

1. Policy Statement

Principals are authorised to organise or manage on-site private external providers to deliver educational programs to meet the needs of a student.

2. Background

The Department of Education provides an appropriate educational program for all students within the available allocated resources. It is recognised, however, that schools do not always have the necessary resources to present educational programs to meet the full range of needs of all students. In such cases, the principal may consider requests from parents to grant approval for students to attend private programs during school hours. Such programs may be delivered either at the school or at a place other than the school.

Section 24 (1) of the School Education Act 1999 provides authority for an arrangement to be entered into by which a student can attend at a place, other than the school, to participate in activities that are recognised as part of the school's educational program. Such an arrangement may take the form of a period each week, or a block of time during the school year. Principals may be approached to give permission for a private provider to use the school premises for out of school hours programs.

Although this is not a school endorsed activity, procedures have been written to outline the steps needed to allow the use of the school facilities. After school programs off the school premises and not organised by the school is not a school activity and is not covered by the policy.

3. External Providers

An external service provider is any individual or entity external to the Department of Education providing health, disability and/or wellbeing services to students attending Creaney PS. External services commonly accessed by students attending Creaney include, but are not limited to speech pathology, occupational therapy, physiotherapy, counselling, and tutoring.

Procedures

- To enrich the educational program provided at Creaney, the delivery of services by external providers should take place outside of school hours where possible
- Parents of students requiring occasional appointments during school hours may sign their child out at the front office as per usual procedure
- If therapy services take place regularly during school hours, resulting in a student's regular absence from a curriculum learning area (e.g. Science or Art), an achievement grade or comment will not be provided in the Semester Report in that area
- Parents are encouraged to share relevant information or reports from external providers with the Creaney Admin team. When parent consent is provided in writing, Creaney staff and external providers may communicate by phone or email to discuss relevant student information. This will allow for Creaney to consider how the goals and strategies of external service providers can be aligned with the school

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EXTERNAL PROVIDERS POLICY

If the delivery of services by external providers is unable to take place outside of school hours, the following procedures need to take place:



1. Make a request

- Parents are required to make a request in writing to the principal using the Parent initiated service provider for students with disability request form (Appendix A). The request should include information about the proposed service and be linked to the student's Individual Education Plan goals
- Providers can only make a direct request with consent from the parent or carer and approval is at the discretion of the principal
- Service providers need to comply with certain legal requirements. See Related links below – Service providers in schools

2. Discuss the request

- All decisions for parent-initiated requests for service providers access to students during school hours is at the discretion of the principal. Decisions are made on a case-by-case basis considering the individual circumstances of the students and the wider needs of the school
- In consultation with the student's teachers, parents, and administration team the principal will consider the following:
 - The wellbeing and educational needs of the child
 - The goals set out in the students Individual Education Plan (IEP)
 - Impact of the service on the programs being provided at Creaney
 - Timing and duration of the access needed
 - Ability of the students to access the service outside of school hours or through existing programs
 - Space available for therapy to take place that does not impact on the student's learning
 - Duty of care to all students and staff
 - Providers' registration with regulatory bodies and frameworks
- The principal will notify the parent in writing of the outcome of the application. If the request is successful, a Service Schedule (Appendix B) will be provided for the Service Provider to complete.

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3. Develop a Service Schedule

- To ensure service providers, families and staff have a clear understanding of their roles, the delivery of services at Creaney must be planned and documented. A service schedule is required for each student and will provide the following information:
 - Who will be providing the service
 - What service will be delivered
 - Where and when the therapy will take place
 - Supervision of the student
 - When access will be withdrawn
 - Legal requirements: Working with Children Check, Nationally Coordinated Criminal History Check and proof of current insurance to cover legal liability \$20 million for public liability insurance and \$5 million for professional indemnity insurance, and welfare and safety reporting obligations.
- Service providers should read and become familiar with the Department of Education's
 - Code of Conduct, Child Protection Policy, Visitors and Intruders on Public School Premises and Suicidal Behaviour and Non-Suicidal Self-Injury.

4. Review Progress

- Ongoing regular communication between Creaney staff and service providers to review student's strengths, goals, and progress is critical
- Review dates should be outlined in the Service Schedule
- Creaney is not required to report on goals or outcomes from service providers
- In consultation with parents and service providers, Creaney may ask for updates or reports from providers to ensure the service continues to link with and enhance the student's educational goals
- The principal can deny or withdraw access to a service provider 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
 - They have concerns for the provider's conduct or service quality
 - Consent/approval is given for a calendar school year

4. Related Links

Further information on service providers in schools can be found on the Department of Education public website: [Service Providers in Schools](#)

Additional links:

- [Code of Conduct](#)
- [Child Protection Policy](#)
- [Visitors and Intruders on Public School Premises](#)
- [Suicidal Behaviour and Non-Suicidal Self-Injury](#)
- Schools will require evidence providers have a current [Working with Children Card](#), a [National Coordinated Criminal Check](#) or a [NDIS Screening Check](#)

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