

WORKING IN PARTNERSHIP

The Aspect Board, executive and staff are committed to working in partnership with Autistic people to deliver the most relevant and respectful autism-specific services. We recognise and value the lived-experience of Autistic people in the development and delivery of services. We are committed to working with Autistic people as equal partners to deliver the best outcomes for our Autistic staff, participants, students and their families.

We aim to work in partnership by:

- representing the breadth of lived experience of Autistic people
- offering a safe, Autism-positive workplace in which both Autistic staff and their managers feel well supported;
- celebrating the rich culture of Autistic people and promoting this internally as well as in our schools and service delivery;
- actively listening and collaborating with our Autistic colleagues and stakeholders in our planning, research, service delivery, community development and all communications;
- respecting the value of Autistic lived experience as being valid as professional experience and remunerating accordingly;
- partnering with Autistic people in Aspect's Governance, service planning and service delivery;
- promoting and demonstrating the inclusion of Autistic people, throughout the entire lifecycle of development of services and supports at Aspect;
- reviewing, monitoring and continuously improving the Autistic partnership; understanding and celebrating the strengths and aspirations of Autistic people and providing services that respect neurodiversity, that are safe and accessible.

Aspect maintains a Working in Partnership Charter that is developed collaboratively by the Senior Working in Partnership Officer and approved by the Aspect Executive. The Charter demonstrates Aspect's commitment to working in partnership with Autistic people.

The Working in partnership policy illustrates Aspect's adherence to the:

- NDIS Practice Standards (2018) and NDIS Code of Conduct, specifically within the NDIS Practice Standards & Quality Indicators:
 - Core Module: 1. Rights and Responsibilities, under all Outcomes;
 - Core Module: 2. Provider Governance and Operational Management, under the relevant Outcomes;

- Core Module: 3. Provision of Supports, under all Outcomes;
- Core Module: 4. Support Provision Environment, under all Outcomes;
- Supplementary Module: 2. Specialist Behaviour Support Module, under the relevant Outcomes;
- Supplementary Module: 2a. Implementing Behaviour Support Plans, under the relevant Outcomes;
- Supplementary Module: 3. Early Childhood Supports, under all Outcomes;
- Supplementary Module: 4. Specialist Support Coordination, under all Outcomes.
- Disability Standards for Education (2005), specifically:
 - Part 3: Making Reasonable Adjustments;
 - Part 5: Standards for Participation;
 - Part 6: Standards for Curriculum Development, Accreditation and Delivery;
 - Part 7: Standards for Student Support Services.
- NESA Registered and Accredited Individual Non-government Schools (NSW Manual), specifically:
 - 3. Requirements for Registered Non-government Schools, under requirements for Curriculum; and Safe and Supportive Environments.
- Standards for Registration and Review of Registration of Schools in South Australia, specifically the relevant quality related criteria for:
 - Standard 2 Student Learning and Assessment;
 - Standard 3 Student Safety, Health and Welfare.

Critical Definitions

Partnership - a process characterised by the equal sharing of power, decisions being made jointly and within an environment of trust.

Legislation References

International

United Nations Convention on the Rights of Persons with Disabilities
 United Nations Convention on the Rights of the Child 1989
 Universal Declaration of Human Rights 1948

National

Australian Human Rights Commission Act 1986 (Cth)
 Carer Recognition Act 2010 (Cth)
 Disability (Access to Premises- Buildings) Standards 2010 (Cth)



Disability Standards for Education 2005 (Cth)
National Disability Insurance Scheme Act 2013 (Cth)
National Disability Insurance Scheme Amendment (Quality and Safeguards Commission and other measures) Bill 2017 (Cth)

New South Wales

Children and Young Persons (Care and Protection) Act 1998 (NSW)
Children's Guardian Act 2019 (NSW)
Community Services (Complaints, Reviews and Monitoring) Act 1993 (NSW)
Disability Inclusion Act 2014 (NSW)
Guardianship Act 1987 (NSW)
Mental Health Act 2007 (NSW)
NSW Carers (Recognition) Act 2010 (NSW)

Victoria

Carers Recognition Act 2012 (Vic)
Charter of Human Rights and Responsibilities Act 2006 (VIC)
Children Youth and Families Act 2005 (VIC)
Disability Act 2006 (Vic)
Guardianship and Administration Act 1986 (Vic)
Mental Health Act 2014 (Vic)

South Australia

Carers Recognition Act 2005 (SA)
Children's services Act 1985 (SA)
Consent to medical treatment and Palliative Care Act 1995 (SA)
Disability Services Act 1993 (SA)
Guardianship and Administration Act 1993 (SA)
Mental Health Act 2009 (SA)

Australian Capital Territory

Children and Young People Act 2008 (ACT)
Disability Services Act 1991 (ACT)
Guardianship and management of property Act 1991 (ACT)
Human Rights Act 2004 (ACT)
Human Rights Commission Act 2005 (ACT)
Mental Health Act 2015 (ACT)

Queensland

Anti-discrimination Act 1991 (QLD)
Carers (Recognition) Act 2008 (Qld)
Carers (Recognition) Amendment Act 2010 (Qld)
Child Protection Act 1999 (Qld)
Disability Services Act 2006 (Qld)
Guardianship and Administration Act 2000 (Qld)
Human Rights Act 2019 (Qld)



Mental Health Act 2016 (Qld)

Northern Territory

Anti-Discrimination Act 1992 (NT)

Care and Protection of Children Act 2007 (NT)

Carers Recognition Act 2006 (NT)

Disability Services Act 1993 (NT)

Guardianship of Adults Act 2016 (NT)

Mental Health and related services amendment act 2007 (NT)

Western Australia

Equal Opportunity Act 1984 (WA)

Tasmania

Anti-Discrimination Act 1998 (Tas)

Children, Young Persons and their families Act 1997 (Tas)

Disability Services Act 2011 (Tas)

Guardianship and Administration Act 1995 (Tas)

