



Department of
Education

Provider Information

Parent initiated service
providers for students with
disability

Shaping the future

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Service providers in schools

Schools and service providers have a shared interest in achieving positive educational outcomes for students with disability.

The Western Australian Department of Education understands that parents may engage external service providers to deliver services for their children when they require additional health, disability and wellbeing support.

In some circumstances, it may be appropriate for the services to be delivered at school to ensure their child receives the best support and can participate fully in school.

The services may align with or complement the reasonable adjustments being provided by the school to facilitate the student's access to education. Where the service does not link with the student's learning needs or enhance access to education, the service may be better delivered outside of school time.

Schools understand that providing access to service providers on school sites:

- facilitates consistent messaging between all stakeholders in relation to achieving a student's educational goals
- provides a familiar and safe environment for students, allowing for a more productive, goal oriented environment
- provides opportunities for both school staff and parents to develop and build on their skills.

Parent initiated request for service providers

The school principal decides whether to provide access to external service providers on the school site. The principal's decision is based on whether the provision of services is in the best educational interests of the student and considers the school's duty of care towards all staff and students.

Parents are encouraged to have an initial discussion with the school about engaging with a service provider, and to determine if school is the most appropriate arrangement for delivering therapy.

These are the steps parents, providers and schools follow, for the provision of parent initiated services on school sites during school hours:



1

**Make a
request**



2

**Discuss
the request**



3

**Develop a
service schedule**



4

**Review
progress**

School obligations

While schools have obligations under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, the primary purpose of schools, under the *School Education Act 1999*, is to deliver the curriculum to all students.

Schools will take reasonable steps to ensure students with a diagnosed or imputed disability, as defined in *the Disability Discrimination Act 1992*, have access to specialised support services that are not provided by the Department.

To ensure the safety and wellbeing of all students and staff and to ensure the school meets its non-delegable duty of care, when making decisions about approving access to parent initiated requests for service providers, principals need to take into account the:

- student's wellbeing and educational needs
- student's access to education
- goals set in the documented student plan
- impact on other students and staff
- timing and duration of the access needed
- ability of the student to access the service outside school hours or through existing Department programs
- provider's use of school facilities and resources
- duty of care to all students and staff.

Principals can deny access to the provider if they determine the service does not support the student's learning needs; disrupts access to education and impacts student learning; can be accessed outside of school hours; or has an adverse impact on the school, staff or other students.

Provider obligations

Before a provider can deliver a service to students in a school, the provider must demonstrate that it has the necessary checks, protections and training in place.

As part of the Service Schedule and induction, **schools will require evidence** that providers:

- have a current Working with Children Check
- have a Nationally Coordinated Criminal History Check or a NDIS Worker Screening Check.

You must also provide **proof of current insurance** to cover legal liability:

- \$20 million for public liability insurance

Provider obligations

Before a provider can deliver a service to students in a school, the provider must demonstrate that it has the necessary checks, protections and training in place.

Providers are expected to:

- **wear identification at all times** when on school grounds
- **notify the student's family if there are any changes** to the planned services such as a different staff member or change to a scheduled appointment.

Schools are not obliged to be the liaison between the student and the provider around cancellations, changes to services or to personnel.

In consultation with parents and providers, schools may ask for updates or reports from providers to ensure the service continues to link with and enhance a student's educational goals.

Where required by the school, the provider and its personnel may need to complete the [ASCIA Anaphylaxis e-training](#) for schools or any other relevant health care related training specific to a student's health care needs.

The provider and its personnel must also comply with all Department of Education policies and guidelines.

Department of Education's Code of Conduct

The actions of staff are to be guided by our values which reflect the social responsibilities owed to students, parents and carers, communities, stakeholders and each other.

Our [Code of Conduct](#) is built on the following shared values and our workplace behaviours: Purposeful, Connected, High Performing, and Ethical Leadership. These values and behaviours are at the core of everything we do and every decision we make.



Department of Education's Visitors and Intruders on Public School Premises Policy

The principal has the primary responsibility for the day-to-day management of a school, including all persons on the school premises, and is to provide for the safety and welfare of students and staff on the school premises.

Guided by the [Visitors and Intruders on Public School Premises Policy](#), principals will require visitors to:

- wear a badge or sticker that clearly identifies them as a visitor
- add their name, position or company, contact person at the school and/or purpose of visit, and time of arrival to a Visitors' register at reception at the time of their arrival
- sign the Visitors' register when they leave the school premises and record their time of departure.

The principal may give a direction, either generally or in a specific case, concerning the procedures to be observed by persons on the school premises. A direction can only be given for one or more of the following purposes:

- to manage and control the school and persons on the school premises
- to maintain good order on the school premises
- to ensure the safety and welfare of persons on the school premises
- to prevent or minimise damage to property that comprises or is located at the school premises.

Department of Education's Child Protection in Department of Education Sites Policy

The Department is committed to being a child safe organisation through the prevention, identification and reporting of child abuse and neglect. This includes the provision of support to children who have been abused, or are affected by abuse or neglect.

