

NDIS Providers in Schools Policy and Procedure



TABLE OF CONTENTS

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1	Purpose.....	3
2	Policy statement.....	3
3	Overview.....	3
4	NDIS provider access in schools.....	3
5	Roles and Responsibilities	4
6	Process.....	7
7	Key requirements for approved NDIS providers in schools	9
8	NDIS policy suite	13
9	Related policies.....	13
10	Related procedures	13
11	Supporting information/websites	14
12	Definitions.....	14
13	Legislation.....	17
14	Acknowledgements	17

1 Purpose

This document applies to all Department for Education, Children and Young People (the department) school Principals where National Disability Insurance Scheme (NDIS) provider access is requested at the school.

The document provides guidance to Principals on the decision-making process and considerations in approving or not approving NDIS providers to deliver supports at school during school time. It sets out the responsibilities and processes relating to NDIS providers accessing schools during school time to provide supports under a student's NDIS plan once access is approved.

This document should be read in conjunction with the [Conduct and Behaviour Standards for NDIS Providers in Schools](#) (the Standards).

2 Policy statement

The department is committed to ensuring all students with disability can access, participate, and engage in high quality education supported by appropriate educational adjustments.

The department is committed to working collaboratively with the National Disability Insurance Agency (NDIA) and State Government agencies to support students' access to the NDIS.

Parents/Carers may request that NDIS providers, either engaged by them or by NDIS plan managers, deliver supports included in a student's NDIS plan at school during school time.

NDIS providers do not have an automatic right to access schools to deliver NDIS supports. However, the department recognises that there may be times when it is appropriate to enable NDIS providers to deliver NDIS supports at school during school time.

3 Overview

Principals, school staff, parents/carers and NDIS providers all play a role and have important responsibilities in enabling a student to receive supports included in their NDIS plan at school, during school time.

This document sets out those responsibilities and the processes involved:

- when considering parent/carer requests for NDIS providers to deliver supports included in a NDIS plan at school, during school time
- while NDIS providers access the school
- when terminating NDIS provider access.

This document does not cover allowing third party providers, including NDIS providers, to observe a student in classrooms.

This document also does not affect access by providers engaged by schools or the department to provide services or programs at schools that are not for the purposes of delivering NDIS supports.

4 NDIS provider access in schools

For school-aged recipients of NDIS services, their package of care may be provided on school premises during school time. In these cases, it is at the discretion of the Principal to decide whether NDIS providers can enter the school.

Principals will consider on a case-by-case basis requests from parents/carers for NDIS providers to access schools to deliver NDIS supports at school during school time, and for school staff to engage with NDIS providers, taking into consideration a range of factors.

- Any request for access to a student by an NDIS provider must come from the student's parent or carer or with that person's express consent. A formal request must be made in writing by completing the [Parent/Carer Request Form – NDIS Provider Access to Tasmanian Government schools](#) and submitting it to the school Principal for their consideration.
- NDIS providers are responsible for resourcing their own services such as rooms and equipment. It is not the responsibility of schools to supply resources for NDIS providers to run their business (for example, providing space to run an onsite clinic).
- NDIS providers may use Therapy or Allied Health Assistants (Assistants) to help deliver services for NDIS participants. It is critical that schools are aware of the role of Assistants working with students and the school's obligation to provide supervision and duty of care.
- Within their scope of practice, NDIS providers (including Assistants) may work with school staff to contribute to an individual student's teaching and learning programs, where relevant. It is important for school staff to ensure NDIS providers have appropriately skilled professional staff for input (for example occupational therapists, speech and language pathologists or physiotherapists). It is not the role of Assistants to inform student teaching and learning programs.
- It is the department's expectation that the treating Assistant will be responsible for communication and sharing of information with school staff.
- To deliver NDIS supports in Tasmanian Government schools, all NDIS providers must comply with the [NDIS Code of Conduct](#) and all workers must have evidence of their [National Worker Screening Check](#) clearance status or, if a Worker Screening Check cannot be obtained, their current [Registration to Work with Vulnerable People](#).

These requirements are also applicable when a person is an employee of the department while also being engaged as an NDIS provider. In such cases, it is the responsibility of the employee to ensure the department's [Conflict of Interest Procedure](#) is followed and prior approval is gained before an [NDIS Engagement Agreement](#) is approved.

5 Roles and Responsibilities

5.1 The Secretary and Deputy Secretaries

- Ensure the relevant acts, Standards and policies are adhered to.
- Initiate processes for the regular review and evaluation of the suite of NDIS policy documents to ensure relevance.
- Confirm appropriate risk management is in place to ensure compliance with this document, and associated NDIS policy documents.

