



# Lucas Gardens School

*Celebrating Ability Through High Expectations*

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## **Delivery of Externally Funded Service Providers Procedure**

### **Intention**

These procedures support a holistic approach to the provision of interventions to aid students in the acquisition of their learning goals within an educational setting at Lucas Gardens School. Additionally, they define the parameters within which externally funded service providers can offer these interventions whilst on school grounds.

### **Preamble**

Lucas Gardens School offers educational programs to students who have severe and moderate intellectual disabilities, many of whom have additional needs including physical disabilities, sensory impairments and complex medical needs. Thus, curricula and goal setting to achieve educational outcomes is developed for each student ranging across classes from K to 12. This framework operates within a classroom setting, with up to ten students in each class, a teacher and a Student Learning Support Officer. The students' school day is fully scheduled in order to achieve full coverage of all key learning areas and curricula.

Lucas Gardens School students have complex needs usually requiring services from a range of providers in the areas of health, community and recreation outside of the constraints of the school operating hours.

### **Rationale**

The Principal and staff of Lucas Gardens School are dedicated to provision of the highest quality education to every student and welcome the opportunity and assistance provided by externally funded service providers to enhance educational outcomes. In some circumstances, a joint approach between parents, educational staff and health practitioners may be required for students to realise their potential and achieve their educational goals.

### **Roles and responsibilities of Principal in relation to externally funded service providers**

The role of the principal, or their delegate, is to liaise with students' families to facilitate reasonable requests for health and/or well-being private services in the school setting during school hours, which will lead to improved educational outcomes.

### **Requests must come from parents or carers**

Any request for access to a student by an external provider funded by the NDIS must come from the student's parent or carer in, or with the student's express consent, where appropriate. External providers should only make a direct request to a school where they can demonstrate that they have parent or carer consent to request access to the student.

### **Access to the school by an externally funded service provider is determined by the principal**

The principal has discretion to decide whether or not an external service provider can enter the school and how arrangements will be managed for the provider's activity with students, where access is agreed.

Decisions should be made on a case-by-case basis considering the individual circumstances of the student or group of students concerned and the wider needs of the school. Any decision should take into account the educational needs and priorities of the student or group of students, including access to the curriculum, the impact on student's learning programs, the school's operational context and duty of care obligations towards all students and staff.

### **Providers do not have an automatic right of access to a school**

Decisions are made on a case-by-case basis. External providers do not have an automatic right of access even if the provider is already delivering a service to another student at the same school, or the provider has been granted access to another school.

### **Principals must work under the following guidelines.**

Principals have the discretion to grant or not grant school access to an externally funded service provider, taking a range of important factors into consideration.

These include:

- The impact of the service on curriculum requirements and the student's participation in teaching and learning activities
- The potential impact of additional adults in the classroom environment, in particular the impact on delivery of the curriculum to other students
- If the provision of the service to one student is likely to interfere with the learning of other students
- The extent to which the service supports the student's learning needs or enhances access to education
- The impact on the operations of the school.

### **All applications will be considered by the School Learning Support Team**

An externally funded service delivered in school should support the student's participation in education and access to the curriculum. Where the service does not link with the student's learning needs or enhance access to education, the service should be delivered outside of school time.

### **School Staff**

Where service provision is not taking place in the student's classroom, the service must be provided in a space that is readily accessible and can be observed, either directly or through a window or doorway. The ability for school staff to observe the service provision enables the school to meet its duty of care and child protection obligation to students.

### **Parameters for Service Provision**

- A collaborative approach between teachers, health practitioners, families and carers, being in the best interests of the student, is encouraged to assist in achieving positive educational outcomes

- **Student safety, wellbeing and educational development** is the foremost consideration for any service offered in a school setting, be it related to health or education
- Ultimately, the Principal is responsible for student educational outcomes. **The decision to allow external private providers to offer a service within the school is entirely at the discretion of the Principal**
- Externally funded service providers are accountable to the person who pays for the service they provide and/or to the parents or carers. **Lucas Gardens School is not responsible for session content or for any accounts raised for externally funded services instituted at request of families**
- A copy of the planned service provision session must be provided **prior** to the session commencing
- **A high standard of confidentiality** must be maintained by all involved in service provision to students
- **Externally funded service providers must provide weekly record keeping requirements** and provide the school of all records relating to the services as and when requested by the School. Externally funded service providers must document session activities and outcomes and provide a copy to the Principal
- All externally funded service providers must provide **evidence of their qualifications and professional indemnity to the Principal**
- **Any concerns** externally funded service providers may have relating to school, staff, students or families, are to be brought to the immediate attention of the Principal by the service provider, in confidence.

## Operational Guidelines

For service providers to work within the school environment the following is required by the school:

- The school has a documented request from the student's parents or carers for externally funded service delivery at the school.
- The school has had discussions with the student's parents or carers (and the provider, if required) regarding service delivery arrangements, including times, place of delivery and frequency of service.

These discussions should also cover requirements for parents/carers to:

- a. provide written consent to the agreed service delivery arrangements
- b. provide written consent for the sharing of information related to the provider's services to the student
- c. notify the school if they terminate the provider's services
- d. notify the provider if student will not be at school on a day scheduled for service delivery at the school.

- All provider staff must have their WWCC status screened by the department before they can deliver services at a NSW public school. This is so that school staff can check the WWCC status of provider staff in eCPC when they attend the school.

Provider staff who have not been screened in eCPC need to provide the school with:

- a. complete the Declaration for Child Related Work: Specified Volunteers and Contractors
  - b. provide Working With Children Check (WWCC) clearance details
  - c. meet proof of identity requirements
  - d. not be on the department's Not to be Employed database.
- Provider staff have submitted evidence of having completed the department's Mandatory Child Protection Training, or other suitable alternative training program developed by the provider for its staff, within the last year.

The provider has submitted evidence of currency of the following insurances:

- Workers Compensation, or, if the provider is an individual or sole trader performing the work themselves, evidence of personal insurance cover in the event they have an injury
- Professional Indemnity (no less than \$2 million)
- Public Liability (no less than \$20 million).
- Any issues in relation to the use of school facilities and/or equipment, or the use of provider equipment on school premises have been raised and resolved
- An External Provider Engagement Agreement has been signed between the school and the provider
- A separate schedule to the External Provider Engagement Agreement for each student (or group of students) is in place.

Jenny Zagas

PRINCIPAL

17/3/22