

# Therapy Services Guidelines



**Beaumaris**  
Primary School



# Therapy Services Guidelines

## Rationale

Beaumaris Primary School and therapy service organisations share an interest in achieving positive educational outcomes for all 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 students.

## Purpose

Beaumaris Primary School aims to support therapy service organisations who wish to provide therapeutic services to students during school hours.

## Therapy Services in the School Setting

Beaumaris Primary School appreciates the contribution that therapy support organisations 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.

## Roles and Responsibilities of Education and Therapy Organisation

The role of Beaumaris Primary School in relation to therapy services is to liaise with families to evaluate a request for therapy service during school hours which will lead to improved educational outcomes. The role of the therapist working in the school is to contribute to positive educational outcomes for students, in a planned, collaborative and cohesive manner.

## 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 student's educational outcomes. The decision as to whether a therapy service is to operate within the school is entirely at the discretion of the Principal.
- In making a decision as to whether it is reasonable for a student to access NDIS funded supports during school hours, the Principal should consider what impact this would have on the student's access to curriculum.
- The Principal has an obligation to take all reasonable steps to ensure that the school meets the non-delegable duty of care owed by principals and teachers to students.
- 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 the 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 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 the information is shared between any stakeholders.
- The special duty of care held by teachers cannot be discharged when an external provider is working with a student alone in a room that is not subject to the supervision of a teacher.
- Any concerns regarding students or staff should be immediately brought to the attention of the Principal.

## 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 interests 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 therapy service during school hours is as follows:**

1. Principal receives *Request for Therapy Provision During School Hours* form (completed by parents / guardian) and *Therapy Provision on School Site* form (completed by Therapists).
2. A meeting should take place between the school, the parents / guardian of the student and the therapy support organisations to determine links between educational goals in IEP and therapy goals outlined in current Therapy Plan.
3. If **no links** between therapy goals and IEP are evident, parents and therapists are advised that **therapy may not be conducted** during school hours / on school site.
4. If **clear links** between therapy goals and IEP are evident, parents and therapists are advised that **therapy may be conducted** during school hours (schedule to be determined in conjunction with Administrative Team and Teacher).

## 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. We seek your cooperation in ensuring timetabled therapy sessions do not commence until extensive consultation with the student's learning support team has taken place.

Therapists who provide therapy on Beaumaris Primary School site are required to:

1. Provide a copy of their **Working with Children Check and Police Clearance**. This information will be submitted to the Department of Education for screening purposes.
2. Provide a **current Therapy Plan** which clearly outlines the therapy that will be provided on Beaumaris Primary School site.
3. **Negotiate therapy days** and suitable times, with Principal / Administrative Team and Classroom Teacher before therapy sessions commence. A request may be placed 'on hold' until all requirements have been negotiated. Consistency of routine is important to all students. Any alterations to session times should be negotiated with all parties and approved by Principal.
4. Follow the Department of Education's *Visitors and Intruders on School Premises Policy* and **complete the Therapist's Visitors Register** (located in Administration Building), before and after each therapy session.
5. Be clearly identifiable as a therapist in the school (e.g., **wear therapy uniform and identification badge**). If you do not have an identification badge available, please ask the administration staff for a visitor's badge.
6. **Provide staff training and written documentation** describing the procedures to be undertaken for teachers who have agreed to assist with therapy mentioned in a student's Therapy Plan.

### Review of Therapy Services in School

Whilst Beaumaris 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.

Classroom 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).



### Online Induction for Healthcare Providers & Therapists

The online induction **must** be reviewed before arriving onsite. This will be provided once healthcare providers or therapists have contacted the school via email at [beaumaris.ps@education.wa.edu.au](mailto:beaumaris.ps@education.wa.edu.au). The QR code below will link therapists and healthcare providers to an induction before arriving onsite. This is required **once a year** by any healthcare provider or therapist providing a service on school grounds. The service schedule (below) **must** be completed and signed by the parent/carer, healthcare provider and principal.

Work health and safety induction  
for volunteers and therapists at  
Beaumaris Primary School



# Service schedule

## Parent initiated service provider for students with disability

School details	
School name:	
Location address (not mailing):	Contact number:
Student details	
Name:	
Parent/carer details	
Name:	
Email address:	Contact number:
Service provider organisation details	
Organisation:	
Location address:	ABN:
Contact name:	
Email address:	Contact number:
Insurance provider:	Expiry date:
Public liability amount:	Professional indemnity amount:
Is a copy of insurance cover provided? Please select one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Is the provider registered with the NDIS? Please select one: <input type="checkbox"/> Yes <input type="checkbox"/> No

**Information about the support you intend to provide**

What is the type of support you are seeking to provide?

