

Parent Request for the Provision of Therapy Services in School

This form is to be completed by parents or carers in advance of any therapeutic service provision commencing in school. This form should be completed after reading Jordan Springs 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	
Time and day to be determined in consultation with teacher/therapist if therapy is approved. Parents are to be notified and kept updated of any changes through communication with the therapist/s.			

To be signed by the student's parents	
<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. I understand this process might take up to two weeks. <input type="checkbox"/> I understand that should no suitable times or learning spaces be available the service cannot commence. The request will be placed "on hold" and reviewed at the end of each term. <input type="checkbox"/> 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. <input type="checkbox"/> I understand that it is my responsibility to monitor bookings and clashes that might occur between school and therapy appointments (major assemblies, excursions etc.) and to notify the provider if my child will not be present at school on a day scheduled for service delivery at the school. <input type="checkbox"/> I understand I am responsible for notifying the school if I terminate the provider's services. <input type="checkbox"/> I understand it is my responsibility to monitor the sessions are occurring in accordance to agreed dates/times.	
Parent/Carer Name:	Parent/Carer Signature:
Email Address:	Date:
SERVICE PROVIDER TO FILL IN THIS SECTION	
To be signed by the service provider	
<input type="checkbox"/> I give consent for the exchange of information pertaining to the provision of therapy services to the above-named student between Jordan Springs Public School and the student's parents/carers. <input type="checkbox"/> I understand that I am entering into a positive working partnership with Jordan Springs Public School and will adhere to confidentiality. I understand I am reporting about the individual child and their agreed upon goals. <input type="checkbox"/> I understand that I am to provide the school with updates on progress towards agreed upon goals of each student in a determined time frame communicated by the school. <input type="checkbox"/> I understand that the agreement will be reviewed at the end of each semester to determine if the service provision will continue or not. <input type="checkbox"/> I understand, whilst on site, I am mandated to follow the school operational systems and processes, as outlined by the principal and/or delegate. <input type="checkbox"/> I understand that the school reserves the right to terminate services held at the school, at the discretion of the Principal.	
Name of therapist & organisation:	Signature:
Email:	Phone:
JORDAN SPRINGS PUBLIC SCHOOL TO COMPLETE THIS SECTION	
Date received by school:	
Date discussed at the LST:	
LST recommendation: <input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> On Hold Review Date: Progress Report from service provider requested to be supplied every: Comments:	
Status of Service Provision Request after discussion with Principal	
<input type="checkbox"/> Approved	<input type="checkbox"/> Declined
Principal signature:	



Jordan Springs Public School

Guidelines for Therapy Provision

Jordan Springs Public School supports the individual needs of all students and recognises the valuable contributions provided by specialist services. Strong and positive relationships with all key stakeholders is beneficial in providing the utmost support for students at our school. From time to time, we receive requests for externally funded service providers to deliver services within the school setting. This document serves as a guideline for school staff, parents/carers and service providers working with students in the provision of therapy services at Jordan Springs Public School.

Therapy Services at Jordan Springs Public School

Summary

1. All requests for access to a student by an external provider funded by the NDIS (or any other scheme) must come from the student's parent/ carer in writing.
2. All requests for the delivery of an externally funded service will be considered against the needs of the student or group of students who are the intended service recipients, other students in the school and the operational requirements of the school.
3. If approved, providers must meet all NSW Department of Education policy requirements and enter into an agreement with Jordan Springs Public School.
4. All service provider staff will undergo all school induction processes prior to commencing any services.

The staff at Jordan Springs 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 Student Adjustment Plan (SAP). 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 SAP. 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 appropriate space, time, supervision and the school's duty of care towards all staff and students.

Jordan Springs 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.

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.
- 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.
- Session times are limited to a maximum of 40 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.