5.2 Student Support Leaders and Student Support Teams

- Ensure all schools and colleges are familiar with, and implement, the suite of NDIS policy documents.
- Support staff to comply with the requirements.
- Follow up in cases where a complaint is made against an NDIS provider or school.

5.3 School Principals

- Consider and make the final decision about whether an NDIS provider can deliver supports funded through a student's NDIS plan at school, during school time.

- Consider the type of support, professional qualifications and role of the NDIS staff member in delivering the services.
- Consider the management of engagement with NDIS providers and the time impact on school staff.
- Advise the parent/carer of their decision, and the reasons for that decision if the request is not approved.
- Ensure the NDIS provider provides written documentation in relation to the following requirements:
 - » evidence of current [Worker Screening Check](#) or [Registration to Work with Vulnerable People](#) check
 - » evidence of being an NDIS provider (either registered or unregistered)
 - » evidence of current insurances
 - » evidence of qualifications and professional registration for all NDIS provider staff working with the student
 - » a certificate of completion for the online module: [Worker Orientation Module 'Quality, Safety and You'](#).
- Sign, and ensure the parent/carer and the NDIS provider sign, the [NDIS Engagement Agreement](#).
- Provide a local induction and/or training for NDIS providers and relevant staff before commencing at the school.
- Ensure the terms of the [NDIS Engagement Agreement](#) are complied with by all parties, including the school.
- Communicate with school staff about the requirements and processes for NDIS providers working with students at school.
- Ensure the NDIS support is delivered in a location that can be observed and accessed by school staff at all times while the NDIS provider is delivering the support.
- Ensure the school's legal obligations are fulfilled under the duty of care, discrimination and work health and safety law.
- Consider undertaking a risk assessment and risk management plan if required.
- Advise the parent/s or carer/s if issues arise at the school that may impact on the ability for the support to be delivered at school during school time including any changes.
- Advise the parent/s or carer/s if considering terminating the [NDIS Engagement Agreement](#) and discuss with the parent/carer the reasons for terminating the Agreement.
- Advise the parent/s or carer/s and NDIS provider, in writing or email, if the Principal decides to suspend or terminate access.
- Advise the parent/s or carer/s and NDIS provider, in writing or email, if the duration of the [NDIS Engagement Agreement](#) is extended.
- Refer to the [NDIS Factsheet for Principals](#) for further operational detail.

5.4 Support Teachers

- Support the Principal's roles and responsibilities as outlined above, as appropriate.
- Support school staff and NDIS providers to provide a collaborative approach to supports and educational adjustments delivered for students to meet their needs and ensure these are incorporated into the student's Learning Plan, where appropriate.
- Support engagement and sharing of information between departmental professional support staff and NDIS providers when delivering therapy supports to students – with the purpose of supporting complementary alignment and best practice delivery to students with disability to improve outcomes.

- Work with school staff to build their knowledge and capacity of the NDIS and supports delivered for students with approved NDIS plans.
- Communicate with school staff about the role and processes of NDIS providers working with students at school.

5.5 Teachers

- Understand the requirements for NDIS providers working with students at school.
- Ensure that approved services are delivered to students as agreed with the Principal.
- Record and report any allegations made against an NDIS provider who contravenes the specified requirements outlined in this document.
- Discuss and collaborate with NDIS providers regarding relevant student planning and educational adjustments to help with school and NDIS therapy and supports for the student.

5.6 Professional Support Staff

- Work collaboratively with NDIS providers and school staff to ensure complementary alignment and best practice delivery to students with disability to improve educational outcomes.
- Share relevant information with NDIS providers (with parent/carer permission) as appropriate but not undertake specific assessments or reports at the request of NDIS providers.

5.7 Parents/Carers

- Read and follow the guidance provided in the [NDIS Factsheet for Parents](#).
- Provide a completed [Parent/Carer Request Form – NDIS Provider Access to Tasmanian Government Schools](#) requesting that an NDIS provider access the school during school time to provide NDIS support to their child.
- Provide all necessary information to the school to enable the Principal to consider and agree or otherwise to a request for access by an NDIS provider.
- Enter into an [NDIS Engagement Agreement](#) with the Principal and the NDIS provider and comply with the terms of the Agreement.
- Complete the [NDIS Information Sharing Agreement](#) – between NDIS Provider, parent/carer and the Principal.
- Advise the school of any changes to the support being provided or change of NDIS provider support personnel in writing or email.
- Advise the NDIS provider of any changes to access arrangements at the school.
- Discuss their child's progress and impact on their classroom learning with the Principal.
- If required, make a request that the duration of the [NDIS Engagement Agreement](#) be extended, in writing or by email, to the school.