How does the support link to the student's documented education plan or goals?

Is a copy of the Student's service plan or therapy plan attached?

Please select one:  Yes  No

What is the frequency of service?

- Weekly  
 Fortnightly  
 Monthly  
 Other: \_\_\_\_\_

How long is the session time?

- 30 Minutes  
 45 Minutes  
 60 Minutes  
 Other: \_\_\_\_\_

How long will the support need to be in place for?

(e.g., from 1 February 2023 to 3 March 2023).

**Provider staff details (please list all staff who will be engaged in service delivery)**

Name:

Role:

Email address:

Contact number:

Photocopies attached:

- Working with Children Check  
 National Police Clearance (Education)  
 NDIS Worker Screening Clearance

List any professional registrations:

Name:

Role:

Email address:

Contact number:

Photocopies attached:

- Working with Children Check  
 National Police Clearance (Education)  
 NDIS Worker Screening Clearance

List any professional registrations:

**School to complete****Support school staff may provide during school-based service delivery**

*Confirm the specific roles for staff in the school who may be involved with the student and assist the service delivery, for example a school nurse, school psychologist, education assistant.*

**Agreed school facilities/equipment to be used during school-based service delivery**

*Details of facilities and equipment to be used by the provider as part of the provision of services, as agreed by the school. Also include location of service delivery, including whether the service will be delivered in class or outside the classroom.*

**Agreed provider equipment to be used during school-based service delivery**

*Details of provider equipment to be used as part of the provision of services, as agreed by the school. Include details of any maintenance and relevant training the provider will undertake to ensure safe operation on school premises.*

**Supervision arrangements**

*Details of school arrangements for the supervision of provider during the course of service delivery.*

**Sharing of information**

*Details of how and when the provider will share relevant confidential information.*

**Student specific information**

*List any relevant considerations e.g., any health conditions which may lead to an emergency response, religious or cultural considerations etc.*



### Provider acknowledgment

- Provider understands schools will require an on-site induction before any provider staff (including relief or temporary staff) access school sites and students. **Schools do not pay any costs for the provider to attend an onsite induction.**
- Provider must understand and comply with Department of Education policies and school procedures.
- Provider will notify the parent and school in writing should the details provided in the service schedule change.
- Provider will immediately inform schools about anything related to a student's welfare or safety. This includes concerns with suicidal behaviour and non-suicidal self-injury (NSSI).
- Provider will provide a written handover at the end of the agreement period that includes:
  - any ongoing risks for the student
  - recommendations for any further treatment or support for the student, their family or the school community
  - any further action to be taken by the agency.

**Provider representative name:**

**Signature:**

**Date:**

### Parent acknowledgment

- Parent understands that principals may reconsider access for a provider at any time.
- Parent understands additional information about the decision making process is available on the Department of Education's public website.
- Parent is responsible for communication with the provider including advising the provider if their child will be absent for the planned session
- Parent is responsible for communicating with the school to advise on any changes to provider, absence of provider or absence of their child.
- Parent understands the school will not cover any costs associated with the provider's access to the student at school.
- Parent gives consent for the release and exchange of information between the provider and the school.

**Parent name:**

**Signature:**

**Date:**

### School acknowledgment

School acknowledges that approving this service schedule requires the school to:

- coordinate access to the student
- complete school processes and record the student's withdrawal from class
- provide access to agreed school facilities and equipment
- coordinate further communication e.g., changes to the student's timetable or health and wellbeing.

**Approved:**  Yes  No

**School representative name:**

**Signature:**

**Date:**

**Comment:**

## References:

- <http://det.wa.edu.au/studentsupport/detcms/navigation/disability-services-and-support/>
- <http://det.wa.edu.au/studentsupport/detcms/navigation/disability-services-and-support/national-disability-insurance-scheme--ndis--implementation/>
- <http://det.wa.edu.au/supportforschools/detcms/navigation/disability-services-and-support/policy-and-legislation/>
- <http://det.wa.edu.au/policies/detcms/navigation/safety-and-welfare/duty-of-care-for-students/>
- <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/school-response-and-planning-guidelines-for-students-with-suicidal-behaviour-and-non-suicidal-self-injury.en?cat-id=3458013>

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/visitors-and-intruders-on-public-school-premises.en?cat-id=3458013>