



Mount Hawthorn Education Support Centre

Outside Agency Policy

2017 - 2019

Introduction

Optimum services for students with Autism Spectrum Disorder/Intellectual Disability are achieved when all agencies work collaboratively in developing educational outcomes for students. The establishment of a student management group allows all stakeholders to have input into the planning of the student's program while allowing the teacher to remain responsible for the development of an appropriate educational program. The school, of course remains the case manager of the student. This collaboration is successful when all parties facilitate a coordinated, effective service across a variety of settings.

Procedures

Parents wishing external providers to work with their child in school discuss this in the first instance with the school administration, who, if in agreement, will discuss with the teacher, indicating the projected outcomes of the service. The school administration may seek the support of the school psychologist.

All external providers should:

1. provide the school with a National Criminal Record History Checks and Working with Children Checks
2. contact the school administration who will provide the external provider with a copy of the Outside Agency Policy and discuss protocols, documentation and duty of care (it is understood that all information about the student discussed at school is confidential)
3. negotiate the time of proposed visits with the teacher (following approval from the Principal in accordance with agreed protocols)
4. wear an identifying badge on the school site
5. sign in and out at the front office in the visitors book when they arrive and depart the school premises
6. on arrival at the school, inform the school office staff of his/her arrival and sign into the Visitors Book prior to going to the classroom.
7. be aware that all written and verbal reports to the parents/school will refer only to the named student's performance and not that of the school staff or other students
8. meet with the classroom teacher to discuss goals and school concerns
9. bring the resources and materials required for therapy to the school
10. share therapy goals with the classroom teachers
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The teacher will:

1. advise Admin of the dates of the proposed visits
2. not be able to discuss the student in class time
3. make an appointment for a mutually agreed time such as the teachers non-contact time (DOTT) to discuss the student.
4. inform therapy providers of upcoming school activities that may conflict with therapy times eg. incursions or excursions
5. share copies of the student's IEP with the therapist/therapy provider

Parents will:

1. make contact with school admin to discuss outside private therapy services taking place at school
2. inform the school of the agency contracted to provide therapy, the therapy area and the general goals
3. inform the school if there are any changes with therapy frequency, therapy providers or other changes in a timely manner
4. inform the therapists and the class teachers if the child will be away and will miss a therapy session – this is not the responsibility of the school
5. share copies of therapy assessments with the school to help inform their child's educational program at school
6. re-negotiate arrangements at the beginning of each new year - times, frequency, provider - class teacher might change and room space will need to be allocated
7. the school or parents may request or invite therapists to attend case conferences or student review meetings with the parents

School administration will:

1. file the National Criminal Record History Check and Working with Children checks
2. provide school based information on protocols – Guidelines for External Providers and highlight the areas of confidentiality, sign in/out procedures.
3. provide therapists a copy of Evacuation Guidelines

NOTE: Most of our students have private therapists working with them. We are a small centre and do not have space available for more than one therapist to work quietly at a time. Therefore, parents must re-negotiate therapy provision each year with the school. The schools may not be able accommodate the same therapy arrangements from year to year.

Therapy is often conducted by withdrawing the child temporarily from the classroom. If this is the case, the days and times of the visits needs to be consistent in order for the school to find an available quiet space for each therapist to work. Approval for observation or data collection in class time is likely to be provided but should not be assumed.