5.8 NDIS Providers

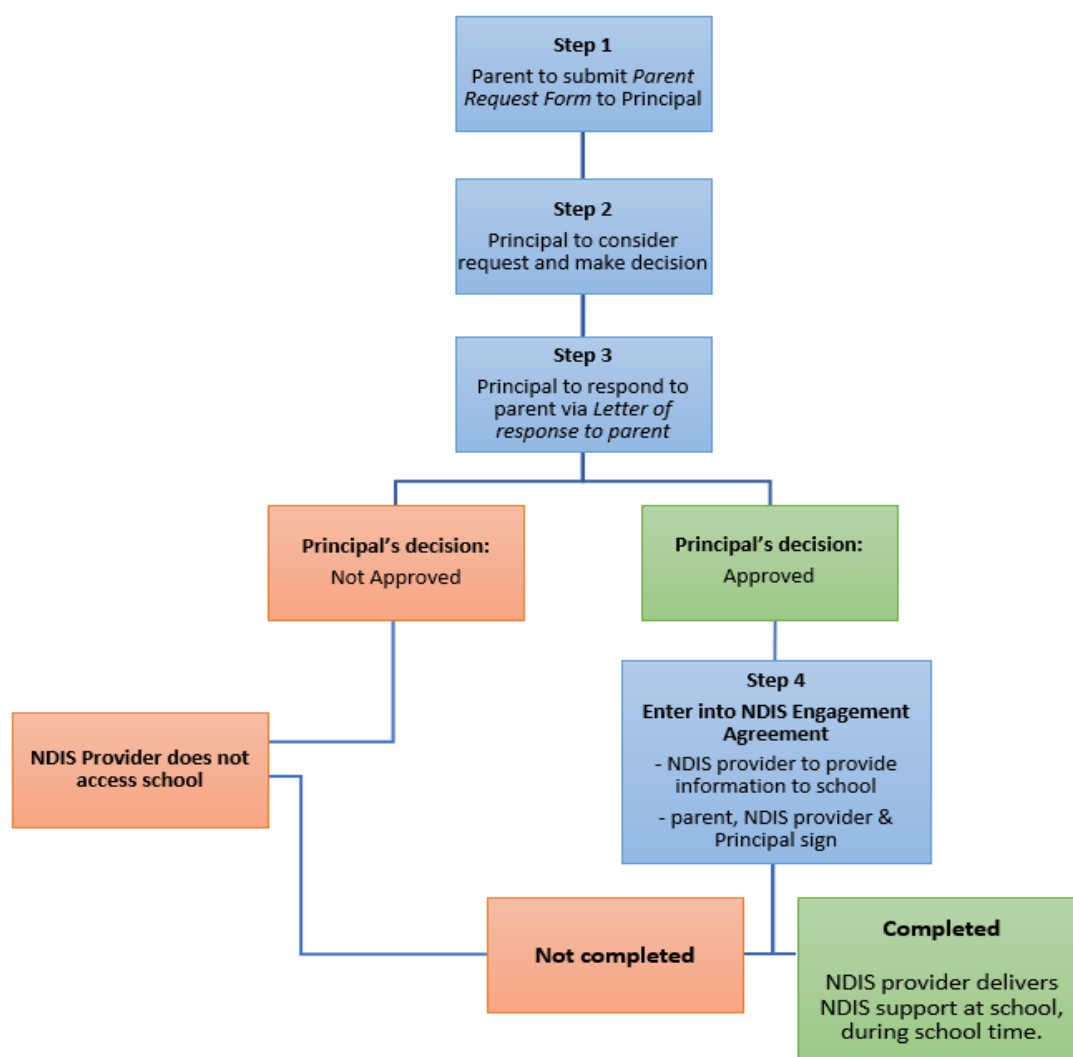
- Read and follow the guidance provided in the [NDIS Factsheet for Providers](#).
- Read and abide by the department's [Safeguarding Framework](#) and the policies contained in the Framework.
- Enter into, and comply with, an [NDIS Engagement Agreement](#) with the school and the parent/carer.

