing and Diversity Team
Approval date	23 March 2022
Date of next review	23 March 2025

The information in this Policy is of a general nature and is not intended to create a binding legal obligation on the School.

Evaluation:

This policy will be reviewed as part of the school's review cycle.

This Policy was devised 2020

Revised 13/07/2021

Extraordinary reassessment under parent request 13/07/2021

Further revision given change of governance 22 / 03/ 2022