

Woolgoolga Public School



Guidelines for the Provision of Therapy Services in School

April 2024

PURPOSE

This document clarifies, defines and supports Woolgoolga Public School sites and therapy service organisations who seek to work in partnership to provide services to students attending the school during school hours.

RATIONALE

Woolgoolga Public School and therapy organisations share an interest in achieving positive educational outcomes for students through developing opportunities to strengthen collaborative partnerships with principals, teachers, parents, therapists and therapy organisations working within the school setting. The ultimate goal of this collaborative approach between education and therapy service provision is to ensure therapy provision during school hours enhances educational outcomes and curriculum access for our students.

SERVICES FUNDED THROUGH THE NATIONAL DISABILITY INSURANCE SCHEME (NDIS)

Some external providers seeking access to schools will be funded by money that has come through an NDIS package of supports for an individual child or young person to meet their disability support needs.

The NDIS Operational Guidelines state that: “NDIS-funded...therapy services should generally not be delivered at school... Nor should children or young people be taken out of school to receive these supports.” However, there may be occasions where the delivery of an NDIS-funded service at the school may be appropriate.

Further information can be found within the following document-

<https://schoolsequella.det.nsw.edu.au/file/cab74af6-c3b3-41b8-85db-53d11c468261/1/External-providers-information-and-checklist-for-providers.pdf>

THERAPY SERVICES IN THE SCHOOL SETTING

Woolgoolga Public School appreciates the contribution that therapy services can make to the lives of people with a disability; supporting them to reach their potential and enjoy meaningful relationships and experiences in their community.

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. Such an outcome will require positive relationships between Woolgoolga Public

School staff and therapy service providers. The provision of the service at school is for the benefit of the student not for the convenience of the provider or parent.

ROLES AND RESPONSIBILITIES OF EDUCATION AND THERAPY ORGANISATIONS

The role of school in relation to therapy services is to liaise with families to facilitate any reasonable request for such a service during school hours which will lead to improved educational outcomes.

The role of the therapist when working in schools is to contribute to positive educational outcomes for students, in a planned, collaborative and cohesive manner.

GUIDING PRINCIPLES

- Student safety, wellbeing and educational development is the priority for any therapy service provided in the school setting.
- Schools are ultimately responsible for student 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 and service provider.
- A collaborative approach between teachers, therapists, families and carers is in the best interest of the student and will assist in achieving positive educational outcomes.

GUIDING PRACTICES FOR RELATIONSHIPS

- The delivery of therapy services in schools MUST be planned and documented in partnership with the school and family or carers. In this way all stakeholders 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 a Personalised Learning and Support Plan process. Therapy services delivered in schools should have a clear link to a student’s plan. Parents will have a copy of their child’s PLaSP goals.
- 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.



OPERATIONAL GUIDELINES – Woolgoolga Public School

The following information provides a list of guidelines and a starting point for discussion between families, school and therapy providers.

It remains at the Principal's discretion to decide what services are delivered in schools or on school grounds, taking into consideration the educational needs and priorities for students and the school.

Before Sessions can Commence- Procedures and documentation required

School staff require time to establish timetables, routines and develop an understanding of each student's individual needs. We seek your cooperation in respecting that staff and students will require time to settle into the new school year and establish PLaSP goals before therapy sessions at school are requested.

Therapy programs should be aligned with Personalised Learning and Support Plan (PLaSP) goals and contribute to the achievement of these goals.

When a service during school hours is proposed for a student, **parents MUST use Appendix 1 to establish a request**. The WPS Learning Support Team (LaST) will review the student's PLaSP and ensure any requested therapy programs contribute to achieving these goals. Both parent and therapist involvement is essential.

Mutual negotiation of suitable therapy times.

All parents and or therapists should arrange a mutually agreeable time with the student's teacher before sessions commence. This will ensure minimal disruption to a student's learning plan. This process will be conducted by the School's representative(LaST).

****Changes to session times.***

Consistency of routine is important to all students. We request any alterations to session times be negotiated with the School's representative(LaST), who will in turn negotiate with the class teacher.

Therapists Requirement of Mandatory Documentation to school - Copies to be supplied to school office nominated personnel.

-Working With Children Check.

-Child Protection Awareness Training

It is a Departmental requirement that all external contractors working with children complete the Child Protection Awareness Training. This is an e-learning module and can be found at: www.det.nsw.edu.au/proflearn/cpat.

-Anaphylaxis Awareness Training

It is a departmental requirement under their WHS obligations that all external contractors complete the online Anaphylaxis Awareness Training. The e-learning module can be found at: www.allergy.org.au/about-ascia/about-ascia-e-training.

-100pt ID

-Declaration for Child Work- Specified Volunteers and Child-Related Contractors (replacing Appendix 11)

Certificate of Currency for;

-Workers Compensation, or, if the provider is an individual or sole trader performing the work themselves, evidence of **personal insurance cover** in the event they have an injury.