- Provide all information and documentation to the school as required by the Principal.
- Provide evidence to the school that their staff have:
 - » a current [Registration to Work with Vulnerable People](#) or [Worker Screening check](#)
 - » current, appropriate qualifications, professional registration, and expertise to deliver the NDIS supports
 - » completed mandatory training and any other training required by the Principal.
- Supply equipment, qualified personnel, and any materials necessary to deliver the NDIS support at school during school time unless otherwise agreed with the Principal in the [NDIS Engagement Agreement](#).
- Act collaboratively with the Principal and school staff and respect the education priority for students at school during school time.
- Discuss and collaborate with departmental teachers and professional support staff regarding students' NDIS plans to inform student learning programs, educational adjustments and supports at school.

6 Process

A four-step process has been developed to assist Principals in responding to NDIS requests on a case-by-case basis. An overview of the process for responding to requests for NDIS providers to deliver supports at a Tasmanian Government school is provided below:

Figure 1: Process for responding to requests for NDIS access to a Tasmanian Government school



Step 1 - Parent/s or carer/s make a request

- Parent/s or carer/s make/s a request for an NDIS provider to deliver a support under an NDIS plan at school during school time by completing the [Parent/Carer Request Form](#).
- If further information or discussions are needed, the Principal or another member of the school team may request further information from the parent/s or carer/s by email, phone or during a face-to-face meeting.

Step 2 - Principal considers the request

- The Principal makes a decision within one calendar month, taking into account the key considerations outlined below:
 - » Duty of care for the safety, wellbeing and privacy of all students
 - » Benefits to the student receiving the NDIS supports at school during school time
 - » Impacts on the student's access to the curriculum and learning program
 - » Individual circumstances of the student
 - » Impacts on other students and their learning
 - » Work health and safety
 - » [Children, Young Persons and Their Families Act 1997 \(Tas\)](#)
 - » Anti-discrimination obligations
 - » Practical and administrative capacity of the school, including consideration of whether access to the school site after school hours is required for the NDIS provider and if so, whether the school still has capacity to meet its supervision and duty of care obligations
 - » Compliance with relevant legislation, regulations and the department's policies and procedures. Refer to the [NDIS Engagement Agreement](#) for a list of relevant documentation.
 - » The type of support and the professional qualifications and role of the NDIS staff member in delivering the services and the benefit to the student's educational outcome
 - » Conflict of interest in engaging one NDIS provider (over other providers) to deliver NDIS school-based clinics to deliver services
- It is at the discretion of the Principal if an NDIS school-based clinic is to operate at the school. Engagement of one NDIS provider to deliver a school-based clinic on site must be approached with caution, as this may present a conflict of interest for other NDIS providers wanting similar access. It may also impact on parental right to choice and control over their child's NDIS package.
- Refer to the [NDIS Factsheet for Principals](#) for further information regarding these considerations.

Step 3 - Principal advises the parent/carers

- The Principal uses the [template letter of response from Principal to parent/carers to inform the parent/s or carer/s of their decision to either:](#)
 - » grant access, noting the conditions of access including what further information is required from the NDIS provider
 - » refuse access, with the reasons for the refusal.
- The parent/s or carer/s advise/s the NDIS provider about the Principal's decision and what further information is required.

Step 4 - Enter into an Engagement Agreement

Sign the Agreement

- If the Principal approves the request, the Principal, parent/s or carer/s and NDIS provider sign an [NDIS Engagement Agreement](#).
- The Principal must be the last party to sign and date the Agreement and provide each party with a copy. A copy must be saved securely on the student's record in the Student Support System and also emailed to: NDIS.support@education.tas.gov.au.

NDIS provider provides information to the school

- Once the Principal approves the request, the NDIS provider's responsibilities are as follows:
 - » Confirm with the school, in writing or by email, the names and job titles of all NDIS provider staff who will be providing the NDIS support at school, during school time.
 - » Provide certified copies of the following for each staff member:
 - [Registration to Work with Vulnerable People](#) or [Worker Screening clearance](#) details
 - NDIS provider details, including registration details where applicable
 - professional qualifications, licence, or registration with the Australian Health Practitioner Regulation Agency (AHPRA), or other professional body.
 - » Provide certified copies of certificates of currency for the following insurances:
 - workers compensation insurance (or personal injury insurance in the case of sole traders undertaking the work themselves)
 - professional indemnity insurance for not less than \$2 million per claim
 - public liability insurance for not less than \$20 million per claim.
 - » Provide details of the nature and type of NDIS supports to be provided at the school during school time.
 - » Outline details of any proposed use of school equipment or materials.
 - » Outline details of any possible use of restrictive practices, including planned restrictive practices (for example, physical restraint, seclusion, containment, mechanical restraint, chemical restraint, or clinical holding).
- The [NDIS Factsheet for Principals](#) provides further detail for schools to support this process, and the [NDIS Factsheet for Providers](#) provides detailed information for NDIS providers.

