

Rowville Primary School

NDIS Therapy at School Policy



DET International CRICOS Code - 00861K



Help for non-English speakers

If you need help to understand the information in this policy, please contact 9764-1955.

PURPOSE

The National Disability Insurance Scheme (NDIS) provides choice and control for students and families with the supports needed in daily living.

POLICY

This policy outlines the agreed processes for managing requests by therapists to attend Rowville Primary School for the purpose of observation in the classroom or school environment and therapy delivery at school. Rowville Primary School will monitor the support provided by NDIS therapists at school through attendance at termly student support group meetings and communication of strategies and recommendations for staff.

DEFINITIONS

- 1.1 **NDIS** - National Disability Insurance Scheme
- 1.2 **Disability**: a substantial impact on your ability to complete everyday activities
- 1.3 **Service provider**: is a person, business or organisation who delivers funded services
- 1.4 **Early intervention**: providing support to a person, either a child or an adult, as early as possible to reduce the impacts of disability or developmental delay and to build their skills and independence.

IMPLEMENTATION

Rowville Primary School will work in collaboration with families and service providers to implement strategies to meet individual student needs and achieve their goals for daily living and independence.

- All requests by external specialists to attend Rowville Primary School must be directed to the Principal or Assistant Principal and through the child's parents.
- Where an external specialist wishes to attend Rowville Primary School for the purpose of providing therapy, an NDIS Funded Therapist Request form must be completed.
- Requests for therapy at school can only be approved by the Principal when circumstances have been demonstrated and the school is able to provide appropriate space and supervision in line with Child Safe Standards. The availability of space will be reviewed each year.
- The school will consider the benefits of the therapy compared with any disruptions to student's learning.
- Therapists will provide services in a manner that does not impact on other students or programs in the school.

Parents/Guardians will:

- Complete the Therapist Request Form (see Appendix 1) and Parent Consent Form (see Appendix 2);
- Meet with Principal/Assistant Principal to discuss requests;
- Coordinate visits by communicating with the service provider and the school.
- Communicate student absence with the therapist if student will be absent for scheduled visit

Class teacher will:

- Provide information as requested by the Principal/Assistant Principal;
- Support students by including recommendations from the service provider where applicable and practical;
- Provide a differentiated curriculum and support students through making 'reasonable adjustments' to ensure students with a disability are able to access their education.

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Contractors/Therapists will:

- Complete the Therapist Request Form so that all requests may be considered;
- Read the Contractor Induction Handbook and Child Safety Code of Conduct;
- Provide relevant documentation as per the Department of Education guidelines including: Working With Children documentation, certificates of currency for insurances held by the service provider/company;
- Participate in an on-site induction on arrival at the school.

The Principal/Assistant Principal will:

- Consider requests and notify parents of the outcome of all requests;
- When approved, provide service providers with relevant documentation including: Contractor Induction Handbook and Child Safety Code of Conduct;
- Liaise with contractors/service providers to ensure all paperwork is completed;
- Ensure that all arrangements are consistent with the Rowville Primary School Child Safe Standards, Contractor and OHS policy.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- It will be available publicly on our school's website
- Included in staff induction processes
- Parent Information Nights

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following DET policies and guidelines:

- <https://www2.education.vic.gov.au/pal/ndis-funded-therapy/policy>
- Students with Disability
- Restraint and Seclusion
- Disability Discrimination Act 1992 (Cth)
- Equal Opportunity Act 2010 (Vic)
- National Disability Insurance Scheme Act 2013 (Cth)
- Victorian Charter of Rights of Rights and Responsibilities (Vic)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Approved by	Rowville Primary School Council
Next scheduled review date	August 2025

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Therapist Request Form (Appendix 1)

Request to provide NDIS funded therapy on school grounds

The Department of Education and Training (the Department), which includes all Victorian government schools, provides educational programs to Victorian government school students.

The National Disability Insurance Scheme (NDIS) is a new way of providing individualised support for eligible participants. The purpose of the NDIS is to enable NDIS participants and their families to exercise more choice and control regarding the support provided to them.

On occasion, parent(s) may ask a Victorian government school to allow an NDIS funded therapist to provide support or therapy to their child (the student) on school grounds (Request). These Requests are made via a completed Request to provide NDIS therapy on school grounds form (the Request Form).

