

SAMSON PRIMARY SCHOOL



Guidelines for the Provision of ONSITE Therapy Services

Based on DoE Guidelines

Guidelines for the Provision of Therapy Services at Samson Primary School

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PURPOSE

This document clarifies and defines the processes for therapy service organisations who seek to work in partnership with Samson Primary School to provide services during school hours to students attending our school.

RATIONALE

Samson Primary School is committed to ensuring that therapy organisations share an interest in achieving positive educational outcomes for students through developing and strengthening collaborative partnerships with the Principal, administrators, teachers, educational assistants, parents, carers, therapists and therapy organisations working within the school setting. The goal of this collaborative approach between education and therapy service provision is to ensure therapy provision during school hours meets educational outcomes and enhances curriculum access for our students.

THERAPY SERVICES IN THE SCHOOL SETTING

Samson Primary 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 meeting outcomes defined in the student's Individual Education Plans. Provision of therapy in school time must meet the needs of the school and allow for the school to meet its responsibilities under the Education Act and Legislations.

Service providers need to respect that the school will be coordinating multiple therapists for multiple students and that they may request therapy to take place at home and outside of school hours. If it is determined that therapy will need to take place at home (or other venue), but during school hours, the Parent/Carer & Therapy Provider, will be required to make application to the Principal under Section 24 of the Education Act.

A principal may agree for a student enrolled at their school to temporarily attend at another school or off-site educational program in accordance with Section 24 of the School Education Act 1999. A 'Section 24' alternative attendance arrangement is a formal agreement between the principal and the parent, or the student (if the student is considered an independent minor), where documented arrangement(s) are made for the student to attend an educational program away from the school site, whilst maintaining their enrolment.

These agreements can be used in instances where the student is attending another school or an off-site educational program for a particular period of the school year or during a particular period each week.

ROLES AND RESPONSIBILITIES OF EDUCATION AND THERAPY ORGANISATIONS

The role of school in relation to therapy services is to liaise with families to facilitate reasonable requests 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 outcomes in student Individual Education Plans, 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.
- Therapists must be mindful that the classroom teacher/s and Education Assistants are teaching and endeavour not to interrupt their program unless previously negotiated with or initiated by the classroom teacher.
- 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 an Individual Education Plan process in years k-6. Therapy services delivered in schools should link to the student's plan and offer a specialist service that our staff are unable to provide.
- Effective relationships between therapists and teachers are responsive and have the flexibility required to meet educational goals where resources and priorities change.
- Therapists must provide a copy of the student's therapy plan and associated outcomes to the classroom teacher.
- 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

The following information provides a list of guidelines and a starting point for discussion between families, school and therapy providers. Decisions around whether to provide school access to externally funded providers will be that of the Principal, based on whether it is in the best educational interests of the student for the service to be provided at the school, and the school's duty of care towards all staff and students, and the requirements of the Education Act and Regulations.

Commencement Schedule for Therapy Sessions

When a service during school hours is proposed for a student, parents MUST first use Appendix 1 to establish a request. The school will review the information and ensure any proposed therapy programs contribute to achieving the student's goals.

Once the request for therapy has been approved, the therapists can begin organising session times and dates through the school's email: samson.ps@education.wa.edu.au. Therapists will, according to the Department of Education guidelines, provide the school with a copy of their current Working With Children Check, their National Police Clearance (or their NDIS Worker Screener) and their Certificate of Insurance. Therapy on site can not proceed without these documents.

Mutual negotiation of suitable therapy times.

The school will meet with the student's teacher to arrange a mutually agreeable time with the therapist before sessions commence. This will ensure minimal disruption to the student's learning plan. Any requests outside of that time must be made direct with the school via samson.ps@education.wa.edu.au.

Therapy will take place on the agreed days/times negotiated or on set days depending on the needs of the school.

Any changes to planned times will need to be negotiated with the student's teacher. We encourage open communication between staff and therapists. Service providers will need to seek a mutually appropriate time for discussion and consultation with staff – not during teaching time.

