



Non-Educators Provider Policy - School

Rationale

At Hendon Primary School and Preschool, we may allow Non-Education Service Providers onsite for therapeutic support. While the NDIS funds specialised supports, it does not replace educational responsibilities. Clear processes between providers and staff ensures professional roles and responsibilities are maintained. Site leaders manage daily instruction and decide on provider access.

Duty of Care

A department employee must always maintain line-of-sight supervision of the provider and their interactions with the student. Providers are to stay in agreed areas negotiated with teachers and leadership to maintain line of sight.

Communication

We welcome providers to share updated information about the child or student's disability (for example, new communication strategies being used by a speech pathologist) which staff will consider when making reasonable adjustments to support participation within the site context.

Non-education Service Providers are the professionals of their field. Providers may share progress of therapeutic goals to leaders through the channels of formal written assessments, therapy session reports, or invitational Team Around the Child meetings. All correspondence should be written and directed to the appropriate leader, which will be forwarded as necessary. Staff are the professionals of a classroom and the site context. Staff will determine what are reasonable, practical and feasible adjustments to support the student to access learning in the site environment.

Direct Services

Providers should focus on delivering direct support to children with functional needs, such as one-to-one sessions for occupational therapy goals. They must not engage in activities beyond their specific duties unless invited by staff. The department offers services to support learners with additional needs, which is the primary pathway for assistance available to the site.

- Unless invited by staff, it is not the role of providers to conduct observations of staff, or facilitate performance management and development processes (for example, giving feedback on an individual staff member's performance)
- Providers are required to limit their communication with families to matters directly related to the services provided to their specific client. Discussions about school and staff practices that do not pertain to the direct service of the client are prohibited to maintain the privacy and confidentiality of other students and staff.

Sensitive Information

Any disclosures from students to Non-Education Service Providers (requiring notification from the provider) should also be communicated immediately by the provider to staff so that the site can take appropriate action and implement all relevant welfare supports and, if appropriate, discharge its mandatory reporting obligations.

Behaviour Management

Staff are responsible for managing student behaviour. Non-Education Service Providers should use their professional judgement to decide whether to continue a session if a student is dysregulated and unable to participate. While on the premises, providers must follow all staff instructions and assess whether the school environment is suitable for therapy.

Connected Approaches

Students spend a substantial amount of time in the school environment. We implement site wide strategies to promote universal participation and success for every student. Where possible, we strongly encourage Non-Education Service Providers to align their therapeutic practices with our consistent approaches that are used in classrooms. Our universal approaches include the *Zones of Regulation* within a *Positive Behaviour for Learning* framework, and systematic synthetic phonics using the *PreLit*, *InitiaLit* and *MiniLit Sage* sequence.



Requesting a Service

1. The child's family or service provider submits a request to the site leader.
2. The site leader reviews the request and communicates next steps with the provider. To preserve cumulative learning from the educational program, there is no access during certain times such as literacy blocks and play time breaks.
3. The provider enters a licence agreement with the site. The service provider must provide all required documentation to the site outlined on the [Department website](#) and await confirmation from the site prior to service commencement. This includes providing the site with a completed '*Parent/Guardian Request/Consent for On-site Service & Permission for Exchange of Information*' form available from the website. This is a department requirement.

Organising sessions at School:

Sessions are organised at the beginning of each year. Due to new teachers and changes to timetables sessions from the previous year need to be re-negotiated at the start of each year. This includes resending DfE required documents for all providers.

There are no sessions in the first two weeks of school due to beginning of year program, learning new processes and routines and establishment of relationships with Teachers, SSOs and peers.

During the last two weeks of the school year, sessions are negotiated as there can be alternate programs.

Expectations while on site:

Non-education service providers are required to complete the steps below as an induction to work on-site.:

1. Obtain a map and safety procedures from the office or website and keep a copy on hand.
2. Staff facilities are in the Administration building.
3. Parking is in public areas on Cedar and Risely Avenue. Entry to the school is via gates on Cedar Avenue.
4. Sign in and Sign out at the Front Office kiosk and display your badge.
5. Read this 'Non-Education Service Providers Policy.'
6. Provide services in the designated location.
7. It is a responsibility of the provider and parent/guardian to communicate student absences and special school events.
8. To support consistency and routines, there are no amendments to direct service schedules once confirmed.
9. Avoid using school resources unless arranged.
10. All correspondence must be written and directed to the school or preschool leader not the teacher.
11. Always follow site leader and staff directions.

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