



**Guidelines:  
Provision of on-site therapy services in School  
Hours**

**Last reviewed: September 2023**

## **Rationale**

Rivergums Primary School and Therapy Service Providers (TSP) share an interest in achieving positive educational outcomes for students by developing collaborative partnerships between school staff and therapists. The ultimate goal of this collaborative approach is to ensure that therapy delivered during school hours enhances educational outcomes and curriculum access for our students.

## **Therapy Services in the School Setting**

Rivergums Primary School appreciates the contribution that TSP make to the lives of people with disability, by supporting them to reach their potential and enjoy meaningful relationships and experiences in their communities. In some cases, it is appropriate for therapy services to be delivered in the school setting where therapy is clearly linked to enhancing the attainment of positive educational experiences and outcomes identified in the students' IEPs.

## **Guiding Principles**

- Student safety, wellbeing and educational development are the priority for any therapy service provided in the school setting.
- Schools are ultimately responsible for students' educational outcomes. The decision as to whether a therapy service is to operate within the school is entirely at the discretion of the principal.
- Therapy service providers are responsible and accountable to the student and parents for the service they provide. School staff will not sign off on any service conducted in the school as the agreement is between the parent / guardian and service provider.
- A collaborative approach between teachers, therapists and families is in the best interest of the student and will assist in achieving positive educational outcomes.

## **Guiding Practices**

- The delivery of services in schools must be planned and documented in partnership with the school and family. In this way, all parties have a clear understanding of their roles and can resolve any arising issues in a collaborative manner.
- The student's educational goals are developed within the school setting through an Individual Education Plan (IEP). Therapy services delivered in school should link to the student's IEP.
- Effective relationships between therapists and teachers are responsive and have the flexibility required to meet educational goals where resources and priorities change.
- A high standard of confidentiality is maintained where information is shared between stakeholders.
- Any concerns regarding students or staff should be immediately brought to the attention of the principal.
- Therapy program delivery at Rivergums Primary School should not impact on school operations or other students' access to school facilities.
- Therapy program delivery at Rivergums Primary School should not limit the participating student's access to the curriculum.

## Procedures

The following information provides a starting point for discussion between families, the school and therapy providers. Decisions around whether to provide school access to externally funded providers will be based on the best educational interest of the student and the school's duty of care towards the staff and students. Therapy programs that are delivered at school should contribute to the achievement of IEP goals.

The process for applying for a therapy service during school hours is as follows:

1. School/ Associate Principal receives request for therapy services to be conducted during school hours.
2. A meeting is convened to determine links between educational (IEP) and therapy goals (current Therapy Plan).
3. If no links between therapy goals and the IEP are evident, parents and therapists are advised that therapy may not be conducted during school hours.
4. If clear links between therapy goals and IEP goals are evident, parents and therapists are advised that therapy may be conducted during school hours.

### **Commencement Schedule for On-Site Therapy Sessions**

School personnel require time to establish timetables and routines, and develop an understanding of each student's individual needs. Timetabled therapy sessions will commence when consultation with the student's learning support team has taken place to ensure that the therapy proposal meets the student's school-based needs.

Therapists who provide therapy on school sites are required to:

