

Tullimbar Public School Guidelines for Therapy Provision

Tullimbar Public School supports the individual needs of all students and believes in working collaboratively with families and external agencies. Strong and positive relationships with all key stakeholders is beneficial in providing the utmost support for students at our school. This document serves as a guideline for school staff, parents and carers and service providers working with students in the provision of therapy services at Tullimbar Public School.

THErapy SERVICES AT TULLIMBAR PUBLIC SCHOOL

Staff at Tullimbar Public School are responsible for the development and implementation of student learning programs, incorporating curriculum outcomes. Staff are responsible for ensuring learning goals are collaboratively constructed with parents/carers and are reflective of the educational learning needs of the student. These goals are represented in a Personalised Learning and Support Plan. The approval and delivery of therapy services in the school is appropriate when there is a clear link between the therapy service and goals indicated in the Personalised Learning and Support plan. The school values the positive relationships between each therapy service provider in the effective provision of these services in our school. Decisions around whether to provide school access to externally funded providers will be based on whether it is in the best educational interests of the student for the service to be provided at the school, if there is an appropriate space, time, supervision and the school's duty of care towards all staff and students.

Tullimbar 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.

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 ensuring that the focus is upon the agreed educational goals.

GUIDING PRINCIPLES

- Student safety, wellbeing and educational development is the priority for any therapy service provided in the school setting.
- Students are best served when both school staff and visiting therapists have a clear understanding of the specific purpose for each visit to the classroom.
- 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.
- At the beginning of the school year staff create safe learning environments with established timetables, routines and programs along with getting to know their new students. Taking this into consideration, the best educational interests of the students at this time is to engage and focus on their school learning environment and for this reason requests for externally funded service providers will be considered from Term 1 Week 4 onwards.

- Externally funded service providers negotiate best times to visit with the classroom teacher. Once these dates are set for the term they cannot be rescheduled within that term.
- Counselling sessions are best held outside of school hours; however, the school understands that there might be extenuating circumstances where this will need to be reviewed. If this is the case, counselling visits may be approved for afternoon school sessions only.
- Due to the needs of all students in the classroom, therapists will be limited to one person visiting the identified student at a time.
- Session times are limited to a maximum of 45 minutes to support all students to engage in their regular class program.
- At all times, the teacher is responsible for the students' learning program and the students remain under the duty of care of the classroom teacher whilst on school grounds.
- Initial/specific observations can occur inside the classroom otherwise all services are to be conducted outside of the class environment.

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 link to a student's plan.
- We encourage and support collegial discussions between staff and therapists. However, class time is for teaching. Service providers will need to seek a mutually appropriate time for discussion and consultation.
- 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. Information pertaining to students other than those receiving therapy services in the school will be held with confidence by school staff and visiting service providers. Reports will only mention the names of the student receiving therapy without any reference to any other student in the class.
- Any concerns regarding students or staff should be immediately brought to the attention of the principal.

REVIEW OF SERVICES

Whilst our school welcomes the provision of therapy during school time it acknowledges that not all proposed activities and lessons are conducive to being provided in the classroom context. Some sessions have the potential to be disruptive to other learners in the classroom. The classroom teacher and their supervisors will review the suitability of a therapy session being conducted during school hours at the end of each semester, or as the need arises, with parents and therapists.

FLOWCHART OF ACTIONS TO TAKE WHEN REQUESTING PROVISION OF THERAPY SERVICES AT TULLIMBAR

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Parent/Carers make a request for the provision of therapy services in the school by completing the request form. The request form is to be handed to the class teacher and discussed with the class teacher. If parents/carers need support to fill in the form, they are welcome to make a time with the class teacher.

The Learning and Support Team (LST) in collaboration with the class teacher discuss the appropriateness of therapy with the service provision in the school for the student listed. The LST make a recommendation to the Principal (or delegate). A decision is made by the principal as to whether the service provision will be conducted in the school or

Provision of services
in school is

Parent/Carer is informed by the class teacher that the provision of services in school is appropriate. Parents are to contact the Service Provider.

Parents/Carers are informed that therapy cannot commence at the school. This may be reviewed at the end of the term.

The Service Provider completes DoE requirements and provides the required documentation to Tullimbar Public School. Service Provider organises a time and date for an induction to occur with school personnel. Administration personnel informs the class teacher that this has been completed.

Service Provider communicates directly with the classroom teacher to negotiate session times for the whole term. The classroom teacher informs the LST co-ordinator, via email, of the session times and dates. LST coordinator will send confirmation emails to the parents, service provider and administrative staff confirming the sessions times, dates and review schedule. LST Coordinator will add the service provider details and session times to the schedule on Sentral.

The class teacher and the assistant principal will organise a meeting with the service provider and the parent/carer. This meeting allows conversations about the interventions the service provider will be implementing and is an opportunity to complete the Engagement agreement and service schedule. This needs to be completed prior to the service provider beginning sessions. The administrative staff enter the service provider details into ECPC with all of the relevant documentation.

The service provider will provide the school with updates on progress towards agreed upon goals of student in a determined timeframe communicated by the school. The agreement will be reviewed at the end of a determined timeframe communicated by the school to determine if the service provision will continue or not.