



National Disability Insurance Scheme Information Package for Schools

ACKNOWLEDGEMENTS

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Victorian Department of Education and Training,
South Australian Department of Education and Child Development and the
National Disability Insurance Scheme for permission to use
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INFORMATION PACKAGE FOR SCHOOLS

NATIONAL DISABILITY INSURANCE SCHEME

The National Disability Insurance Scheme (NDIS) provides support for Australians with disabilities, their families and carers. As an insurance scheme, the NDIS takes a lifetime approach, investing early in people with disabilities to improve their outcomes later in life.

The NDIS supports people with disabilities to build skills and capability so they can participate in the community and gain employment. It assists them to access services and support, which may include funding related to the disability, or issues deemed reasonable or necessary for a person to live an everyday life and achieve personal goals.

The following documents are designed to help Northern Territory Government schools make decisions on how they engage with families and NDIS registered providers:

- Fact Sheet: How to Request NDIS Services in Northern Territory Government Schools
- Checklist for Northern Territory Government Schools
- Fact Sheet for Northern Territory Government Schools
- Decision-Making Tool for Northern Territory Government Schools
- Notification of Request Outcome to Family
- NDIS Service in School Agreement
- Frequently Asked Questions.

FACT SHEET

HOW TO REQUEST NATIONAL DISABILITY INSURANCE SCHEME SERVICES IN NORTHERN TERRITORY GOVERNMENT SCHOOLS

This document provides information for schools, families and National Disability Insurance Scheme (NDIS) registered providers.

DEFINITIONS

Family – refers to parents, carers and guardians of an NDIS participant at a Northern Territory (NT) Government school.

Individual learning plan – refers to a student specific program or learning plan that takes into consideration a student's individual needs.

National Disability Insurance Agency - refers to the independent agency that implements the NDIS.

Provider – refers to an individual or organisation who is registered with the NDIS. In this context, it can refer to a student's NDIS local area coordinator or support coordinator.

School - refers to schools, preschools and other education programs operated by the Department of Education.

Student – refers to an NDIS participant who is also a student at an NT Government school.

SCOPE

This process applies to requests for NDIS services intended to be carried out on NT Government school premises during school hours.

All providers intending to deliver a service in an NT Government school must be registered with NDIS. A [list of registered providers](#) can be accessed via the NDIS website.

This process does not apply to 'reasonable adjustments' the school may already be providing as part of their obligations under the [Disability Standards for Education](#).

This process does not apply to commercial arrangements whereby providers hire school space to deliver services.

PROCESS

1. A family intending to request NDIS services must first ensure that the provider is registered with NDIS.
2. The family and provider discuss the services for the student and whether these services should be delivered on school premises during school hours. The following questions can be used to guide discussion:
 - What is the proposed service?
 - Is it essential that the proposed services occur on school premises, during school hours?

- How do the services complement the student's education goals?
 - Are all parties aware of the requirements for working in schools? For example, the provider must be registered with NDIS, hold a current Working with Children Clearance Notice (Ochre Card) and have public liability insurance.
3. The family and provider complete the *Request to Provide NDIS Services in NT Government Schools* form and submit the form to the student's school for the principal's consideration.
 4. On receipt of the completed form, the principal considers the request taking into account the needs of the student, other students, operations of the school and the [Disability Standards for Education](#). After considering the request:
 - the principal approves or declines the request or places the request on hold if it cannot be immediately actioned
 - the principal informs the family of the decision in writing (letter/email)
 - if the request is approved, the principal (or delegate) facilitates discussions between the student, family, class teachers and provider about the requirements and arrangements for the service
 - the principal reviews the *Checklist for NT Government Schools* to ensure all the appropriate discussions and required documents have been completed.
 5. The family, provider and school complete an *NDIS Service in School Agreement*. The agreement will outline:
 - goals of providing the service on school premises during school hours
 - times, space, frequency of the service
 - location in the school where the service will be delivered
 - roles and responsibilities of the family, provider and school
 - monitoring and reviewing processes.