7 Key requirements for approved NDIS providers in schools

7.1 Before the NDIS provider commences delivering the support at the school

- The NDIS provider provides the school with documents confirming that staff delivering the support at the school during school time have completed:
 - » the online Worker Orientation Module 'Quality, Safety and You' which is available at: <https://www.ndiscommission.gov.au/workers/training-course>
 - » First Aid, CPR, or Australian Society of Clinical Immunology and Allergy anaphylaxis training (current certificates)
 - » school-based induction for the school at which the support is being provided
 - » the department's Mandatory Reporting Training.
- If further training is required, the Principal or a member of the school team nominated by the Principal must provide the NDIS provider with school-based induction and access to other required training, if not already undertaken by NDIS provider staff.

- Each time an NDIS provider staff member attends the school to deliver the NDIS support, school staff must sight, for that NDIS provider staff member:
 - » current [Registration to Work with Vulnerable People](#) or [Worker Screening clearance](#) details
 - » current photo identification, such as a valid driver licence or proof of age card.

7.2 Conduct and Behaviour Standards

- NDIS providers working in Tasmanian Government schools must read the [Standards](#) and act in accordance with the conduct outlined within.
- This document will be made available by the Principal to the NDIS provider. While NDIS providers are not subject to the department's disciplinary procedures, conduct that would be assessed as being a breach of the Standards may result in the NDIS provider's Engagement Agreement being suspended or terminated.

7.3 Student safeguarding

- Principals are to provide NDIS providers with a copy of the [Safeguarding Framework](#) and a copy of any relevant safeguarding policies and procedures identified under the Framework.
- NDIS providers are to read and act in accordance with these safeguarding documents. Conduct that puts children at risk of harm or contravenes the department's [Safeguarding Framework](#), policies or procedures may result in the NDIS provider's Engagement Agreement being suspended or terminated.
- Any disclosure or observation of [concerning and unacceptable behaviour](#) by an NDIS provider will be discussed with the provider and recorded, actioned and reported in accordance with departmental requirements. Tolerance of the behaviour by others is irrelevant.
- Any incidents, disclosures or suspicions of abuse perpetrated by an NDIS provider will be reported to the [Strong Families Safe Kids Advice and Referral Line](#) on **1800 000 123**, in accordance with the [Mandatory Reporting Procedure](#). If the concern is in relation to child sexual abuse, staff must also follow the [Advice for staff – Responding to Incidents, Suspicions or Concerns of Child Sexual Abuse](#).

7.4 Professional qualifications and registration of NDIS provider staff and service quality

- NDIS provider staff must have the appropriate qualifications, accreditation standards, registration requirements and training to deliver NDIS supports to students with disability at school during school time.
- Department staff are not responsible for assessing or monitoring the quality of the NDIS supports being provided. However, Principals are responsible for the duty of care of students at school during school time. Therefore, Principals are required to have oversight of the type of support and the professional qualifications and role of the NDIS staff member in delivering the services to students at school during school time. This is particularly important when NDIS providers propose to utilise Therapy Assistants and Allied Health Assistants to deliver services to students at school during school time.
- If there are concerns about the quality of the NDIS supports being delivered at school, these should be discussed with the parent/carer.
- It is appropriate for the school to raise any concerns with the NDIA or the NDIS Quality and Safeguards Commission.
- Staff may contact the department's Disability Services staff to seek advice regarding any concerns they may have about an NDIS provider.

7.5 Risk Management

A risk assessment is a methodical and systematic examination of what may potentially cause harm or damage to people and/or property within our working and learning environments. Please refer to the department's [Risk Management Policy](#), which can be used to assist and guide the completion of a risk assessment.

The [Risk Management Policy](#) supports Principals to:

- identify any hazards associated with the provision
- assess who or what might be harmed and how
- evaluate the risks and decide on appropriate control measures
- record findings and implement them
- review assessments and update if necessary
- consult and communicate with staff, peers, students, and others.

7.6 Requests to use school accommodation and/or equipment

A request to use school accommodation or equipment must be discussed prior to entering into the [NDIS Engagement Agreement](#). School-based programs have an absolute priority over the use of school facilities and resources during school hours.