-Professional Indemnity (no less than \$2 million)

-Public Liability (no less than \$20 million)

Completion of the school induction package (if not completed previously)

To ensure the safety of all members of the school community, and to adhere to Work, Health & Safety requirements, we ask that the school induction package be completed on the initial visit to the school. The induction package is located in the school foyer and we ask that therapists sign the induction booklet when they have completed the induction.

External Provider Engagement Agreement and Service Schedule

The External Provider Engagement Agreement is to be completed and signed by the Therapist. This is to be emailed to woolgoolga-p.school@det.nsw.edu.au and forwarded to the LaST coordinator.

This Service Schedule will indicate the day, time and venue of the session to be provided on school premises along with supervision provision. This will be emailed to therapists after approval for services has been given and a venue, day and time negotiated.

Session Location

Woolgoolga Public School believes that any provision of therapy services is best conducted in the classroom environment within the context of the timetabled key learning activities. It is acknowledged that in some situations, withdrawal may be the most appropriate mode for service provision, especially with a child who is in the mainstream setting. Students remain under the duty of care of the classroom teacher whilst on school grounds, therefore a suitable location that can be adequately supervised must be negotiated.

Once Sessions Commence- Procedures and registration of sessions.

Sign In / Out Register and Scan QR code to sign in vis NSW Services app:

To ensure your safety in the event of an emergency evacuation or lockdown we ask that this register be completed at the front office before and after each visit.

Identification whilst on site:

Please wear your identification badge / tag whilst working in the school. If you do not have an identification badge available, please ask the admin staff for a Visitors Badge.

Registration of session activities:

At the completion of each session, the Therapist is to complete a brief outline of the session providing information on the activities completed. This is to be given to the class teacher for record keeping.

Review of therapy service in school:

Whilst our school welcomes the provision of therapy during school time it acknowledges that not all proposed activities and lessons are conducive to being conducted in the classroom context. Some sessions have the potential to be disruptive to other learners in the classroom. The Learning and Support Team for individual students will review the suitability of a therapy session being conducted during school hours at the end of each semester, or as the need arises. Parents and therapists will be communicated any changes that are required to be made.

REQUEST FOR EXTERNALLY FUNDED SERVICE PROVISION TO BE CONDUCTED DURING SCHOOL HOURS - (9.00am - 12.30pm is quarantined for class literacy/numeracy core learning).

*This form is to be **completed by parents or carers** in advance of any NDIS service provision commencing in school. Information should be completed after reading the Woolgoolga Public School – Guideline for the Provision of Therapy Services in School document. One form may be used for multiple service requests.*

Student Name:		Class Teacher:	
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Name of Therapy organisation:	
	Name of Therapist:

<input type="checkbox"/> Speech Therapy	
<input type="checkbox"/> Occupational Therapy	
<input type="checkbox"/> Physio Therapy	
<input type="checkbox"/> Other:	

Frequency	Session Time	Duration of Service
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<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 per term		<input type="checkbox"/> Term Four

Expected outcome or goal of therapy service:
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State the PLP Goals that will be met:

<input type="checkbox"/> I have met with the therapist and discussed PLP/therapy goals. <input type="checkbox"/> The therapist has met my child and completed a pre-assessment prior to this application being submitted to request services continue at school. <input type="checkbox"/> I understand that a decision will be made regarding the provision of therapy services during school hours after a Learning and Support Team Meeting for my child. <input type="checkbox"/> I understand that should no suitable times or learning spaces be available in my child’s class the service cannot commence. The request will be placed “on hold” and reviewed at the end of each semester.	Parent Signature
	Date <i>(Please indicate if any of the criteria to the left have been met)</i>

<input type="checkbox"/> Approved	<input type="checkbox"/> Declined	<input type="checkbox"/> On Hold / Review	Principal Signature / Date
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Request for Therapy Service to be Conducted During School Hours

Principal receives Request for Therapy Service Conducted During School Hours

Learning Support Team Meeting or Individual Learning Plan Meeting Convened

No Link between Therapy Goals and ILP/PLP Goals

Link between Therapy Goals and ILP/PLP Goals Evident

Parents advised that Therapy Service cannot be conducted during School Hours.

Therapist has completed and supplied all Mandatory documentation to school as per guidelines

Yes

No

Negotiation of Learning Space requirements, and suitable times negotiated with Class Teacher and Principal *

Place Request "on hold" until requirements completed OR suitable times can be negotiated

Review End Semester One

Continue Service if appropriate

* Please note: There may be times that a clear link with therapy service provision and ILP/PLP Goals is established, however due to high demand or the inability to negotiate an appropriate time and learning space, the service request may need to be put "on hold" and reviewed the following Semester.