COMPLAINTS AND FURTHER INFORMATION

Families and providers who have a concern or complaint regarding the delivery of NDIS services in schools should discuss the matter with the school's principal in the first instance.

If the matter is not resolved at the school level, they may contact the Department of Education at support.det@nt.gov.au.

All parties may also contact the NDIS National Contact Centre directly on 1800 800 110 or at feedback@ndis.gov.au. For further information, go to the [feedback and complaints](#) page on the NDIS website.

CHECKLIST FOR NORTHERN TERRITORY GOVERNMENT SCHOOLS

Student name: _____

- The principal (or delegate) provides the family and provider with the relevant National Disability Insurance Scheme (NDIS) information packages.
- The principal receives the completed *Request to provide NDIS Services in Northern Territory (NT) Government Schools* form.
- The principal considers the family's request using the *Decision-Making Tool for NT Government Schools*.
- The principal approves or declines the request or places the application on hold.
- The principal advises the family of the outcome of the request in writing (email/letter) using the *Notification of Request Outcome to Family*.

If the application is approved

- The principal (or delegate) facilitates discussions between the student, family, class teachers and provider about the requirements and arrangements for the service.
- Before the commencement of service, the principal ensures the family and provider have completed the *NDIS Service in School Agreement* and the provider has completed a school induction process.
- The principal retains a copy of this completed checklist and the following documents:
 - *Request to Provide NDIS Services in NT Government Schools*
 - *Decision-Making Tool for NT Government Schools*
 - *NDIS Service in School Agreement*
 - any other relevant documentation.

FURTHER INFORMATION

Student Wellbeing and Inclusion

Department of Education

e: sesupport.det@ntgov.au

NDIS National Contact Centre

t: 1800 800 110

w: <https://www.ndis.gov.au>

e: engagement.nt@ndis.gov.au

FACT SHEET FOR NT GOVERNMENT SCHOOLS

This fact sheet should be read in conjunction with:

- *Fact Sheet: How to Request National Disability Insurance Scheme Services in Northern Territory Government Schools*
- *Checklist for Northern Territory Government Schools*
- *Decision-Making Tool for Northern Territory Government Schools*
- *Frequently Asked Questions.*

The National Disability Insurance Scheme (NDIS) provides children with a disability and their families with increased choice and control on how disability services and provisions are delivered for whole of life supports. The Department of Education is committed to supporting NDIS participants and their families to optimise the benefits offered by the NDIS.

The Department of Education recognises that families and NDIS providers may request that services be carried out in schools to assist students who have a disability. Specific services may be provided by an occupational therapist, speech pathologist, psychologist, physiotherapist or social worker and carried out at school, during school hours, to assist students with a disability to meet their educational goals and individual learning plans.

Schools may receive requests from a student's family or a provider to deliver NDIS services to:

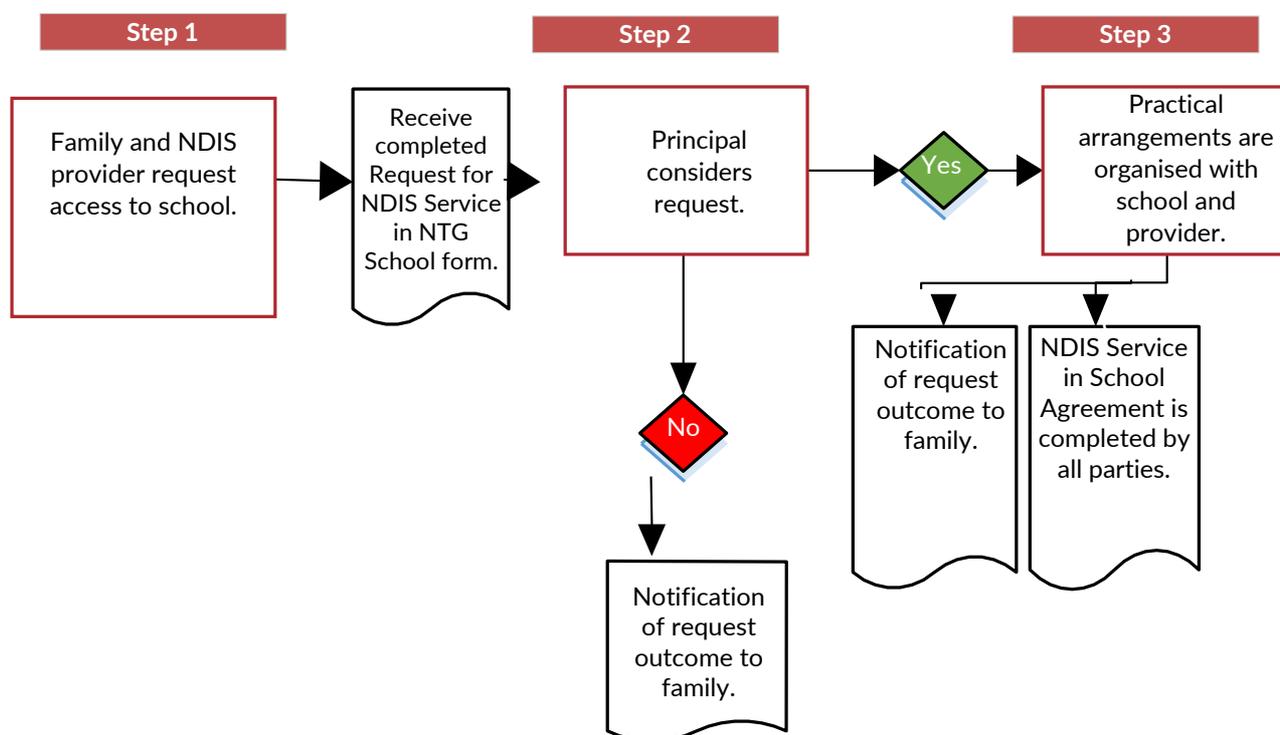
- observe a student in the classroom or in the school environment
- attend planning for a student's individual learning plan
- attend meetings to monitor and tailor the support provided to a student
- provide training/professional learning to school staff on school grounds
- provide support with the management of assistive technology such as standing frames or communication devices.

These requests can generally be accommodated by schools and complement holistic student planning and support processes.

Requests for NDIS services to be delivered at Northern Territory (NT) Government schools should be considered unless the specific circumstances raise practical, legal or educational issues. However, the decision to approve the delivery of NDIS services on school premises during school hours rests with the principal as the educational leader.

Decisions made are not automatically transferrable if a student relocates to another school.

The Department of Education has designed a three step process to assist schools to finalise their response to service requests on a case by case basis.



STEP 1

The school receives a completed *Request to Provide NDIS Services in NT Government Schools* from a student's family and provider. The request outlines the proposed services to be delivered at school and the reasons for the request. The family and/or the provider must submit the completed form to the school.

STEP 2

The principal considers the request using the *Decision-Making Tool for NT Government Schools* and makes a decision as to whether the services can be provided on school premises during school hours. Key considerations include:

- the school's ability to adequately fulfil its duty of care to all students, staff and visitors
- the purpose of the request, for example, whether the proposed services provide benefits that support the student's NDIS and educational goals, whether it is necessary for the services to occur on school premises during school hours

- the relative benefits of the service when compared to anticipated disruption to:
 - student learning
 - the needs of other students and other programs at the school
 - the flexibility of the student's individual learning plan
- the school's specific circumstances, including the location and suitability of an area where the proposed services could occur
- the model and make-up of classroom teaching arrangements
- the individual circumstances of the student and the student's family and social circumstances.

The principal may request a meeting with the family and/or provider to gather further information if needed.

It is recommended that the principal makes a decision and responds to the request within 15 working days (not including school or public holidays) and inform the family in writing (email/letter) using the *Notification of Request Outcome to Family*.

STEP 3

If the principal approves the request for NDIS services to be provided at school, appropriate arrangements will need to be made.

