



NORTH NOWRA PUBLIC SCHOOL

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North Nowra Public School Guidelines for Therapy Provision

North Nowra 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 North Nowra Public School.

THERAPY SERVICES AT NORTH NOWRA PUBLIC SCHOOL

Staff at North Nowra 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 recorded in a student's Learning Plan. The approval and delivery of therapy services in the school are appropriate when there is a clear link between the therapy service and the goals indicated in the Learning Plans. 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.

North Nowra Public School supports the NSW Department of Education 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 the 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.



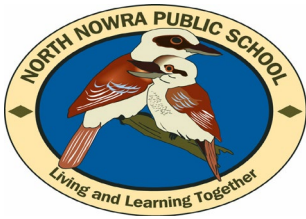
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- Therapy service providers are responsible and accountable to the student and parents for the service they provide. School staff will not “sign-off” on any service conducted in the school as the agreement is between the parent and service providers.
- 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. Therefore, requests for externally funded service providers will be considered;
 - After Term 1, Week 4 onwards. (commencement will occur once the contract and documents are finalised with the Therapist)
 - Requests received after Term 1 Week 4 will be considered within a 4 week period from the request being received. (commencement will occur once the contract and documents are finalised with the Therapist)
 - Requests received after Term 4 Week 5 will be considered for the following calendar year to commence after Term 1 Week 4 the following year. (commencement will occur once the contract and documents are finalised with the Therapist)
- Externally funded service providers consult on the best times to visit with the school's learning and support team. Once these dates are set for the term of the contract, they cannot be rescheduled without a review of the contract.
- It remains the parents’ responsibility to advise the therapist of any school incursions, excursions or illnesses that may impact therapy.
- The school takes no responsibility for missed therapy sessions. Missed therapy sessions will NOT be rescheduled
- 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. (2:50 to 3:35)
- Due to most therapies taking place in the classroom, therapists will be limited to one person visiting the identified student at a time. Only one student in a classroom can be receiving therapy at time.
- If a student requires individual therapy outside the classroom they therapy will generally be only allocated to a time slot after 1:30pm or in the non teaching time of scripture.
- Session times are limited to a maximum of 30 minutes (only) to support all students to engage in their regular class program.
- No therapies sessions will occur;
 - Term 1 Week 1 to 4
 - Term 1 Week 10 (and 11)
 - Term 2 Week 1
 - Term 2 Week 10 (and 11)



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- Term 3 Week 1
- Term 3 Week 10 (and 11)
- Term 4 Week 1
- Term 4 Week 9 & 10 (and 11)
- At all times, the school is responsible for the students' learning program, and the students remain under the duty of care of the school whilst on school grounds.
- Generally, a therapy Engagement Agreement and associated therapy plan will be reviewed within 6 months (even though the Engagement Agreement may be for a max of 12 months). A new Engagement Agreement will be developed for the therapist's sign-off after the planning meetings.

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 Learning 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 must seek a mutually appropriate time for discussion and consultation.
- Effective relationships between therapists and teachers are responsive and flexible, allowing them to meet educational goals when resources and priorities change.
- A high standard of confidentiality is maintained when information is shared between stakeholders. School staff and visiting service providers will hold information pertaining to students other than those receiving therapy services in the school with confidence. Reports will only mention the names of the students receiving therapy without any reference to any other student in the class.
- Any concerns regarding students or staff should be immediately brought to the principal's attention.

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 NORTH NOWRA PUBLIC SCHOOL

Parents and carers can request therapy services in the school by completing the Parent Request for NDIS Service Provision form. The is to be handed into the school office. The request will be discussed with the class teacher, and the Learning Support Team (LST) will determine if there are reasonable grounds to support NDIS services. The educational impact on the student and the learning environment will be considered. The School Administration team is available to assist you. Please make an appointment for support.

The Learning Support Team (LST) will assign a member to work with the class teacher to assess the appropriateness of therapy services in the classroom and school. This process typically involves a Learning Plan meeting with the family and therapist to ensure alignment between the NDIS plan goals, therapist goals, and the student's Personalised Learning Plan. A recommendation will then be made to the principal. The principal will decide whether to approve the service provision in the school or decline the request.

Yes

Declined

The parent will be informed by the Administration Team or Principal if the provision of services in the school is supported. The conditions and agreed plan will be shared, and the parent will be responsible for contacting the Service Provider to proceed.

Parents will be informed if therapy is not supported at this time, along with the reason for the decline. A new application can be submitted each Term (10 weeks) after the decline is received.

The Service Provider must complete the DoE requirements and submit the necessary documentation to the school. The Service Provider will then receive an Engagement Agreement to sign, which will include an end date and a review date. The Service Provider will schedule an induction with the Administration Team. Once this is done, the Administration Team will add the Therapy dates to the Sentral NDIS Therapy on-site calendar and notify the LST that the Therapist is cleared to begin services as per the Engagement Agreement. A confirmation email, along with a signed copy of the Engagement Agreement, will be sent to the Therapist to confirm the start of services.

The Service Provider must follow the Engagement Agreement until the end date. If the class teacher requires long-term adjustments due to student or class needs, the LST will inform the Service Provider. If the Service Provider cannot adjust to meet the school's operational needs, the principal will notify the family that therapy sessions will stop until a new Engagement Agreement is developed.

It is the family's responsibility to arrange a review of services and submit a new Parent Request for NDIS Service Provision form before the end date to develop a new Engagement Agreement. An Engagement Agreement will not be rolled over to a new end date a new Engagement is required for each service.

Meetings between the Service Provider, parent/carer, class teacher, and LST may be scheduled to discuss the intervention's impact, appropriateness, and viability during the life of an Engagement Agreement. The principal has the right to cancel the Engagement Agreement at any time if the service does not meet the student's needs or impacts classroom and school operations, following DoE NDIS Service Provision Guidelines.

Supporting documents, Families and Therapist should review when completing and submitting a Parent Request for NDIS Service Provision. A copy of these documents is available from the School Office.

1. North Nowra Public School Guidelines for Therapy Provision (This document)
2. Parent and carer fact sheet – Accessible
3. External providers information for parents
4. Information for providers and provider checklist
5. Draft External Provider Engagement Agreement NNPS Blank
6. 1.2020 WWCC Quick Guide for Allied Health and NDIS Contractors
7. Parent Request for NDIS Service Provision