



Castlereagh School: Guidelines for the Provision of Therapy Services 2025

Purpose

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

Rationale

With the introduction of NDIS, Castlereagh School is experiencing an increase in the number of therapists visiting our site. Castlereagh 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 principals, teachers, educational assistants, parents, 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

Castlereagh 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 Individual Education Plans and Transition Plan (an Individual Transition Plan for Year 11-12).

Roles and responsibilities of education and therapy organisations

The role of the school in relation to therapy services is to liaise with families and Therapists 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 outcomes in student Individual Education Plans and Individual Transition Plans, in a planned, collaborative and cohesive manner. It is the role of the therapist to liaise directly with families regarding the outcomes of the therapy visits.

A step by step (one page) outlining the process for Therapy at Castlereagh School, will be attached to this email.

Guiding principles

- Student safety, wellbeing and educational development are 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 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.

Guiding practices for relationships

- The delivery of therapy services in schools must be planned and documented in partnership with the school and families. 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 Kindergarten – Year 10, or a Transition Plan in Year 11-12. **Therapy services delivered in schools must link to a student's plan.**
- 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.
- 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 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.

Hydrotherapy plans

A meeting with the teacher and principal is not essential for hydrotherapy plans.

For new hydrotherapy plans we ask the therapist to book a session to demonstrate the plan to the Swimming Instructor.

Hydrotherapy sessions with therapists

When a swimming instructor is unavailable, the hydrotherapy pool is available for therapists to use with their client who have a hydrotherapy plan. The Therapy Liaison will let parents know if this is an option at the beginning of each term via a Castlereagh School email message. For parents who reply to the email, the Therapy Liaison will send through documentation and available times for the hydrotherapy pool.

Plans due for renewal

Our Therapy Liaison will notify therapists of student therapy plans due for review the following term, allowing time for therapist discussions with parents for potential renewal. If no changes to the plan are required, and in agreement with the parents, the school may accept an email endorsing the plan for the next 12-month period.

Mutual negotiation of suitable therapy times.

A discussion of a proposed therapy schedule will be had at the initial meeting between the principal, teacher and therapist. To ensure minimal disruption to a student's learning plan, nominated sessions via the Xoyondo booking link will be provided from 11:15am, where therapists will be able to schedule visits.

Any changes to planned times will need to be negotiated by email with our Therapy Liaison. Changes are supported as much as possible.

To ensure consistent communication between the school and therapists, please use email **castlereagh.therapy@education.wa.edu.au** when contacting the teacher and/or the Therapy Liaison Officer. Email addresses of teacher will be provided, and updated within a week if staff changes occur.

Therapists/allied health professionals will need to seek a mutually appropriate time for discussion and consultation with Teachers, we kindly ask that Therapists have any discussions with teachers outside of teaching and learning times.

Sign In / Out Register

There is an iPad available to register your visit at administration. To ensure your safety in the event of an emergency evacuation or lockdown we ask that the register in administration is completed before and after each visit.

Identification whilst on site

Please wear your identification badge/tag whilst working in the school. If you do not have an identification badge available, please ask the admin staff for a white sticker and a Visitors Badge. It is important to us that we are able to greet you by your name. We kindly ask that you please introduce yourself to our principal on your first visit.

Session Location

Castlereagh 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 to a different area within the school may be the most appropriate mode for service provision. Students remain under the duty of care of the classroom teacher whilst on school grounds, therefore a suitable location that can be adequately supervised must be negotiated with the classroom teacher. If withdrawal is negotiated with the teacher, the Physiotherapist may request for education assistant support in advance of their visits. The class teacher will make every effort to accommodate these requests.

Therapy Goals in the IEP / ITP

The SMART goals agreed on by the teacher and therapist and endorsed by the principal will be included in the student's IEP /ITP under the category, Therapy Goals. This supports our commitment to ensure the goals negotiated are implemented regularly. The therapist is asked to provide feedback in consultation with the teacher and comments will be included in the end of semester report. An example of SMART goals can be found in Appendix A.

Review of therapy service in school

At the end of each school term in preparation for the following term, therapists are asked to discuss the achievements towards therapy goals by students and how the provision of therapy in the school environment is going for individual students. Plans and goals for the following semester will be mutually agreed upon.

Issues/Concerns

If whilst providing therapy services to students at Castlereagh School, therapists have concerns or issues of any manner they are encouraged to contact the school officer on 9266 6100 to book an appointment (phone or meeting) with the principal to discuss.

Compliance requirements -

Working with Children Check.

Departmental procedures for schools engaging the services of volunteers and contractors are in place. Please ensure you carry your Working with Children card and provide a copy of this to the school officer at your initial meeting. Your information **may** be submitted to the Department of Education for screening purposes.



APPENDIX A

Examples of SMART Goals

Example- Physiotherapy:

-With the support of a communication partner, (student's name) will walk in his/her Grillo walker for a minimum of 30 minutes at least 3x/ week.

Example- Speech Therapy:

-With the support of a communication partner, (student's name) will use a 4-choice communication board to select 'food, drink, help or want'.

Example- Occupational therapy:

-With the support of a communication partner, (student's name) will use bilateral hand function to hold scissors and make up to 2-3 snips at one time.