The family and provider are required to sign and enter into an *NDIS Service in School Agreement*, which is negotiated and agreed between the student, student's family, school and provider. The *NDIS Service in School Agreement* sets out how and when the provider will enter and work within the school environment. It also sets out review dates and end of service processes.

Principals are required to inform relevant school and Student Wellbeing and Inclusion staff about the services being delivered by the provider to ensure coordination of services.

FURTHER INFORMATION

Student Wellbeing and Inclusion

Department of Education

e: sesupport.det@ntgov.au

NDIS National Contact Centre

t: 1800 800 110

w: <https://www.ndis.gov.au>

e: engagement.nt@ndis.gov.au

DECISION-MAKING TOOL FOR NORTHERN TERRITORY GOVERNMENT SCHOOLS

To be completed by principal or assistant principal.

Prior to completing this form, it is recommended that schools read the *Fact Sheet for Northern Territory (NT) Government Schools*.

Schools must consider the following when making a decision regarding providers delivering National Disability Insurance Scheme (NDIS) services on school premises during school hours:

- the learning/health needs of the student
- the access and participation to student learning
- the compliance/organisation/risk management processes.

Key to the decision making tool:

■ If a box is highlighted orange, discuss with Student Wellbeing and Inclusion.

■ If a box is highlighted red, it may not be appropriate for the service to be delivered on school premises, during school hours.

■ If boxes are highlighted green, in the absence of any red boxes, consideration should be given to approving the NDIS service request, provided all parties are aware that the Principal or Site Leader can withdraw permission for service provision if circumstances change.

Where boxes are left white and have statements in red, follow the advice.

Student name: _____

Statement	Yes	No
1. Has the <i>Request to Provide NDIS Services in NT Government Schools</i> been received and documented by the school? Is it complete and signed by the family and the provider?		
2. Is it clear that the service being requested is additional to what the school can provide as part of reasonable adjustments obligations under the Disability Standards for Education ?		
*If 'No' the principal may discuss with Student Wellbeing and Inclusion how reasonable adjustments can be made. Has this been documented in the student's individual learning plan?		
3. Does the proposed service support access, participation and curriculum for the student as detailed in their individual learning plan? For example, provision of strategies related to self-regulation, speech pathologist providing communication support across the curriculum.		

Statement	Yes	No
<p>a) Will this service support the student's participation at school?</p> <p><i>Refer to the response provided by provider in the Request to Provide NDIS Services in NT Government Schools form.</i></p>		
<p>b) Will this service support the student's education goals /objectives?</p> <p><i>Refer to the response provided by provider in the Request to Provide NDIS Services in NT Government Schools form.</i></p>		
<p>4. Is it clear why the service can only be delivered on school premises during school hours?</p> <p>(The service should not affect the student's access to mandated instruction time.)</p>		
<p>5. Should there be a meeting between the principal, student's family and provider to gather more information about the request?</p>	Principal may call a meeting as needed	
<p>6. Has the provider provided the school with a current copy of its National Disability Insurance Agency Certificate of Registration letter and Ochre Card?</p>		
<p>7. Has the provider indicated on the Request to Provide NDIS Services in NT Government Schools form that awareness of its obligations under mandatory reporting?</p>		
<p>8. Can this service be safely accommodated in a location that allows duty of care/line of sight of a school staff member at an appropriate time?</p>		
<p>9. Is it clear the service will not affect the learning of other students?</p>		
<p>10. Is it clear the service will not affect the ability of school staff to deliver education programs?</p>		
<p>11. Are there processes in place to ensure communication between the family, provider and school staff? For example, provider to share school visit summary information.</p>		
<p>12. Are there extenuating circumstances that make it challenging for the service to be delivered outside school premises and hours, for example, in remote areas?</p> <p><i>If yes, explain.</i></p>		

If the principal agrees to the request, the following must be completed and provided to the family and provider:

- *Notification of Request Outcome to Family*
- *NDIS Service in School Agreement*
- school induction process (for the provider)
- complaint management and resolution processes.

