



## Hobartville Public School

### Therapy in Schools Policy

The primary purpose and responsibility of Hobartville Public School (HPS) is to deliver the curriculum for all students. Hobartville Public School will endeavour to ensure that students with a disability are provided with equitable access to curriculum by personalising their learning and support. Requests to deliver therapy services to children during school hours will be considered in the context of the needs of the student and the obligations and responsibilities of the school. Hobartville Public School supports the Department and the NDIS Operational Guidelines recommendations 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”. This allows our highly experienced school staff to focus on teaching all students and ensures that students do not miss out on important learning time. However, we also realise that in some cases, it may be suitable for these services to be provided at school.

Hobartville Public School will consider the impacts to the student's learning of allowing therapy service to be provided in school. This is consistent with every school's key obligation to ensure that curriculum requirements are met for every student and to take reasonable steps to facilitate the provision of a service where it is necessary for the student to be able to participate in educational activities.

In making this decision, Hobartville Public School will need to consider issues such as:

- The relationship between the therapy service to be provided and the student's learning plan
- Impacts on the student attendance requirements and curriculum access if they are withdrawn from the classroom to receive therapy services.
- Whether not providing access to a service will result in a student not receiving necessary functional supports.
- Whether the support needs are to be delivered at a particular time of day.
- The school's duty of care to all students and staff and operational requirements of the school.
- Appropriate arrangements for supervising the delivery of the service.
- Whether provision at the school will benefit the student or is more for the convenience of the provider.
- The provider should be advised that the school will only consider requests from the student's parents or carers for NDIS supports/therapy to be provided to a student these requests must be in writing.

At Hobartville Public School we encourage therapy wherever possible to take place outside of school hours, however, if parents need to arrive later or pick up a student earlier we would encourage you to discuss this with the school.

For a therapy service to be delivered at school the above criteria will be considered.

Parents requesting therapists deliver a service at school must be in writing and will need to be discussed with the Principal / Assistant Principal or delegate.

Therapist then must demonstrate proof of the following:

In order for service providers to work within the school environment the following is required by the service provider:

- Have completed an engagement agreement with the school
- Obtain a WWCC clearance from the Office of the Children's Guardian (OCG)
- Provide a WWCC declaration to the school
- Provide identification (100 points)
- Evidence of Child Protection Awareness training ([www.det.nsw.edu.au/proflearn/cpat](http://www.det.nsw.edu.au/proflearn/cpat)) or a suitable alternative training program developed by the provider for its staff, within the last year
- Provide a Certificate of Currency with public liability insurance of no less than \$20 million
- Provide a Certificate of Currency with professional indemnity of no less than \$2 million
- Evidence of First Aid/CPR and Anaphylaxis Awareness Training –if requested by the principal
- Evidence of Health Training and Child Protection
- Completion of the school induction package (this will be arranged by the school)
- Identification on site at all times
- Copy of planned session program
- Signing in and out of school visitor register on every visit to the school
- External funded service providers must use their own equipment
- Report any concerns to the school principal

Before any therapy commences, the school will arrange a planning meeting with the caregivers and therapist to discuss how the therapy integrates with the delivery of curriculum and educational supports as parts of reasonable adjustment for the student. In order to minimise disruption to programs, including Individual Education Programs, class programs, integration opportunities, stage and whole school activities; Hobartville Public School will negotiate times that are most suitable for therapists to visit the school to provide services. These times will be selected in order for students to have minimum disruption during key learning times and to be able to fully participate in school activities. On rare occasions these times may need to be cancelled due to whole school events, special activities or excursions. It is a parents/caregivers responsibility to notify a therapist if their child is absent from school. Therapist are expected to give reasonable notice if they are unable to attend. We prefer not to schedule therapy on a Monday to enable students to have a consistent start to the school week.

Our parent request form is attached.

Learning and Support Team

Hobartville Public School

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Principal: Luke O'Brien

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## Parent Request for the Provision of Therapy Services in School

This form is to be completed by parents or carers in advance of any service provision commencing in school. This form should be completed after reading Hobartville Public School Guidelines for Therapy Provision and The Department of Education's Information for Parents. This form is to be filed in the Service Provider Register. If you require assistance in completing this form, please contact our school.

PARENT/CARER TO FILL IN THIS SECTION			
Student Name		DOB	
Class Teacher		Class	
Service Provision Requested			
<input type="checkbox"/> Speech Therapy <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Physiotherapy <input type="checkbox"/> Other:			
Outcome/Goals			
<input type="checkbox"/> This request supports the following student school Personalised Learning and Support Plan goal:			
<input type="checkbox"/> This request supports another goal that has been identified by the family or therapist and has been discussed with the classroom teacher. Please write down the goal for the student e.g. At the conclusion of these sessions the student will:			
Frequency of Service	Session Length	Duration of Service	
<input type="checkbox"/> Weekly	<input type="checkbox"/> 30 minutes	<input type="checkbox"/> Term One	
<input type="checkbox"/> Fortnightly	<input type="checkbox"/> 40 minutes	<input type="checkbox"/> Term Two	
<input type="checkbox"/> Monthly	<input type="checkbox"/> Other (less than 40mins):	<input type="checkbox"/> Term Three	
<input type="checkbox"/> Once or twice per term		<input type="checkbox"/> Term Four	
<input type="checkbox"/> I understand that a decision will be made regarding the provision of therapy services during school hours after a review of its appropriateness with the Learning Support Team.			
<input type="checkbox"/> I understand that it is my responsibility to monitor bookings and clashes that might occur I understand that by signing this document, I give consent for the provision of therapy services in my child's school and for the exchange of information regarding my child between the school and the therapy service provider listed.			
To be signed by the student's parents			
Parent/Carer Name:		Parent/Carer Signature:	
Email Address:		Date:	

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