Cancellations:

From time-to-time cancellation of therapy sessions may need to occur by the school, parent/carer or the therapist.

- Therapists needing to cancel visits must advise by phoning the school Administration on 9487 9000.
- Parents/Carers cancelling therapy sessions must notify the teacher via the student's Communication Book or by phoning the school administration on 9487 9000.
- The School needing to cancel therapy session/s needs to contact/notify the parent, unless previous agreement has been made to contact the therapist/s direct.

Sign In/Out Register.

To ensure the safety of therapists in the event of an emergency evacuation or lockdown we ask that the register in administration be completed before and after each visit. Parents can request a copy of this register from the Principal.

Identification whilst on site.

Please wear your identification badge/tag & a visitor sticker whilst working in the school.

Session Location

Samson Primary 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. Please be aware that provision of a space other than the classroom may not always be available.

Review of therapy service in school

Whilst our school welcomes the provision of therapy during allocated school time hours it acknowledges that not all proposed activities and lessons are conducive to being conducted in the classroom context. The school 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/carers and therapists.

Compliance Requirements

Prior to commencing therapy onsite, therapists must provide a copy of:

- A current Working with Children Check
- Copy of their National Police Clearance
- Current Insurance Certificate

PARENT REQUEST FOR ONSITE THERAPY

A request for therapists to conduct onsite therapy in the classroom is to be completed by parents. Please email the completed form to: samson.ps@education.wa.edu.au

Therapist Details			
Name			
Position			
Organisation			
Organisation Address			
Email Address			
Phone Contacts	(w)		(m)
Please email the following documentation to: samson.ps@education.wa.edu.au			
<input type="checkbox"/> Therapy Plan <input type="checkbox"/> Working with Children Card <input type="checkbox"/> Certificate of Insurance / Public Liability			
Students Details			
Student Name			
Class Teacher		Year	
Service Provision Requested			
<input type="checkbox"/> Speech Therapy <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Physiotherapy <input type="checkbox"/> Other _____			
Expected outcome of the Therapy Sessions.			
Will there be a clear link between the therapy providers' therapy session and IEP Goals?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Frequency of Service	Session Length (Mins)	Duration of Service
<input type="checkbox"/> Weekly <input type="checkbox"/> Fortnightly <input type="checkbox"/> Monthly		<input type="checkbox"/> Term 1 <input type="checkbox"/> Term 2 <input type="checkbox"/> Term 3 <input type="checkbox"/> Term 4
Preferred day of the Week		
Preferred time of the day		
Consent and Authority (parents and therapists please initial next to condition)		
<input type="checkbox"/> I understand that a decision will be made regarding the provision onsite therapy during school hours after a review of its appropriateness with the class teacher and the student's parents or carers and administration. <input type="checkbox"/> I understand that should no suitable times be available in the student's class the service cannot commence. The request will be placed "on hold" and reviewed at the end of each semester. <input type="checkbox"/> I authorise Samson Primary School and the above-mentioned provider to share relevant information regarding my child. <input type="checkbox"/> I understand that the use of video recording and photography is strictly prohibited. <input type="checkbox"/> I understand the importance of privacy and confidentiality of all the students on school grounds and will not collect data on or report information regarding other students. All curriculum is the intellectual property of the Department of Education. Reproduction and distribution is prohibited without written consent.		
Parent Signature		Date: / / 2020
Therapists Signature		Date: / / 2020

To be completed by Samson Primary School		
Status of Service Provision Request		
<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> On Hold		
Have the following been provided to the school?	<input type="checkbox"/> Therapy Plan <input type="checkbox"/> WWC Check Evidence <input type="checkbox"/> Certificate of Insurance / Public Liability	
Approved by Administrator		Date: / / 2020
Approved by Principal		Date: / / 2020
Time and Date of First Session		

Request for Therapy Service to be Conducted During School Hours