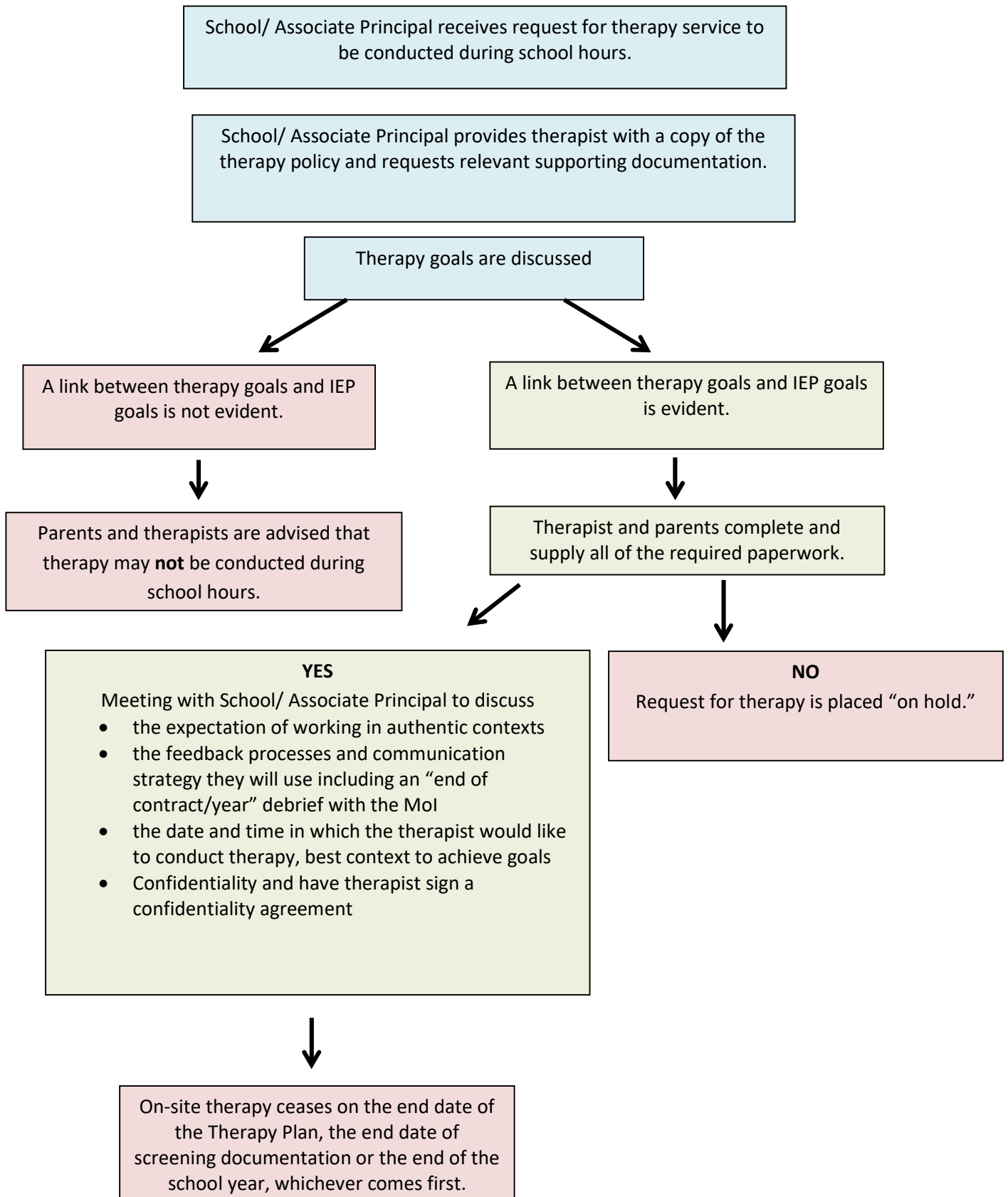
1. Provide a copy of their **Working with Children Check and professional registration**. This information will be submitted to the Department of Education for screening purposes. Provide a **current Therapy Plan** which clearly outlines the therapy that will be provided on the school site.
2. **Negotiate therapy days**, including suitable times, with the class teacher and the Associate Principal before therapy sessions commence.
3. Follow the Department of Education's Visitors and Intruders on School Premises Policy and sign into and out of the **Visitor's Register**, (located in the administration building), before and after each therapy session.
4. **Wear an identification badge** whilst working in the school.
5. **Agree to terms of confidentiality** and sign a document reflecting this agreement.

### **Review of Therapy Service in school**

Whilst Rivergums Primary School welcomes the provision of therapy during school time, we acknowledge that therapy delivery in the classroom can be disruptive to classroom routines in some instances. The school reserves the right to review therapy applications in cases of ongoing disruption.

Class teachers are responsible for the learning and management of all students during class time. While we encourage open communication between staff and therapists it is important to remember that class time is for teaching. Service providers will need to negotiate with the classroom teacher an appropriate time to meet and discuss student progress (either in their DOTT time or after school hours) when there is no capacity to have conversations within the therapy time.

## Flow chart for therapy provision during school hours



## Application for Therapy to be delivered at Rivergums Primary School

This form is to be completed by the student's parent/guardian and therapist prior to any therapy service commencing during school hours. Please refer to the Rivergums Primary School guidelines for the provision of therapy services in school.

Student Name	
Parent/Guardian Name	Phone
Therapist Name	
Therapist Role	
Therapist Phone	Email
Therapy Organisation	

### Method of Therapy Service

- Direct service to child    Observations of child/teaching approach    Recommendations made to teacher

Frequency of Service	Day	Session Time	Duration of Service
<input type="checkbox"/> Weekly		<input type="checkbox"/> 30 Minutes	<input type="checkbox"/> Term One
<input type="checkbox"/> Fortnightly		<input type="checkbox"/> 60 Minutes	<input type="checkbox"/> Term Two
<input type="checkbox"/> Monthly		<input type="checkbox"/> Other	<input type="checkbox"/> Term Three
<input type="checkbox"/> Once or twice a term			<input type="checkbox"/> Term Four

Therapist Qualifications			
Professional Registration			
Public Risk Insurance	Provider	Limit (\$)	Expiry Date
Attach photocopies	<input type="checkbox"/> Professional Registration <input type="checkbox"/> Working with Children Check <input type="checkbox"/> National Police Clearance (Education) <input type="checkbox"/> NDIS Worker Screening Clearance <input type="checkbox"/> Student Therapy Plan		

### Therapist Agreement

- I will notify the school in writing should these details change
- I agree and comply with Department of Education policies and school procedures.
- I have provided the school with the current Therapy Plan.