An NDIS provider seeking to access accommodation or school equipment (other than the basic provision, such as tables and chairs) must discuss their requirements with the Principal at the time the [Engagement Agreement](#) is negotiated.

In considering requests from an external service provider, the Principal must consider:

- whether the proposed use needs to be a [School Facility Casual Hire agreement](#)
- any risks or liabilities that might arise from the provider using school equipment, and strategies to minimise that risk (e.g. ensuring that sporting equipment is suitable for use)
- whether there is suitable accommodation available and appropriate to meet the request (e.g. psychological services requiring a private space)
- whether there will be an impact on other programs operating in the school, including the provision of student support services
- the inclusion of the use of accommodation and school equipment in risk management planning
- identification in an agreement of school equipment such as sound systems, copiers, DVD or CD players, interactive whiteboards, and other ICT equipment that may be made available.

7.7 Observation or supervision of NDIS providers

The school retains its duty of care and child safety obligations when a student is receiving services from an NDIS provider. To ensure that it meets those obligations, the school needs to ensure that the provider can be observed or supervised by a member of staff while the provision is taking place. This does not necessarily mean constant supervision, but this does mean the service must be provided in a classroom or in a space that can be observed, for example through a window in a doorway or in an active area of the school.

The Principal has discretion as to the level of supervision required, depending on the nature of the service provided and the role and professional qualifications of the NDIS staff delivering the services. For example, a qualified allied health professional, such as a speech and language pathologist or physiotherapist, would typically require a lower level of supervision compared with a Therapy Assistant or Allied Health Assistant.

Exceptions to this could include provision of counselling services by psychologists and/or social workers. These services generally require confidentiality and discretion in their delivery and must be provided by registered psychologists and accredited social workers/mental health social workers. These professionals are bound by their respective codes of conduct.

Services delivered by registered psychologists and accredited social workers may be delivered in a location in which they cannot be directly observed. Rooms set aside for provision of counselling services are ideally in an active area of the school, such as the administration block or close to staff rooms, and not in an isolated area of the school. The Principal will need to ensure that these counselling spaces are not already in use by support services staff, as priority needs to be given to departmental staff such as school psychologists, social workers and speech and language pathologists.

7.8 Information storage

Information received by the school relating to the access request, including evidence of training undertaken by the NDIS provider and worker clearances, and the [Engagement Agreement](#), will be stored securely in the Student Support System.

7.9 Suspending or terminating access

The Principal may terminate an NDIS provider's access to the school in one or more of the following circumstances:

- Non-compliance with the [NDIS Engagement Agreement](#) by the parent/carer or NDIS provider.
- Providing the support at school during school time is having an adverse impact on the learning of the student receiving the support and/or other students.
- Unforeseen disruption to the delivery of the education program to other students, or impact on staff and the general running of the school.
- High turnover of NDIS providers or their staff delivering support to a student, resulting in unreliable service provision or administrative burden on the school.
- Concerns about the safety and wellbeing of the student receiving the support, or other students at the school, including concerns about abuse and grooming of students.
- Inappropriate conduct by the NDIS provider or their staff including a breach of the Code of Conduct, child safety concerns, concerning and unacceptable behaviour, privacy concerns or Work Health and Safety issues.
- Any other circumstance that the Principal considers relevant.

Process for suspending or terminating access

- The Principal will raise any concerns with the student's parent/s or carer/s about the NDIS support being provided at school during school time.
- If the Principal's concerns are significant or are not resolved after discussions with the student's parent/s or carer/s, the Principal may suspend or terminate the NDIS provider's access.
- The Principal must advise the parent/s or carer/s and NDIS provider in writing that:
 - » access has been suspended, the period of suspension and the grounds for suspension
 - » the [NDIS Engagement Agreement](#) is terminated and the grounds for termination.
- The Principal may raise any concerns regarding the NDIS provider's conduct with the [NDIS Quality and Safeguards Commission](#).

- It is recommended that the Principal speak with their Student Support Leader or the department's Disability Services staff to discuss concerns and seek advice before making a formal complaint about an NDIS provider.

7.10 Complaints

- If a request for access is not approved, or access is suspended or terminated, the parent/carer or NDIS provider can request a meeting with the Principal to discuss the decision.
- A complaint may be made in accordance with the department's [Enquiries and Complaints Management Policy](#). Refer to the [Making a Complaint factsheet](#) and [Complaints Management at a Glance two-page information sheet](#) for further information.
- All parties may contact the NDIS Quality and Safeguards Commission to make a complaint by calling 1800 035 544 or visiting their website at <https://www.ndiscommission.gov.au/about/complaints>.

