

Procedure

Non-DECD service providers in preschools, schools and educational programs

Please note this procedure is mandatory and staff are required to adhere to the content

Summary

This procedure details the process for preschool and school leaders (site leaders) when managing or considering requests from any person or organisation who is independent of the Department for Education and Child Development (DECD) and is looking to provide and/or providing a direct support/service to children and young people in DECD preschools, schools and educational programs (preschools and schools).

Table 1 - Document details

Publication date	30 May 2016
File number	15/03408-1
Related legislation	<i>Education Act 1972; Education Regulations 2012; Children's Services Act 1985; Disability Discrimination Act 1992; Education and Early Childhood Services (Registration and Standards) Act 2011; Public Sector Act 2009 and Work Health and Safety Act 2012; Children's Protection Act 1993</i>
Related policies, procedures, guidelines, standards, frameworks	<p>Children and students with disability policy</p> <p>Child protection in schools, early childhood education and care policy</p> <p>Screening and suitability – child safety policy</p> <p>Protective practices for staff in their interactions with children and young people</p> <p>Curriculum, pedagogy, assessment and reporting policy for reception – year 10</p> <p>Early years learning framework</p>
Version	1.0
Replaces	Nil.
Policy officer (position)	Senior Adviser, Early Childhood Support Services
Policy officer (phone)	8226 9854
Policy sponsor (position)	Director, Disability Policy and Programs

Executive director responsible (position and office)	Executive Director, Statewide Services and Child Development
Applies to	All DECD employees and any person or organisation who is independent of the Department for Education and Child Development (DECD) and is seeking to provide and/or providing a direct support/service to children and young people in DECD preschools and schools.
Key words	disability, disability standards, children and students with disability, NDIS, support services
Status	Approved
Approved by	Senior Executive Group
Approval date	28 April 2016
Review date	28 April 2017

Table 2 - Revision record

Date	Version	Revision description
26 May 2016	1.0	New procedure

Table of Contents

Procedure.....	1
Non-DECD Service Providers in Preschools, Schools and Educational Programs	1
Table of Contents	3
1. Title	4
2. Purpose.....	4
3. Scope.....	4
3.1 Out of scope	4
4. Policy detail	4
4.1 Approval process	5
4.2 Approved requests.....	6
4.3 Declined requests	6
4.4 Withdrawal of permission	6
4.5 Record keeping.....	6
4.6 Complaint management and resolution.....	7
4.7 DECD legal obligation: duty of care.....	7
4.8 Exemptions from school attendance	8
5. Roles and responsibilities.....	8
6. Monitoring, evaluation and review	9
7. Definitions and abbreviations.....	10
8. Supporting documents.....	12
9. References.....	13
Appendices	14

1. Title

Non-DECD Service Providers in Preschools, Schools and Educational Programs procedure

2. Purpose

The purpose of this document is to provide site leaders with a clear decision making process to follow when deciding whether to allow or refuse non-DECD service providers who are not funded by DECD to provide direct support/services in DECD preschools, schools and educational programs.

Site leaders are responsible for, amongst other things, the provision, and day-to-day management of the provision, of instruction in preschool/school in accordance with the curriculum determined by the Director-General (Chief Executive) and the management of the day-to-day operations of the preschool/school which includes the consideration of allowing or refusing requests from non-DECD service providers who wish to provide direct services to a child or young person during and after preschool/school hours on preschool/school premises. There is no obligation to either accept or decline a request, and the decision should be made on a case-by-case basis for each child or young person in light of the circumstances at the particular preschool or school.

3. Scope

This procedure applies to all staff at preschools and schools, operated by DECD and all children, young people, families and carers who are or may be captured by the provisions of the *Education Act (1972)*, the *Children's Services Act (1985)*, the *Disability Discrimination Act (1992)*, the Disability Standards for Education 2005 and the DECD Children and Students with Disability Policy.