Approved?

Yes

No

Signed by Principal: _____ Date: _____

This form is to be completed and held on file at the school by the school principal as evidence of process.

NOTIFICATION OF REQUEST OUTCOME TO FAMILY

To be completed by principal or assistant principal.

Dear: *[parent/guardian/carer]*

cc: *[NDIS provider]*

Re: Request to provide National Disability Insurance Scheme (NDIS) services on Northern Territory Government school premises, during school hours

Thank you for providing the school with details about your request for *[insert name of NDIS provider]* to provide support to *[insert student name]* on school premises during school hours.

From the information supplied, I understand the provider proposes to deliver *[insert type of services]* at school *[insert frequency i.e. weekly/daily/monthly]*.

As the school principal, I am responsible for ensuring that all visitors to school premises comply with the school's duty of care to all students, staff and visitors.

When deciding whether to allow a provider to support a student on school premises during school hours, I must consider various factors, including:

- the school's ability to adequately fulfil its duty of care to all students, staff and visitors
- the purpose of the request - for example, whether the proposed services provide benefits that support both the student's NDIS and educational goals, and whether it is necessary for the services to occur on school premises during school hours
- the relative benefits of the service when compared to any anticipated disruption to a student's learning or the needs of other students and other programs at the school
- the flexibility of the student's learning program
- the school's specific circumstances, including the location and suitability of an area at school where the proposed service could take place, and the model and make-up of classroom teaching arrangement
- the individual circumstances of the student and the student's family and social circumstances.

I must assess the provider's suitability to work with children. This means I must ensure that the provider has a current Working with Children Clearance Notice (Ochre Card) and is a registered NDIS provider.

Decision

The primary purpose of schooling is to provide educational programs to students during school hours. The Department of Education is committed to supporting NDIS participants and their families to obtain the best possible benefit from NDIS supports and opportunities, where it is practical and in the student's best interests to do so.

I have assessed the above matters and carefully considered all the relevant information provided in support of the request and have decided to *[approve/not approve]* the request.

My reasons for this decision are as follows:

- *[provide information regarding the factors that influenced your decision, by reference to the relevant dot point criteria above].*

Importantly, my decision does not affect any supports that the school is providing to your child that are necessary to access their education.

[If the request is not approved]

Should you have any queries regarding this decision, please do not hesitate to contact me.

Yours sincerely

[Sign/insert name]

Principal

[insert school name and contact details]

[insert date]

[If the request is approved, include the following paragraphs under 'Next steps']

Next steps – school induction, service in school agreement and meeting at school.

Before services can commence, the school requires:

- the provider to complete relevant school induction processes
- the family, school and provider to complete *NDIS Service in School Agreement*.

The *NDIS Service in School Agreement* sets out the details of the service and the roles and responsibilities of all parties.

You are invited to attend a meeting at *[insert time, date and place]* with the provider and *[insert relevant school leadership team member]*.

At this meeting, we will discuss the arrangements for the proposed NDIS service in school and the terms of the *NDIS Service in School Agreement* in further detail.

Should you have any queries regarding this decision, please do not hesitate to contact me.

Yours sincerely

[sign/insert name]

Principal

[insert school name and contact details]

[insert date]

GUIDE TO NATIONAL DISABILITY INSURANCE SCHEME SERVICE IN SCHOOL AGREEMENT

The *NDIS Service in School Agreement* (the School Agreement) is a collaborative process between the school, family and provider. It explains the details of the service to be delivered on school premises during school hours, and the roles and responsibilities of each party.

The School Agreement differs from the [NDIS Service Agreement](#) or [NDIS participant plan](#).

It is important to remember that the service to be provided is intended to support the student to:

- access curriculum
- their participation at school
- support education goals.