8 NDIS policy suite

To support the implementation of this document a suite of policy documents has been developed to provide guidance to Principals, school staff, parents/carers and NDIS providers.

The suite of NDIS documents is outlined below:

- [NDIS Providers in Schools Policy and Procedure](#)
- [Conduct and Behaviour Standards for NDIS Providers in Schools](#)
- [NDIS Engagement Agreement](#)
- [NDIS Factsheet for Principals](#)
- [NDIS Factsheet for Parents](#)
- [NDIS Factsheet for Providers](#)
- [Parent/Carer Request Form – NDIS Provider Access to Tasmanian Government schools](#)
- [NDIS Information Sharing Agreement – between NDIS provider, parent/carer and the school](#)
- Template Letter of response from Principal to Parent/Carer

9 Related policies

- [Enquiries and Complaints Management Policy](#)
- [Risk Management Policy](#) (staff only access)

10 Related procedures

- [Conflict of Interest Procedure](#)
- [Duty of Care for Students on departmental Educational Sites Procedure](#)
- [Learning Plan Procedure](#)
- [Mandatory Reporting Procedure](#)
- [Respectful School Visitor and Volunteer Behaviour Procedure](#)
- [Working with External Support Providers Procedure](#)

11 Supporting information/tools

- [Advice for Staff – Responding to Incidents, Suspicions or Concerns of Child Sexual Abuse](#)
- [Dealing with Issues and Concerns in Tasmanian Government Schools: Factsheet](#)
- Further information is available on the department's website at [National Disability Insurance Scheme](#).
- [Inclusive Language Guidelines](#)
- [NDIS Quality and Safeguards Commission website](#)
- [NDIS website](#)
- [Respectful Schools Respectful Behaviour](#)
- [Responding to incidents, disclosures or suspicions of child sexual abuse by an adult in the family or community, including visitors in schools](#)
- [Risk Management process](#)
- [Safeguarding Framework](#)
- [Students with Disability webpage](#)
- [Supporting Student Need webpage](#)

12 Definitions

Child Sexual Abuse

Any act (including grooming) that exposes a child to, or involves a child in, sexual processes that are beyond their understanding, are contrary to accepted community standards, or are outside what is permitted by law.

Choice and Control

An NDIS participant has the right to make their own decisions about what is important to them and to decide how they would like to receive their supports and from whom.

Concerning and unacceptable behaviour

Examples of behaviour that may indicate a child or young person is being abused (including being groomed) or at risk of abuse, includes things such as:

- staff regularly transporting students one-on-one
- staff or young person making derogatory comments about a child's gender or sexuality
- staff friending students on social media
- an adult or child acting aggressively towards another child, including handling them in an overly rough manner
- excessive and targeted criticism of a child
- staff making sexualised comments, jokes or innuendo
- staff offering work opportunities to students
- an adult or young person threatening or exhibiting sexualised behaviour toward another child
- staff providing temporary accommodation to students at their own home
- staff unnecessarily touching students or children
- A child hugging, kissing or touching another child without their consent or indication that the touch is wanted
- professional boundary violations, including those listed in the Professional Standards for Staff Guidelines and the Teachers Registration Board supporting documents

- any behaviour that has the potential to harm children and young people, or that cause any person to feel unsafe, uncomfortable or doubt the motives of the perpetrator.

While not all the above behaviour will indicate child abuse is occurring, or has occurred, it is important to report all behaviour so that a full picture of a person's behaviour is recorded centrally.

Duty of Care

In the school context, duty of care is a common law concept that refers to the responsibility of providing students with an adequate level of protection against harm according to standards set by the courts and the community at large. Refer to the [Duty of Care for Students on department Educational Sites Procedure](#).

Early Childhood Approach

The [Early Childhood Approach](#) is the way the NDIS works with children younger than seven years of age who have a developmental delay or disability, and their families. Children who do not fully meet the definition of developmental delay and have developmental concerns will also be supported through the Early Childhood Approach. This support may include a program of short-term early intervention called 'early supports' and connections to mainstream and community supports. The Early Childhood Approach is based on the principles of best practice in early childhood intervention to achieve better long-term outcomes for children.

Early Childhood Partners

Early childhood partners are local organisations the NDIS funds to deliver the Early Childhood Approach. Early childhood partners have teams of professionals with experience and expertise in working with children with developmental delay and disability. The term early childhood partner may refer to either the partner organisation or the professionals working within the organisation.