This procedure and its terms outlined below also applies to any person or organisation who is independent of DECD, who are not funded by DECD and who wish to provide and/or are providing a direct service to children and young people in DECD preschools and schools during or after preschool/school hours.

3.1 Out of scope

Non-DECD service providers who are contracted/funded by DECD, including those contracted by individual preschools and schools.

4. Policy detail

To meet the requirements of the *Disability Discrimination Act (1992)*, preschools and schools provide reasonable adjustments to ensure that children or young people living with disability can access education on the same basis as their peers.

Any reasonable adjustment provided in the preschool/school to ensure a child or young person can access their education on the same basis as their peers must be provided at the expense of the preschool/school rather than through an external funding arrangement, e.g. through the National Disability Insurance Scheme (NDIS), Medicare funded mental health care plans, etc. Examples of reasonable adjustments can include, but are not limited to, curriculum adjustments, strategies included in individual learning plans and behaviour plans but do not include therapy. These educational supports are not funded by the NDIS. The NDIS will fund a range of specialised supports for children and young people with disability, however, the purpose of the scheme is not to duplicate or take over the responsibilities of the education system. The [NDIS documents - Mainstream Interface: Early Childhood](#)

and [Mainstream Interface: School Education](#) provide more detail about the supports funded by NDIS. Further information about the NDIS is included in Appendix 1.

The [DECD Students with Disability Policy](#) states (4.4.2) that *‘Where specialised support is necessary for the child or student to access and participate in their education program, and is a service that is provided by DECD, DECD will take all reasonable steps to ensure that the student has access to the service.*

If a site leader approves access for an external/private service provider or agency to provide direct services for a child or student, such specialised support will be provided in accordance with the Non-DECD Service Providers in Preschools and Schools Procedure’.

This document has been developed to assist site leaders to respond to requests from either families or therapists seeking access for direct supports to be delivered in preschools and schools during preschool/school hours. Site leaders have the right to determine who is able to enter their preschool or school and when.

4.1 Approval process

When a non-DECD service provider requests access to DECD preschools and schools for the purposes of providing direct supports/services to a child or young person in a DECD preschool or school, the site leader must obtain from the non-DECD service provider:

- Either a current Teachers Registration Certificate OR a DCSI Child Related Employment Screening Letter and a current Responding to Abuse and Neglect - Education and Care Certificate (RAN –EC)
- A 'receipt of lodgement' of a Child Safe Environments Compliance Statement with Families SA
- A current Child Safe Environment Training certificate, eg from SA Health, Families SA which has been completed within the last 3 years. In addition to be compliant with DECD requirements, a RAN – EC Update online certificate is also required.
- Copy of the non-DECD service provider’s Public and Products Liability Insurance Policy
- Copy of qualifications in professional field of practice. Current registration and / or membership with a relevant professional organization, 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 OR relevant qualifications relevant to the proposed service being delivered to the child or young person
- Any information which details limitations or restrictions which have been placed on professional practice
- Details of the proposed service being delivered to the child or young person, including frequency of service, time involved and program being delivered.

To ensure site leaders can adequately discharge their duty of care to the child or young person they should consider what arrangements are required for ‘line of sight’ supervision of children and young people working with non-DECD service providers.

The site leader will use the [Record of Decision Making Process regarding Provision of Service to Children and Young People by Non-DECD Service Providers in DECD Preschools, Schools and Educational Programs](#) (Appendix 2) to support their decision making in approving or refusing non-DECD service providers’ requests to provide services at the preschool or school.

4.2 Approved requests

If a site leader agrees to allow a non-DECD service provider to provide services at a DECD preschool or school a relevant formal agreement (the [Licence Agreement](#)) must be drafted and executed between the Minister for Education and Child Development and the non-DECD service provider. The Licence Agreement is mandatory; the content of the agreement must not be modified. Site leaders should refer to the [User Guide for the Licence Agreement](#) for instructions for completing the agreement.

