



Castlereagh School: Guidelines for the Provision of Therapy Services 2026

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.

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.

Commencement Schedule for Therapy Sessions

When a service during school hours is proposed for a student, parents/therapy providers **MUST** first use the Microsoft Online form **2026 REQUEST FOR SERVICE PROVISION BY THERAPIST TO BE CONDUCTED DURING SCHOOL HOURS to establish a request.** A meeting with the principal **may** then be held to review a student's Individual Education Plan and ensure any proposed therapy programs contribute to achieving these goals. *We note this meeting may not be required in cases of ongoing therapy or may be best occur via email.*

Application forms are lodged in term one each year- once all forms are returned and approved, the therapy liaison will provide the links for the Xoyondo booking system for therapist to book.

Term one visits usually start in week 3.

Therapy Goals in the Learning Program

The SMART goals agreed on by the teacher and therapist and endorsed by the principal will be included in the students' programs wherever possible. 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 a copy of the therapist's report is to be provided to the school each semester. An example of SMART goals can be found in Appendix A.

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. **One student per timeslot is made available.** It is suggested that where multiple therapists are involved a **timeslot be shared on a rotating weekly basis** as spaces are limited.

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.

We kindly ask that Therapists have any discussions with teachers outside of teaching and learning times. Therapists/allied health professionals will need to seek a mutually appropriate time for discussion and consultation with Teachers, this can be arranged with our Therapy Liaison.

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 situation's 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.

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 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 agreeance with the parents, the school may accept an email endorsing the plan for the next 12-month period.

Hydrotherapy sessions with therapists

No swimming instructor is available for 2026; the hydrotherapy pool is available for therapists to use with their client who has a hydrotherapy plan. The therapist must have the relevant qualifications to run hydrotherapy. These qualifications must be provided to the school. They must include a water safety qualification

The Therapy Liaison will let parents know if a swimming instructor is available 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.

Hydrotherapy plans (when available)

A meeting with the principal is essential for hydrotherapy plans.

Compliance requirements

Departmental procedures for schools engaging the services of volunteers and contractors are in place. On request submission, Therapist/Therapy provider must provide the following documents:

-Public liability Insurance (meeting the Education Department, August 2024 criteria)- see factsheet attached

-Working with Children Check

-NDIS Worker Screening Check or Nationally Coordinated Criminal Check (NCCHC) .

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.

N.B. Therapy cannot take place until the compliances above are provided and approved.

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 greet you by your name. We kindly ask that you please introduce yourself to our principal on your first visit.

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.



APPENDIX A

Examples of SMART Goals

-Specific

-Measurable

-Achievable

-Realistic

-Timely

Example- Physiotherapy:

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

Example- Speech Therapy:

-With a verbal prompt, (student's name) will use a 4-choice communication board to select 'food, drink, help or want' 8 out of 10 times.

Example- Occupational therapy:

- (student's name) will independently use bilateral hand function to hold scissors and make up to 2-3 snips at one time 2 out of 3 times.