The following should be specified in the School Agreement:

- the supports that will be provided to the student on school premises, during school hours
- how, when and where the supports are to be provided
- how long the student requires the supports to be provided
- when and how will the Service Agreement will be reviewed
- how the family, provider and school will manage concerns and complaints relating to the delivery of service
- each party's role and responsibilities
- the required notice period and process if the student, family, provider or school would like to change or end the School Agreement
- the completion date which must not exceed a timeframe of longer than 12 months from commencement.

The School Agreement should be used to guide discussion and can be modified to include all matters that are relevant to the student, family, provider and the school, on a case by case basis.

NDIS SERVICE IN SCHOOL AGREEMENT

PARTIES

This NDIS Service in School Agreement (the School Agreement) is for *[insert name of student]*, a participant of the National Disability Insurance Scheme (NDIS), and is made between:

Family

and

_____ *[insert name of parent, guardian or carer]*

Provider

and

_____ *[insert name of NDIS provider]*

School

_____ *[insert name of school where service will take place]*

Commencement date

_____ *[day, month, year]*

Expiry date

_____ *[day, month, year]*

[this should not exceed a 12 month period]

The School Agreement is made for the purpose of providing supports under the student's NDIS Plan, in conjunction with the student's individual learning plan and education goals.

A copy of the student's NDIS Plan is attached *[delete this sentence if the family chooses not to share the student's NDIS plan]*.

The parties agree that the School Agreement is made in the context of meeting the student's education requirements and support needs as specified in the NDIS Plan and supports students by:

- providing access to curriculum
- supporting participation at school
- supporting education goals.

Schedule of Supports

All parties have discussed and agree to the Schedule of Supports (Attachment A refers) which describes the supports to be provided; how they will be provided; how they complement the student's educational goals; the duration of the service and review times. The School Agreement should not exceed 12 months' duration and will expire one year after the commencement date if no further reviews or amendments are made.

RESPONSIBILITIES

Responsibilities of student and family

The student and family agree to:

- be part of discussions with the provider and school about how supports will be delivered in school to meet the student's needs
- adhere to the terms and schedule of supports outlined in the School Agreement, which has been agreed to by the family, the school and the provider
- update the school and provider of student absences and changes to the student's needs
- discuss with the provider any concerns the student may have about the supports being provided
- give the provider and school the required notice if the student or family would like to change or terminate the School Agreement (see [Ending this NDIS Service in School Agreement](#) below for more information)
- use courtesy and respect when engaging with the provider and school.

Responsibilities of the provider

The NDIS provider agrees to:

[Insert any agreed information about how the provider is to work with the student in the provision of supports. Below are suggested minimum inclusions.]

- provide supports in a manner consistent with all relevant laws, including the [National Disability Insurance Scheme Act 2013](#) and [rules](#), and the Australian Consumer Law
- keep accurate records on the supports provided to the student, including the School Agreement and any relevant documentation
- consult the student, family and school regarding decisions about how supports are to be provided in school
- adhere to the terms and schedule of supports outlined in the School Agreement, which has been agreed by the student, the family, the school and the provider
- share information with the school and family, including summary reports of school visits (*providers may use their own templates, however the information must address the Schedule of Supports and will be used to monitor and review the School Agreement*)
- that any documentation supplied to the school in regards to the request to provide NDIS services and the subsequent supports provided will be stored on the student's electronic or hard copy record and will be accessible to relevant Department of Education staff
- give the student, family and school the agreed notice if the provider must change a scheduled appointment
- review student, family and school feedback and resolve problems quickly
- protect the student's privacy and confidential information
- communicate openly and honestly in a timely manner with family and school as necessary

- give the student, family and school the required notice if the provider needs to end the School Agreement (see [Ending this NDIS Service in School Agreement](#) below for more information)
- use courtesy and respect when engaging with the student and school staff.