Prior to the commencement of service delivery, a meeting should take place between the preschool/school, the parents of the child or young person and the non-DECD service provider to confirm the particular arrangements for the non-DECD service provider's attendance at the preschool/school. Termly reviews are recommended to enable site leaders to withdraw permission for service delivery to continue at the site if it no longer meets the criteria given in the [Record of Decision Making Process regarding Provision of Service to Children and Young People by Non-DECD Service Providers in DECD Preschools, Schools and Educational Programs](#).

4.3 Declined requests

If, after completion of the [Record of Decision Making Process regarding Provision of Service to Children and Young People by Non-DECD Service Providers in DECD Preschools, Schools and Educational Programs](#) the request does not meet the criteria, the site leader may refuse to allow that service to be provided at the preschool or school.

4.4 Withdrawal of permission

If, on review of a service being provided, the site leader considers that the service no longer fits the criteria outlined in the [Record of Decision Making Process regarding Provision of Service to Children and Young People by Non-DECD Service Providers in DECD Preschools, Schools and Educational Programs](#), the site leader will request a meeting with the non-DECD service provider and the parents/caregivers of the child or young person to discuss concerns. If the concerns cannot be resolved, permission to provide services at the school or preschool will be withdrawn.

4.5 Record keeping

All documentation relating to the process of assessing the appropriateness of access for a non-DECD service provider to provide services at a DECD school or preschool must be kept in accordance with the [DECD Records Management Policy \(staff login required\)](#). This documentation should include:

- a copy of the [Parent/Guardian Request for the Provision of Services by a Non-DECD Service Provider on Preschool or School Premises during Preschool or School Hours](#)
- a copy of the [Record of Decision Making Process regarding Provision of Service to Children and Young People by Non-DECD Service Providers in DECD Preschools, Schools and Educational Programs](#) and any additional information that resulted in allowing or refusing a provider to work on preschool or school premises
- copies of required documentation; e.g.
 - Current Teachers Registration certificate, OR current DCSI Child Related Employment Screening clearance and Responding to Abuse and Neglect – Education and Care certificate
 - Current registration and/or membership with a relevant professional organization, 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 OR relevant qualifications

- 'Receipt of Lodgement' of a Child Safe Environments Compliance Statement with Families SA
- Child Safe Environment Training certificate, eg from SA Health, Families SA which has been completed within the last 3 years and a RAN – EC Update online certificate
- Copy of the non-DECD service provider's Public and Products Liability Insurance Policy
- Minutes of all meetings
- Copy of [PEXI02 – Permission for Exchange of Information form](#) signed by parents
- Copies of service provider programs, assessments etc.

4.6 Complaint management and resolution

Any complaints concerning non-DECD service providers will be managed using the [DECD Consumer Complaints Management and Resolution Policy](#) and [Procedure](#), and the [Unreasonable Complainant Conduct Procedure](#).

4.7 DECD legal obligation: duty of care

Site leaders are responsible for the care, supervision and wellbeing of all learners and staff at their preschool or school. The site leader has an obligation to take all reasonable steps to ensure the preschool or school meets the duty of care owed by all DECD staff at their preschool or school to the children and young people at that preschool or school. The site leader needs to be certain that appropriate steps have been put in place to allow non-DECD service providers to access children and young people during preschool/school time in a manner that is compatible with the preschool/school's duty of care and which does not impinge on the preschool or school's ability to adequately discharge this duty.

Supervision of children and young people during the provision of support from a non-DECD service provider is critical. The Minister/DECD have an established duty of care for its children and young people for the whole time they are required to receive instruction and while on DECD preschools or schools. As such all children and young people should be adequately supervised by DECD personnel as a matter of course. For children and young people with a disability, 'adequate supervision' requires line-of-sight supervision between the child or young person and a DECD employee.