**Signature:**

**Date:**

### Parent / Guardian Agreement

- I confirm the above details are correct and will contact the school if these details change.
- I give consent for the release and exchange of information between this therapy provider and Rivergums Primary School.

**Signature:**

**Date:**

The delivery of services, including therapy, within schools is planned and documented in partnership with the school and family or carers. In this way all partners have a clear understanding of their roles and can resolve issues collaboratively where they may arise. Planning should be consistent and directly related to the outcomes established in the student's educational program.

#### STUDENT DETAILS:

Name		
Teacher		Year

#### PARENT/CARER DETAILS:

Name		
Phone		
E-mail		

#### TYPE OF SERVICE PROVISION      NAME OF PROVIDER

<input type="checkbox"/> Speech Therapy	
<input type="checkbox"/> Occupational Therapy	
<input type="checkbox"/> Physiotherapy	
<input type="checkbox"/> Psychologist	
<input type="checkbox"/> Other (please state):	

#### LOCATION OF SERVICE PROVISION

<input type="checkbox"/> at school	Comment:
<input type="checkbox"/> at a venue other than the school	Comment:  Venue address:  Venue contact number: <i>Participation in programs off site requires Alternative Attendance Arrangement approval (as per Section 24 of the School Education Act 1999).</i>

#### PROVIDER DETAILS

Name	
Role	
Agency	
Contact	
Email	

#### PROVIDER DETAILS

Name	
Role	
Agency	
Contact	
Email	

#### PROVIDER DETAILS

Name	
Role	
Agency	
Contact	
Email	

#### METHOD OF SERVICE PROVISION

<input type="checkbox"/> Direct service to child	<input type="checkbox"/> Observations of child/teaching approach
<input type="checkbox"/> Specific program to teacher	<input type="checkbox"/> General recommendations made to teacher
<input type="checkbox"/> Other (state)	

**PROPOSED TIME OF SERVICE**

Days	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
Time	e.g. 10.00am-11.00am
Length of program	e.g. 6 week course/full year/date range/term Commencement date:

*Note – The time of services will be negotiated in consultation with the school.*

**EQUIPMENT**

What equipment is required?	
Who is providing the equipment?	<input type="checkbox"/> Provider <input type="checkbox"/> Student/family personal equipment <input type="checkbox"/> School equipment/facilities * <input type="checkbox"/> Other (state)

*Note – The school provides equipment to support educational outcomes. Equipment required to meet individual and specific needs must be provided. \* Access to school equipment may require a Community Use of Facilities Agreement to be negotiated.*

**SCHOOL NOTES**

AGREED OUTCOMES AND PLANNING:	
DATE:	NDIS Plan review date:
REVIEW DATE:	

**RECORD KEEPING (PROVIDER INFORMATION)**

<p>Copies of required documents:</p> <ul style="list-style-type: none"> <li>○ Registered National Disability Insurance (NDIS) service provider. Current registration and / or membership with a relevant professional organization, for example; Psychology AHPRA Registration Certificate, Occupational Therapy AHPRA Registration Certificate, full membership of Speech Pathology Australia, membership of the Australian Association of Social Workers OR relevant qualifications</li> <li>○ The external service provider's Public and Products Liability Insurance Policy</li> <li>○ Minutes of meetings</li> <li>○ Permission for Exchange of Information form signed by parents</li> <li>○ Service provider programs, assessments etc.</li> <li>○ Working with Children Check</li> <li>○ Confidential declaration</li> </ul>
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**RECORD KEEPING (PARENT/CARER INFORMATION)**

<p>Copy of NDIS plan provided to school <input type="checkbox"/> not applicable <input type="checkbox"/> yes <input type="checkbox"/> no          Authority to act, release and exchange information form completed <input type="checkbox"/> yes <input type="checkbox"/> no</p>
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**CANCELLATION OF THERAPY SESSIONS (PARENT/CARER/THERAPIST INFORMATION)**

<p>Communication regarding the cancellation of therapy sessions due to absences, excursions or incursions is the responsibility of the parent and therapist. Rivergums Primary School does not accept liability for any costs incurred due to missed therapy sessions</p>
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