Responsibilities of the school

The school agrees to:

- ensure the School Agreement and delivery of NDIS service on school premises during school hours is within the school's ability to maintain its duty of care to students, staff and visitors
- collaborate with the student, family and provider about how supports will be delivered in school to meet the student's needs
- keep documentation and accurate records on the School Agreement and any relevant documentation related to the initial request in accordance with the [Information Act](#) and Information Privacy Principles
- advise providers that any documentation supplied to the school in relation to the initial request and supports provided will be stored on the student's electronic or hard copy record and will be accessible to relevant Department of Education staff
- adhere to the terms and schedule of supports outlined in the School Agreement, which has been agreed by the student, the family, the school and the provider
- facilitate school induction processes for the provider before the commencement of the service
- use courtesy and respect when engaging with the student, family and provider.

CHANGES TO THIS SCHOOL AGREEMENT

If changes to the supports or delivery are required, all parties agree to discuss and review the School Agreement.

The parties agree that any changes to the School Agreement will be in writing, signed and dated by all parties.

ENDING THIS SCHOOL AGREEMENT

Should any party wish to terminate the School Agreement, they must give *[insert agreed to and reasonable time period depending on nature of supports, for example, one month's]* notice.

If any party seriously breaches the School Agreement, the requirement of notice will be waived, for example, principals may terminate the School Agreement early if agreed terms and education outcomes are no longer being met.

If the circumstances of the parties change, for example, the student stops being an NDIS participant or the provider no longer meets NDIS registration, all parties must be informed and the School Agreement will be terminated and the requirement of notice will be waived.

The School Agreement will expire 12 months after the commencement date, if no reviews or amendments have been made.

COMPLAINTS AND FURTHER INFORMATION

Families and providers who have a concern or complaint regarding the delivery of NDIS services in schools should discuss the matter with the school's principal in the first instance.

If the matter is not resolved at the school level, they may contact the Department of Education at sesupport.det@nt.gov.au.

All parties may contact the NDIS National Contact Centre directly on 1800 800 110 or at feedback@ndis.gov.au. For further information, go to the [feedback and complaints](#) page on the NDIS website.

CONTACT DETAILS

Parent, guardian or carer contact details

Contact details	
Name/s:	
Phone [B/H]: Phone [A/H]:	
Mobile:	
Email:	
Address:	
Alternative contact person:	

NDIS provider contact details

Contact details	
Name/s:	
Phone [B/H] : Phone [A/H] :	
Mobile:	
Email:	
Address:	

School contact details

Contact details	
Name/s:	
Phone [B/H] : Phone [A/H] :	
Mobile:	
Email:	
Address:	
Alternative contact person:	

NDIS SERVICE IN SCHOOL AGREEMENT SIGNATURES

All parties agree to the terms and conditions of the NDIS Service in School Agreement.

Signature of parent, guardian or carer

Name of student

Date

Signature of provider

Name of provider

Date

Signature of principal

Name of school

Date

ATTACHMENT – COPY OF STUDENT'S NDIS PLAN

[Attach a copy of the Student's NDIS Plan or delete this page if not required.]

SCHEDULE OF SUPPORTS

[Insert a table of the supports to be provided under the NDIS Service in School Agreement, including sufficient details such as description, how they will be provided, frequency and review timeframes. Example table and example schedule of supports below – adjust as needed.]

Support	Description of support	Goals	How the support will be provided	Review
Name of the support	Details of the support, including scope (what it does and does not include)	What NDIS and education goals does the support address	Details of how, when, where and by whom the support will be provided, including frequency/duration	When will the support be reviewed
Speech Therapy	Speech Therapist to assist with the implementation of Ben's new communication device in the school setting. Including upskill Ben's teachers and support staff how to use and maintain the device	<p>NDIS Goal: For Ben to be able to communicate.</p> <p>Education Goal: For Ben to be able to communicate and participate in school and class setting</p>	<p>How</p> <p>Speech Pathologist will attend the school to support Ben and those working with Ben at school. Speech Pathologist will upskill Ben and teachers how to use the device and provide</p> <p>When – incl. frequency/duration</p> <p>once a week, for one hour, for six weeks</p> <p>Where</p> <p>In classroom</p> <p>Who</p> <p>Ben, teachers, support staff who work with Ben</p>	<p>End of six weeks or by 15/3/2019</p> <p>*The provider will share their school summary visit report with school and family to assist with review processes</p>

NATIONAL DISABILITY INSURANCE SCHEME FREQUENTLY ASKED QUESTIONS

How can schools support students to access the National Disability Insurance Scheme?