As a non-DECD service provider is not a DECD (or governing council) employee, and is not under the direction and line management of the site leader, there are significant issues in relation to the discharge of the preschool/school's duty of care to its child or young persons. Adequate supervision to prevent reasonably foreseeable harm to children or young people cannot be achieved when a non-DECD service provider (i.e. a person not employed by DECD) is working with a child or young person alone in a room that is not subject to the supervision of DECD staff. Non-DECD service providers must not be left unsupervised by DECD staff with children or young people at any time during the instruction or service.

To meet the duty of care site leaders need, but are not limited to:

- Comply with all requirements in this procedure
- Comply with all DECD policies and procedures

- Sight all relevant documentation as listed above
- Ensure line-of-sight supervision at all times by a DECD employee of the non-DECD service provider and their interactions with the child or young person
- Consult with the non-DECD service provider about processes related to the disclosure of sensitive information. For example, disclosures relating to abuse, suicidal tendencies, sexual assault or bullying should be immediately communicated by the non-DECD service providers to the site leader so that the preschool or school can take appropriate action and implement all relevant welfare supports and, if appropriate, discharge its mandatory reporting obligations.
- Ensure that there is a process for sharing of updated information about the child or young person's disability (for example, new communication strategies being used by a speech pathologist) so the preschool or school can meet its obligations to make reasonable adjustments for a child or young person with a disability.

This list is not exhaustive and site leaders should do what is reasonable in the given situation to maintain their duty to care for all children and young people in their care and control.

4.8 Exemptions from school attendance

In the event of children and young people being withdrawn from school during school hours for the purpose of receiving regular and ongoing services delivered by a non-DECD service provider, school principals will use the processes described on p.7/8 of [The Principal's Guide to Exemptions \(staff login required\)](#) for part time exemptions.

5. Roles and responsibilities

Table 3 - Roles and responsibilities

Role	Authority/responsibility for
Chief Executive	The Chief Executive will ensure that DECD employees and staff employed by DECD preschools or schools are accountable for its implementation.
Education Directors	Education Directors are responsible for ensuring that all preschools or schools within their local partnership implement and are compliant with the policy.
Site Leaders – Preschool Directors, Principals	<p>Site leaders are required to ensure that all staff working in preschools or schools implement and are compliant with this procedure. They are also responsible for following the step by step process in the procedure to ensure that all non-DECD service providers working in preschools or schools are approved to provide services on site.</p> <p>The site leader must keep records of all documentation relating to the engagement of the non-DECD service providers in preschools or schools in accordance with the DECD Records Management Policy (staff login required).</p>

Role	Authority/responsibility for
Teachers	Teachers are responsible for providing advice to the site leader regarding whether the proposed service or instruction is contributing to the improved access, participation and outcomes as detailed in the child or young person's learning plan.
School Service Officers	School Service Officers are responsible for providing advice to the site leader regarding whether the proposed service or instruction is contributing to the improved access, participation and outcomes as detailed in the child or young person's learning plan.
Early Childhood Workers	Early Childhood Workers are responsible for providing advice to the site leader regarding whether the proposed service or instruction is contributing to the improved access, participation and outcomes as detailed in the child's learning plan.
Non-DECD Service Providers	Non-DECD service providers are responsible for providing a service to children and young people as negotiated with the site leader. They are also responsible for adhering to the relevant requirements of this procedure.
Families and carers	Families and carers are responsible for informing DECD preschools, schools and the non-DECD service provider if their child is not attending a non-DECD service on any given day. Families and carers are responsible for all financial matters relating to non-DECD service provision.

6. Monitoring, evaluation and review

This procedure will be reviewed with stakeholders within 12 months of implementation and thereafter on a three yearly basis. Reviews may also be held at any time should a critical issue arise.

The Director, Special Education, will provide ongoing monitoring of compliance with this procedure across preschools and schools and assist staff to comply with the procedure.