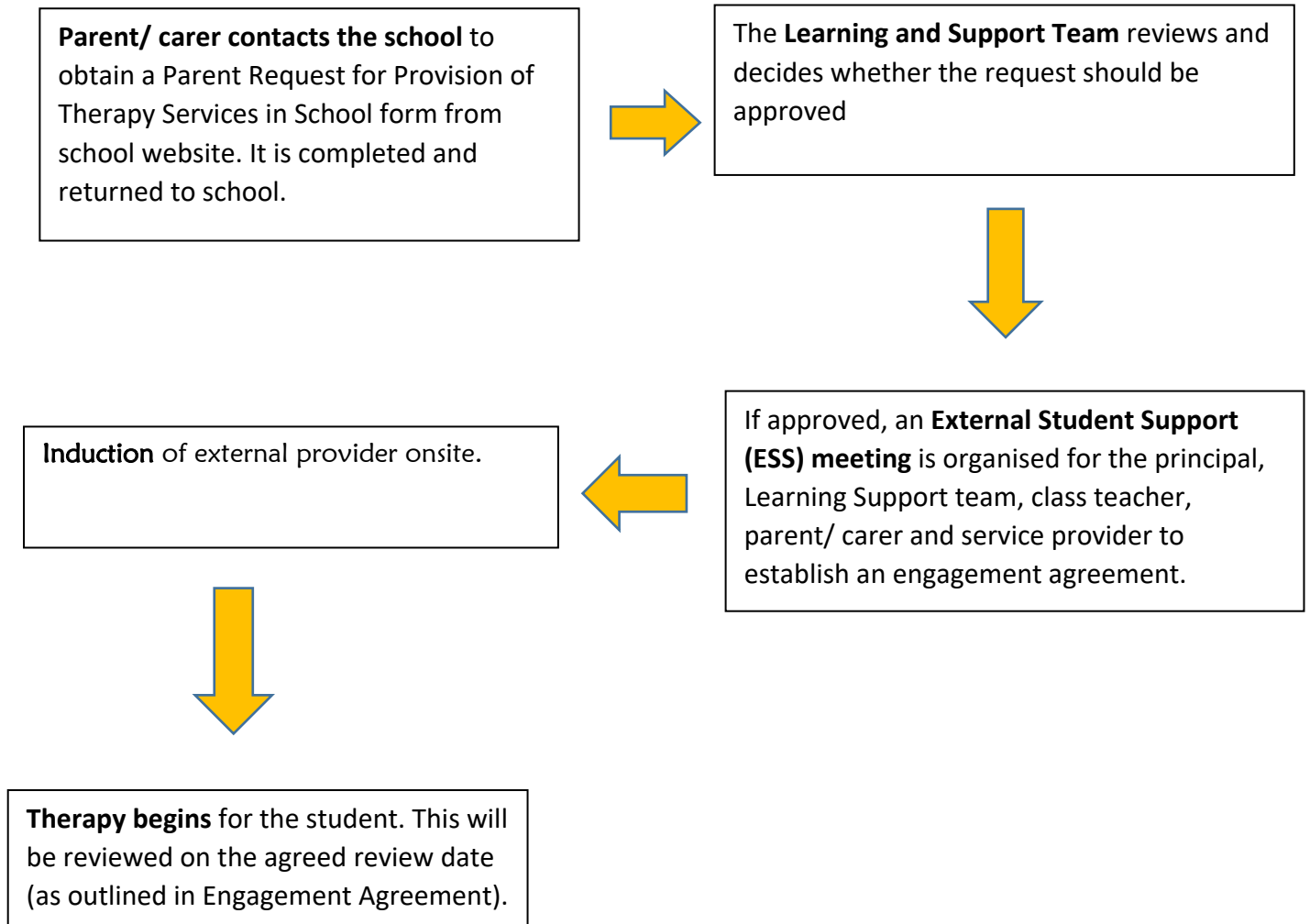
Guiding practices for relationships

- 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 Student Adjustment 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. 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

The LST and classroom teacher will review the suitability of therapy sessions being conducted during school hours and the impact on student learning at the end of each semester, or as the need arises, with parents and therapists.

PARENT/ CARER REQUEST FOR EXTERNAL PROVIDER FLOW CHART



References:

- education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/resources/national-disability-insurance-scheme
- Embedding NDIS practices into LST guidelines- an example of good practice
Anne Eckert Relieving NDIS Transition Coordinator
- www.ndis.gov.au
- Anna Bay Public School

Document history and details

Policy implementation date: February 2021

Policy review date: December 2021