The Department promotes positive and inclusive school communities where all members feel safe and are safe.

Principals understand the [Child Protection in Department of Education Sites Policy](#) and take into account the following principles for making decisions in the best interest of the child/student:

- the need to protect the child from harm
- the capacity of the child's parents to protect the child from harm
- the capacity of the child's parents, or of any other person to provide for the child's needs
- the nature of the child's relationship with the child's parents, siblings and other relatives and with any other people who are significant in the child's life
- the attitude to the child and to parental responsibility, demonstrated by the child's parents
- any wishes or views expressed by the child, having regard to the child's age and level of understanding in determining the weight to be given to those wishes or views
- the child's age, maturity, gender, sexuality, background and language
- the child's physical, emotional, intellectual, spiritual and developmental needs
- the child's educational needs.

Child protection information

The provider and its personnel must comply with all Department of Education policies and guidelines.

The provider and their personnel are required to read and understand the following:

- The Department of Education is committed to being a child safe organisation. This means that everyone is responsible for helping to prevent, identify and report child abuse, including family and domestic violence and neglect.
- Download the [Information on Reporting Child Abuse](#)
- Most child abuse or neglect is not identified based on a single event or indicator. Indicators usually occur in clusters and in some cases there may be no indicators of abuse occurring. [Indicators](#) may lead to a concern that a child is being subjected to abuse. Indicators should be considered in the context of the child's age, capabilities, medical and developmental history.

Risks to students

The provider and its personnel must comply with all Department of Education policies and guidelines.

Provider staff must follow Department [guidelines to respond to students who display suicidal behaviour and non-suicidal self-injury](#) or a risk of harm to others.

Provider staff must:

- speak with the school principal or a nominated staff member immediately, if they have concerns regarding a student
- familiarise themselves with the *Appendix 3 School response to student suicidal behaviour and non-suicidal self-injury quick reference*, in the [School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury](#)
- confirm if a risk assessment has been completed or arrange for one
- advise the school to develop and implement a school risk management plan
- discuss the development of (if not in place) and the implementation of an individual safety plan.

Department of Education's Working with Children Checks in Department of Education Sites Policy

The Department of Education requires Working with Children Checks (WWCC) for employees and non-employees undertaking child-related work to minimise the risk of harm to students attending public schools and Department sites and to fulfil its responsibilities under the *Working with Children (Criminal Record Checking) Act 2004* (the Act).

The [Working with Children Checks in Department of Education Sites Policy](#) covers the Department's responsibilities under the Act.


The Act is administered by the Department of Communities WWCC Screening Unit and aims to:

- deter people from applying to work with children where they have a relevant charge or conviction on their criminal record that indicates they may harm a child
- detect new charges and convictions of those people who hold a current WWCC Card and prevent them from continuing to engage in child-related work where their criminal record and behaviour indicates they may harm a child
- protect children by creating awareness that child safety is a whole of community responsibility

The WWC Check is different and additional to the Nationally Coordinated Criminal History Check (NCCHC) and NDIS Worker Screening Clearance.

Our school

The background features abstract, overlapping shapes in teal, purple, and light blue. The teal shapes are located at the top and bottom right. The purple shape is a large, curved area in the upper right. The light blue shape is a large, curved area in the lower right. The left side of the image is white.



Once all relevant paperwork has been submitted and signed, providers must complete an on-site induction with the school.

Any relief or temporary staff will also be required to provide documentation and meet induction requirements.

Schools are not required to pay any costs for the provider to attend an onsite induction.



Department of
Education

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Thank you



Insurance information for parent-requested therapy providers

This information is intended to assist therapists to understand the Department of Education's requirements and public liability insurance.

Understand public liability insurance

Public liability insurance provides financial protections against claims for injury or property damage caused to third parties. Public liability insurance is essential for most businesses whether they deliver services from their own premises or another venue such as a school site.

Public liability insurance requirements

The Department of Education's minimum public liability insurance requirements are:

- a minimum amount of \$20 million for any one claim or occurrence; and
- not limited in the number of covered occurrence or claims in the period of insurance.

How to obtain the minimum public liability insurance

Public liability insurance of the minimum amount required by the Department is readily available in the private insurance market. When obtaining insurance, it is wise to:

- choose a reputable insurer
- compare policies from different insurers
- understand the policy exclusions and limitations.

Insurance brokers can assist businesses to select the right policy for their needs.

Understanding policy wording

'Unlimited in the aggregate' can be expressed differently in policy documents and certificates of currency. Examples of the wording include 'Public Liability \$20 million any one occurrence' or 'Public Liability \$20 million any one occurrence and unlimited in the aggregate for the period'.

Where there is no reference to 'being limited in the aggregate', i.e., it is silent, this means it is unlimited and will be reinstated during the policy period without limitation.

For questions about the Department's insurance requirements contact:

insurance@education.wa.edu.au.