7. Definitions and abbreviations

Table 4 - Definitions and abbreviations

Term	Meaning
Site Leader	Preschool Director or School Principal.
Support Services	Any person or organisation who is independent of DECD and is seeking to provide and/or providing a direct service to children and young people in a DECD preschool or school during or after preschool/school hours .
Line of sight supervision	A DECD employee must be able to see the child or young person at all times during the provision of services by a non-DECD service provider.
Disability Standards	The Standards made under section 31 of the Disability Discrimination Act 1992.
Adjustment	<p>As per Part 3 at 3.3 of the Disability Standards for Education 2005, an 'adjustment' is:</p> <p>a) <i>a measure or action (or a group of measures or actions) taken by an education provider that has the effect of assisting a student with a disability:</i></p> <ul style="list-style-type: none"> i. <i>in relation to an admission or enrolment — to apply for the admission or enrolment; and</i> ii. <i>in relation to a course or program — to participate in the course or program; and</i> iii. <i>in relation to facilities or services — to use the facilities or services ;on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability;</i> <p>b) <i>an adjustment mentioned in subsection 7.2 (4) of the Standards;</i></p> <p>c) <i>if a change is made to an adjustment mentioned in paragraph (a) or (b) — the adjustment as affected by the change</i></p>
Reasonable adjustment	<p>As per Part 3.4 of the Disability Standards for Education 2005,</p> <p>1) <i>an adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.</i></p> <p><i>Note: Judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time.</i></p> <p>2) <i>In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:</i></p>

Term	Meaning
	<p>a) <i>the student's disability;</i></p> <p>b) <i>the views of the student or the student's associate, given under section 3.5 of the Standards;</i></p> <p>c) <i>the effect of the adjustment on the student, including the effect on the student's:</i></p> <ul style="list-style-type: none"> <i>i. ability to achieve learning outcomes; and</i> <i>ii. ability to participate in courses or programs; and</i> <i>iii. independence;</i> <p>d) <i>the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;</i></p> <p>e) <i>the costs and benefits of making the adjustment.</i></p> <p><i>Note: A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities. Adjustments may not be required for a student with a disability in some circumstances.</i></p> <p>The Standards generally require providers to make reasonable adjustments where necessary. There is no requirement to make unreasonable adjustments. In addition, section 10.2 provides that it is not unlawful for an education provider to fail to comply with a requirement of these Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider. The concept of unreasonable adjustment is different to the concept of unjustifiable hardship on the provider. In determining whether an adjustment is reasonable the factors in subsection 3.4(2) are considered, including any effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students, and the costs and benefits of making the adjustment. The specific concept of unjustifiable hardship is not considered. It is only when it has been determined that the adjustment is reasonable that it is necessary to go on and consider, if relevant, whether this would none-the-less impose the specific concept of unjustifiable hardship on the provider.</p> <p>3) <i>In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.</i></p>

Term	Meaning
	<i>Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award.</i>

8. Supporting documents

[Education Act 1972 \(South Australia\)](#) and regulations under the Act

[Children's Services Act 1985](#)

[Disability Discrimination Act 1992](#)

[Disability Standards for Education 2005](#)

[United Nations Convention on the Rights of the Child 1990](#)

[Equal Opportunity Act 1984 \(South Australia\)](#)

[Early Years Learning Framework](#)

[National Quality Framework for Early Childhood Education and Care](#)

[SA Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)

[SA Child Protection Act 1993](#)

[Australian Human Rights Commission Act 1986](#)

[Age Discrimination Act 2004](#)

[Racial Discrimination Act 1975](#)

[Sex Discrimination Act 1984](#)

[Protective Practices for staff in their interactions with children and young people](#)

[Keeping Safe: Child Protection Curriculum](#)

[Australian Curriculum](#)

[DECD Children and Students with Disability Policy](#)

[DECD Fact Sheet3: Child Safe Environment Compliance Statement](#)

[Child Protection in schools, early childhood education and care Policy, 2015](#)

[Screening and Suitability – Child Safety Policy](#)

[The Principals Guide to Exemptions, 2013 \(staff login required\)](#)

[DECD Record Management Policy](#)

