

## Who can use out of school hours care (OSHC)?

OSHC services provide child care mostly for children attending school, and can also care for children who have not started school. However, as a general rule, when an OSHC service fills vacant places, it must give school children priority over children who have not yet started school (exceptions arise in the case of employer-sponsored child care places). OSHC services are encouraged to provide child care to children with high support needs and disabilities.

OSHC services must ensure that the placement of children is in line with the Priority of Access Guidelines.

### Self-referred children

Services should not encourage self-referred children (those who arrive at a service without being enrolled) to attend a service without permission from a parent or guardian. Every effort should be made to contact the parents and seek their permission for the child to be there. This is to protect the service from a possible accident or insurance claim.

There is no limit on the number of Child Care Benefit approved OSHC places a service can provide. This means that all OSHC services are able to set up or expand to meet demand, providing they meet the licensing and quality assurance approval process.

OSHC services must comply with applicable state and territory regulations when providing care to children.

### Who can use a service?

Child care services must be open to the general community (services may cater to specific groups within the general community). Parents do not have to be Australian residents to use a service. Child care payments, however, are only paid for children with one or both parents who meet Australian residency requirements.

Extra support is available to assist the inclusion of children with additional needs through the Inclusion and Professional Support Program and the Inclusion Support Subsidy.

### Priority of access

One of the main reasons the Australian Government funds child care is to meet the child care needs of Australian families. However the demand for child care sometimes exceeds supply in some

locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support.

The Australian Government has Priority of Access Guidelines for allocating places in these circumstances. These guidelines apply to centre-based Long Day Care, In Home Care, Family Day Care and Outside School Hours Care services. They set out the following three levels of priority, which child care services must follow when filling vacant places:

- Priority 1—a child at risk of serious abuse or neglect
- Priority 2—a child of a single parent who satisfies or of parents who both satisfy, the work, training, study test under section 14 of the *A New Tax System (Family Assistance) Act 1999*
- Priority 3—any other child.

Within these main categories, priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a person with a disability
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold... or whose partner is on income support
- Children in families with a non-English speaking background
- Children in socially isolated families
- Children of single parents.

### Considerations when enrolling children

- Meet with parent/guardian to gather information on the child's profile e.g. challenges and strengths, medical information
- Provide support to families to have clear and open communication e.g. translating service or Bicultural support to assist the meeting and completing the enrolment form.
- Consider request for service to Inclusion Support Agency
- Support for child to transition to care environment e.g. Bicultural support
- Identify specialist equipment needs to support inclusion e.g. electronic change table and hoist
- Permission to be sought prior to contacting support agencies e.g. therapists
- Identify staff training needs e.g. lifting and handling, Autism Spectrum Disorder
- Health care planning and accreditation e.g. epi pen, g feed contact CHES RDNS
- Inclusion Support Subsidy, Intevac or Flexible support funding to support transition to care and or ongoing inclusion support.

Source: The Australian Government Department of Social Services Child Care Service Handbook can be accessed at:

<http://education.gov.au/child-care-service-handbook>

## Inclusion Support contacts

### Australian Government Inclusion Support Agencies

A child with additional needs may be eligible for Australian Government Inclusion Support Subsidy (ISS) if the child has on-going high support needs. To find out more about the ISS refer to [www.education.gov.au](http://www.education.gov.au) or contact the Australian Government Inclusion Support Agencies.

<b>Inclusive Directions:</b>	North Office (Marden)	8165 2900
	Riverland Office (Berri)	8541 2081
	South East Office (Mount Gambier)	8725 0211
	<a href="http://www.directions.org.au">www.directions.org.au</a>	

<b>Novita Children's Services:</b>	Regency Park Centre	8243 8243
	<a href="http://www.novita.org.au">www.novita.org.au</a>	

<b>Women's and Children's Health Network</b>	<b>8159 9400</b>
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### Department for Education and Child Development (DECD) OSHC Unit

The DECD OSHC Unit is located on the 7<sup>th</sup> Floor, 31 Flinders Street, Adelaide SA 5000.  
08 8226 6427  
[www.decd.sa.gov.au/oshc](http://www.decd.sa.gov.au/oshc)  
[decd.oshc@sa.gov.au](mailto:decd.oshc@sa.gov.au)

### Child and student wellbeing

Services must complete [individual health care plans](#) for children with health needs.

#### *For more information:*

#### [My time, Our Place - Framework for School Age Care in Australia](#)

*Outcome 1: Children have a strong sense of identity*

*Children develop knowledgeable and confident self-identities*

*Inclusion: involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in program decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their understandings and to value difference.*

#### [National Quality Standard](#)

*Quality Area 6.3*

*Element 6.3.3: Access to inclusion and support assistance is facilitated.*