Grooming

Any online or in-person behaviour intended to manipulate and control a child, their family, kin or carers, or other support networks or organisations, with the aim of: gaining access to the child; obtaining the child's compliance; maintaining the child's silence; and/or avoiding discovery of sexual abuse. Grooming may be difficult to identify, and can be done by people already known to the child, including by a child's family member, kin or carer.

National Disability Insurance Agency (NDIA)

The NDIA is the local agency that works with local communities to provide information and referrals, support to access community services and activities, personal plans, and supports over a lifetime.

National Disability Insurance Scheme (NDIS)

A national scheme, which funds eligible people with permanent disability to access supports for their daily living and enables them to exercise choice and control by engaging providers of their choice.

National Worker Screening Check

The [NDIS Worker Screening Check](#) is an assessment of whether a person who works, or seeks to work, with people with disability poses a risk to them. The assessment determines whether a person is cleared or excluded from working in certain roles with people with disability.

NDIS Code of Conduct

The NDIS Code of Conduct sets clear and enforceable expectations for ethical conduct in the delivery of supports and services. The NDIS Code of Conduct applies to all NDIS providers, registered and unregistered, and all persons employed or otherwise engaged by an NDIS provider. Refer to the [NDIS list of policies](#) for further information.

NDIS Engagement Agreement

The agreement between the school, parent and NDIS provider outlining conditions of the access to provide NDIS funded support at school during school time.

NDIS Participant

A person with disability who meets the NDIS access requirements to participate in the scheme.

NDIS Plan

A written agreement between the NDIS participant and the NDIA setting out the reasonable and necessary support the NDIS will fund.

NDIS Plan Manager

An organisation or person engaged by the student's parent or the National Disability Insurance Agency to coordinate NDIS Participant Plan supports and engage NDIS providers to deliver those supports.

NDIS Provider

An organisation or individual engaged by parents or NDIS plan managers to deliver supports funded by the NDIS and included in NDIS Participant Plans. NDIS Providers may be registered or unregistered providers. Further information about NDIS Providers is available at [NDIS](#) or [NDIS Quality and Safeguards Commission](#).

NDIS Quality and Safeguards Commission

The NDIS Quality and Safeguards Commission (NDIS Commission) is a new independent Commonwealth agency established to improve the quality and safety of NDIS supports and services. For information about the NDIS Commission and what they do, please visit the [NDIS Quality and Safeguards Commission](#).

NDIS School-Based Clinics

In some instances, NDIS providers may seek to deliver a school-based clinic for NDIS services to be delivered to eligible students on school sites. In such cases, allied health professionals such as speech pathologists, occupational therapists and physiotherapists may set up a clinic or private services where students can go to receive assessment, advice or therapeutic treatment.

NDIS Supports

Supports funded by the NDIS and included in NDIS Participant Plans. Supports are things to help a person undertake daily life activities and enable them to participate in the community and reach their goals. These supports do not include those provided by schools as a reasonable educational adjustment to enable students to access and participate in education.

NDIS Therapy Assistants

NDIS Therapy Assistants (or Allied Health Assistants) are employed by NDIS providers to deliver therapeutic and program-related services. They usually work under the direction of occupational therapists, speech therapists or physiotherapists and implement a range of therapy interventions under the guidance of the relevant therapist. Therapy Assistants have variable levels of skills and experience; some with no experience or qualifications, while others may have a Certificate III or IV qualifications.

Parent/s or Carer/s

- (a) a legal guardian of a child
- (b) another person who has the care, control or custody of a child
- (c) another person who generally acts in the place of a parent of a child and has done so for a significant length of time.

Principal

The individual in charge of the day-to-day operation of a Tasmanian Government school.

School/s

In this document this term includes Tasmanian Government early years settings, schools and colleges.

School time

The daily hours during which school operates. In Tasmania, most schools hold classes from 9 am to 3 pm Monday to Friday, except for public and school holidays and student-free days. Principals may change school hours to suit local arrangements.

13 Legislation

- [Anti-Discrimination Act 1998](#) (Tas)
- [Disability Discrimination Act 1992](#) (Cth)
- [Disability Standards for Education 2005](#) (Cth)
- [Education Act 2016](#) (Tas)
- [National Disability Insurance Scheme Act 2013](#) (Cth)

14 Acknowledgements

Acknowledgement goes to the Queensland department of Education and the Victorian department of Education and Training for their policy work in this area. The following policies have been referred to in the development of this policy:

- [QLD - NDIS provider access to state schools Policy](#)
- [VIC - NDIS Funded Therapy Policy](#)

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