[NDIS - Mainstream Interface: Early Childhood](#)

[NDIS - Mainstream Interface: School Education](#)

[Education Regulations 2012](#)

[SMARTAR Goal and SMART Intervention toolkit](#)

[Managing External Contractors Procedure](#)

9. References

[DECD Policy Framework \(staff login required\)](#)

[On the Same Basis](#)

[Disability Discrimination Act 1992](#)

[Disability Standards for Education 2005](#)

[Early Years Learning Framework](#)

[National Quality Framework for Early Childhood Education and Care](#)

[Australian Curriculum](#)

[NDIS.gov.au](#)

Appendices

Appendix 1: Information for DECD preschool and school leaders regarding NDIS funded services

Appendix 2: [Record of decision making process regarding provision of service to children and young people by non-DECD service providers in decd preschools and schools](#)

Appendix 3: [Parent/guardian request for the provision of services by a non-DECD service provider on preschool or school premises during preschool or school hours](#)

Appendix 4: [Licence agreement between the Minister for Education and Child Development and non-DECD service provider](#)

Appendix 5: The [user guide for the licence agreement](#)

Appendix 1: Information for DECD Preschool and School Leaders regarding NDIS Funded Services

Recently, there has been significant growth in the number of non-DECD service providers seeking access to DECD preschools and schools to provide direct services to children and young people. This has occurred due to a variety of reasons including the implementation of the National Disability Insurance Scheme (NDIS) which has enabled children, young people and their families/carers to make choices about the support and services that they receive.

The NDIS is the most significant social policy and funding reform to be implemented in Australia since Medicare was introduced in 1975. Its purpose is to double disability funding in Australia and give people with a permanent and significant disability greater choice and control over how and by whom their disability supports are delivered.

During its first year of operation there were four active trial sites in Australia: the Hunter region of New South Wales (0-65 years); Tasmania (14-25 years); South Australia (0-14 years) and the Barwon region of Victoria (0-65 years). On 1 July 2014 the NDIS commenced across the Australian Capital Territory, the Barkly region of Northern Territory and in the Perth Hills area of Western Australia. From 1 July 2015 the NDIS started in the Nepean Blue Mountains area of NSW for children and young people under 18 years of age.

Although the NDIS will fund a range of specialised supports for children and young people with a disability, the purpose of the scheme is not to duplicate or take over the responsibilities of the education system. The NDIS program recognises the ongoing responsibility of the education system for assisting NDIS-supported children or young people with their 'educational attainment'. This is contrasted with the purposes of the NDIS funding, which is to assist children with 'functioning' more broadly, regardless of the setting. The [NDIS documents - Mainstream Interface: Early Childhood](#) and [Mainstream Interface: School Education](#) provide more detail about the supports funded by NDIS.

Preschools and schools will continue to provide 'reasonable adjustments' for children and young people with disabilities to enable them to access the curriculum on an equal basis with their peers. Any reasonable adjustments provided in the preschool or school to ensure a child or young person can access their education on the same basis as their peers must be provided at the expense of the preschool or school rather than through an external funding arrangement through the NDIS. Examples of reasonable adjustments include employing teachers, SSOs or ECWs, facilitating access to educational resources, learning-specific aids and equipment such as computers and text books, making reasonable adjustments to the curriculum to enable access by children and young people with disability, modifications to enable physical access to DECD preschools and schools etc. These educational supports are not funded by the NDIS.

In contrast to these educational supports, certain therapies are properly defined as 'whole of life' therapies and may be funded by the NDIS. A request for NDIS-funded therapy to occur during preschool/school time should not be treated as supplementing or replacing the preschool/school's legal obligations to provide educational programs for children and young people with disabilities.

As a consequence of the introduction of the NDIS, site leaders may receive additional requests from either families or therapists for therapeutic supports to be delivered in preschools and schools during preschool/school hours. These therapeutic supports are whole-of-life disability supports and could be delivered in a range of settings including DECD preschools and school.

