



# ST. PATRICK'S PRIMARY SCHOOL

## **EXTERNAL PROVIDERS POLICY**

### **Rationale**

This policy provides details and procedures for the management of external providers who deliver a part of a course, provide educational programs to students or access the school facilities for teaching an educational program to students. These procedures outline the general requirements for risk management and to ensure that external providers meet the compliance requirements.

Students may at times qualify for or require the services of outside specialists. The management of some students may involve the specialist treatment from outside professional service providers support such as speech therapy, physiotherapy, occupational therapy, school visits by teacher of the deaf or a psychologist.

### **Definition**

External Provider: Any adult not currently employed by the Catholic Education Melbourne who participates in the provision of an educational course to the students as a part of the school curriculum or as an extra - curricular activity for a class, group or individual student.

### **Procedures**

All external providers have a duty of care towards students undertaking the course of study and they must be deemed suitable for working with children. They must be registered to Work with Children and provide a current Working with Children's check. All providers will need to sign in at School reception upon arrival and departure.

### **Facilities**

When an external provider uses the facilities of the school it is the responsibility of the Principal or delegate to ensure that the facilities are suitable for the course of study or activity. This includes that the facility is safe, clean and is of adequate space. Access to the space must also be appropriate for the age, developmental ability and physical requirement of the students.

### **Considerations when being employed**

External Providers approved and accepted by the school should:

- be appropriately qualified or trained for their specific activity
- evaluate their programs or presentations
- be cost effective
- enhance the role of the teacher not replace it
- be consistent with school policies
- align with current practice, principles and research where appropriate
- consider socioeconomic, cultural and/or religious issues

## **Implementation for outside specialists**

- Specialised support in a specific area relevant to the needs of individual students may be sought from an outside provider
- The role of the provider includes informing teachers of appropriate strategies and activities suitable for the classroom to improve the learning outcomes of students, and providing professional development to teachers relating to specific assessment tasks, strategies, programs and resources
- An outside Provider must show evidence of a current police check to the Principal or head of Special Needs
- The Principal must be notified of parental requests for private sessions. Once approval is granted, parents will sign a permission form indicating their clear understanding of conditions of service
- Parents are invited and encouraged to attend sessions their child is involved in when in individual sessions. This is not available when children are involved in group sessions
- It will be the responsibility of the parent to contact the provider if their child is absent or if they cannot attend the session. Ideally, the session will be rescheduled by the provider
- The cost of service is normally shared by the school and parent
- The agreement will be clearly communicated to all parties prior to service
- Venues for private sessions with outside specialists will be provided by the school but may vary, dependent upon availability
- Outside providers must sign in at office before entering school
- A timetable for providers will be negotiated with teachers
- Providers will liaise with coordinators or classroom teachers regarding student goals and program. A written report is completed at the end of each session and copies will be supplied to parents, class teacher and a copy kept in student file

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