The Department is committed to supporting NDIS participants, and their families, to obtain optimal benefit from the opportunities offered by the NDIS. Consistent with this commitment, Victorian Government schools are encouraged to accommodate students and their parent(s) exercising choice and control in relation to NDIS supports, where practical to do so.

However, there are a number of relevant factors that must be considered when determining whether or not it is possible for the school to agree to such requests. These factors are set out in *Responding to requests for NDIS funded therapy in schools – Guidelines for Principals*.

For the principal to consider such requests, NDIS funded therapists and parent(s) making a request for access to school premises must:

- complete the attached **Request Form**
- have the student's parent(s) sign the attached **Parent Consent Form**
- provide the completed forms, and any other relevant documents to the school at the time of making the request.

Principals will not consider any such request until the **Request Form** and **Parent Consent Form** are completed and provided to the school.

When the completed **Request Form** and **Parent Consent Form** are provided, the Principal or Assistant Principal will consider all relevant information, and endeavour to respond to the request within 10 working days.

Should you have any queries regarding the **Request Form** or **Parent Consent Form**, please contact the Principal or Assistant Principal

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TO BE COMPLETED BY NDIS FUNDED THERAPIST (APPENDIX 1)

Details of therapist making request	
Name of therapist	
Company	
Company address	
Phone number	
Email address	
Qualifications held by therapist	
Professional registration details of therapist	
Is the therapist an NDIS registered practitioner? (Y / N)	
Details of student	
Name of student	
Year level / Teacher of student	
Are there particular family, social or practical circumstances that are relevant to the request?	
Details of the proposed therapy	
Purpose of the proposed therapy	
Proposed date / time that therapy will be provided	

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<p>Will the student be withdrawn from class time for the therapy to be provided?</p> <p>If so, what classes will the student miss?</p>	
<p>Proposed duration and frequency of therapy (e.g. one hour, weekly / daily / monthly)</p>	
<p>Proposed location of therapy (classroom / other area of school)</p>	
<p>Proposed aims and benefits of the therapy being provided at school / in school time</p>	
<p>Is the therapy time-dependent? If so, provide details</p> <p>For example, is the therapy a medical support that must take place at certain regular intervals each day?</p>	
Attach relevant documents	
<p>Please attach proof of a satisfactory Working with Children Check for the therapist.</p>	<p>Tick to confirm the relevant documents are attached</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Please attach Certificates of Currency for the following insurances held by the therapist / Company / Incorporated Association:</p> <ul style="list-style-type: none"> • public liability insurance • worker's compensation insurance 	<p>Tick to confirm the relevant documents are attached</p> <p style="text-align: right;"><input type="checkbox"/></p>
Acknowledgment by NDIS funded therapist	
<p>I, acknowledge and agree that, if the Principal approves my request to provide NDIS funded therapy on school grounds:</p> <ul style="list-style-type: none"> • subject to the consent of the student's parent(s), I must sign an information-sharing agreement which requires me to share relevant information about the student with the Principal and/or nominated school personnel. 	<p>Signed</p> <p>Print name</p> <p>Date</p>

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PARENT CONSENT FORM for NDIS FUNDED THERAPY AT SCHOOL

(Appendix 2)

STUDENT DETAILS			
Student name:		Date of birth:	
Student's school:		Year level:	
THERAPIST DETAILS			
Therapist name:			
CONSENT of PARENT, GUARDIAN, CARER or MATURE MINOR*			
Name:		Signature:	
Relationship to student		Date signed:	
Phone no & email address			

***Who may sign this form?**

1. Any of the following people may sign this form:
 - a. a person with **parental responsibility** for "major long term issues" as defined in the *Family Law Act 1975* (Cth)
 - b. a person authorised to make health decisions for the student under the *Children Youth and Families Act 2005* (Vic).
 - c. An adult student
2. If neither of the people describe in (1) are available, an **informal carer** may sign this form. An informal carer is a relative or other responsible adult with whom the student lives, and who has day-to-day care of the student. Informal carers should provide to the school a signed 'Informal Carer' statutory declaration. Parent(s) can contact the school for assistance in obtaining a copy of this document.
3. If a principal has determined the student is a **mature minor** for the purpose of making this specific decision, the student may sign the form. The principal makes this decision consistently with the Mature Minor policy on Schools Policy Advisory Guide (SPAG).