Schools can play a significant role in assisting students to access NDIS support. Schools can assist students and their families by:

- providing information about NDIS to parents or guardians of students with disability either directly or via the school's newsletter
- providing copies of student records and reports to parents or guardians to assist them in submitting access documentation to the NDIS.

Relevant information that schools hold and can provide to students and families to assist with NDIS process may include:

- copies of previous or current programs for students with disability
- the student's individual learning plans
- departmental service reports or Allied Health reports.

Although the provision of these existing school documents is recommended, schools are not required to arrange new assessments for the purpose of providing evidence to support a student's access to the NDIS.

Should school or corporate staff provide assessments or reports to families to support applications for NDIS funded supports?

The provision of existing school reports and documents is recommended to assist families to engage with the NDIS, and it is a local school decision whether or not staff have capacity to support students and families with additional requests. School and corporate staff are not required to arrange new assessments or reports for the primary purpose of supporting a student's eligibility for, or access to, funded supports under the NDIS.

RESPONSIBILITIES OF THE NDIS AND THE EDUCATION SYSTEM

Which supports will be funded by the NDIS and which will stay the responsibility of the education system?

The Council of Australian Governments (COAG) has developed a framework of [general principles](#) to determine which supports will be funded by the NDIS and other mainstream services systems, such as education. The general rules are that:

- schools remain responsible for making reasonable adjustments to provide personalised learning and support for students that relate to their educational attainment (including teaching, learning assistance and aids, environmental modifications and transport between school activities) in accordance with relevant anti-discrimination laws and the [Disability Standards for Education](#)
- NDIS will fund supports associated with the functional impact of the student's disability on their daily living activities (not those primarily related to education attainment).

What about NDIS funding for personal care and transport to and from school?

As at 12 February 2019, funding and operational arrangements for personal care in schools and transport to and from school have not yet been finalised. Until these new arrangements are established, there will be no changes to how these supports are funded and delivered. Individuals and families have a role in funding education-related supports, such as purchasing school uniforms and paying course fees. The NDIS will not fund these costs.

NDIS FUNDED SERVICES IN SCHOOLS

What types of requests do schools receive in relation to NDIS funded services?

Schools may receive requests from students, families and providers to allow NDIS services to be delivered on school premises during school hours to:

- observe a student in the classroom or in the school environment
- attend planning for a student's individual learning plan
- attend meetings to monitor and tailor the support provided to a student
- provide training/professional learning on school grounds
- provide support with the management of assistive technology such as standing frames or communication devices.

These requests can generally be accommodated by schools and complement holistic student planning and support processes.

How should schools respond to requests for NDIS providers to deliver services at school?

NT Government schools are encouraged to accommodate students and their families exercising choice and control in relation to NDIS supports, where it is practical to do so. In some circumstances, requests for NDIS school based services may raise practical and/or legal issues for principals that make the approval of the request unfeasible.

The NDIS does not fund therapy for the purpose of educational attainment. Principals are unlikely to be in breach of anti-discrimination provisions if they decline a request for NDIS funded services to occur on school grounds in circumstances where all 'reasonable adjustments' are in place for a student at the school. The decision rests with the school principal.

FURTHER INFORMATION

The following links provide important information and will be useful for school, families and providers.

Information for teachers can be found at <https://www.adcet.edu.au/resource/9873/ndis-teacher-resources-2018-version/>

The pathway for new NDIS participants can be found at <https://www.ndis.gov.au/medias/documents/h6c/h17/8804888608798/New-pathway-experience-combined.pdf>

Assistance is available from:

Student Wellbeing and Inclusion
Department of Education
e: sesupport.det@ntgov.au

NDIS National Contact Centre
t: 1800 800 110
w: <https://www.ndis.gov.au>
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