



Kelso Public School

'Success Through Excellence, Opportunity and Belonging'

We acknowledge the traditional custodians of the land on which we live and work and we pay our respects to the Elders both past and present.

Therapy service provision at Kelso Public School

January 2025

PURPOSE

This document clarifies, defines and supports Kelso Public School and therapy service organisations who seek to work in partnership to provide services to students attending the school during school hours.

RATIONALE

Kelso Public School and therapy organisations share an interest in achieving positive educational outcomes for students through developing opportunities to strengthen collaborative partnerships with principals, teachers, parents, therapists and therapy organisations working within the school setting. The ultimate goal of this collaborative approach between education and therapy service provision is to ensure therapy provision during school hours enhances educational outcomes and curriculum access for our students.

THERAPY SERVICES IN THE SCHOOL SETTING

Kelso public 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 held in the school setting where therapy is clearly linked to enhancing the attainment of positive educational experiences and outcomes. Such an outcome will require positive relationships between Kelso Public School Staff and Therapy Service Providers.

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.
- 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 deputy 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 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 an Individual or Personalised Learning Plan process. 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 Deputy Principal Inclusion and Support, and Principal via email.

OPERATIONAL GUIDELINES – KELSO PUBLIC SCHOOL

The following information provides a list of guidelines and a starting point for discussion between families, school and therapy providers.

It remains at the Deputy Principal's discretion to decide what services are delivered in schools or on school grounds, taking into consideration the educational needs and priorities for students and the school.

Before Sessions Commence

Commencement Schedule for Therapy Sessions

School staff require time to establish timetables, routines and develop an understanding of each student's individual needs. We seek your cooperation in ensuring timetabled therapy sessions do not occur until extensive consultation, with the student's Learning Support Team has taken place. Therapy sessions will not commence before Week 6, Term 1 2025.

Therapy programs must be aligned with Individual or Personalised Learning Plan (ILP or PLP) goals and contribute to the achievement of these goals

When a service during school hours is proposed for a student, parents MUST use Appendix 1 to establish a request. A Learning Support Team meeting will need to be held to review a student's ILP/PLP and ensure any proposed therapy programs contribute to achieving these goals. Parents and therapist involvement is essential.

Mutual negotiation of suitable therapy times

All therapists must arrange a mutually agreeable time with the student's teacher before sessions commence. This will ensure minimal disruption to a student's learning plan.

Changes to session times

Consistency of routine is important to all students. We request any alterations to session times be negotiated with the class teacher prior to commencement of the new session time.

Working With Children Check

New Departmental procedures for schools engaging the services of volunteers and contractors are in place. Please ensure you provide a copy of your Working With Children Check to the school admin staff, along with the completion of any paperwork requested. Your information **may** be submitted to the Department of Education for screening purposes.

All mandatory training must be completed prior to the sessions commencing. The following training will be updated in line with department of education guidelines in January 2025.

Child Protection Awareness Training

It is a Departmental requirement that all external contractors working with children complete the Child Protection Awareness Training. This is an e-learning module and can be found at: www.det.nsw.edu.au/proflearn/cpat. A copy of the certificate of completion should be generated and provided to the school.

Anaphylaxis Awareness Training

It is a departmental requirement under their WHS obligations that all external contractors complete the online Anaphylaxis Awareness Training. The e-learning module can be found at: www.allergy.org.au/about-ascia/about-ascia-e-training. A copy of the certificate of completion should be generated and provided to the school.

Sign In / Out Register

To ensure your safety in the event of an emergency evacuation or lockdown we ask that the register be completed at the front office 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 Visitors Badge.

Session location

Kelso Public 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 may be the most appropriate mode for service provision, especially with a child who is in the mainstream setting. 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 deputy principal inclusion and support.

Review of therapy service in school

Whilst our school welcomes the provision of therapy during school time it acknowledges that not all proposed activities and lessons are conducive to being conducted in the classroom context. Some sessions have the potential to be disruptive to other learners in the classroom. The Learning and Support Team for individual students 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.

Class teachers are responsible for the learning and management of all students during class time

We encourage open communication between staff and therapists. However, class time is for teaching. Service providers will need to seek a mutually appropriate time for discussion and consultation. Each teacher has a small amount of time being relieved from face-to-face class duties and MAY be available during this time. Please negotiate a suitable time with the class teacher for this consultation.

Please complete Appendix 1 and review Appendix 2.



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Appendix 1

Request for External Specialist Service Provision to be conducted at Kelso Public School

This form is to be completed by parents/carers in advance of any external specialist service provision commencing in school. Information should be completed after reading the Kelso Public School **Guideline for the Provision of Therapy Services in School** document. One form may be used for multiple service requests. Please note, all service providers must be cleared for work before coming on to the KPS school site.

Students name		Class Teacher	
Parent/Carer		Date	
Service Provision Requested	Speech Pathology	<input type="checkbox"/>	Organisation/Person Delivering Service
	Occupational Therapy	<input type="checkbox"/>	
	Key Worker	<input type="checkbox"/>	
	Behaviour Support	<input type="checkbox"/>	
	Family Support	<input type="checkbox"/>	
	Other	<input type="checkbox"/>	

Expected outcome or goals of therapy service		
Will there be a clear link between the therapy service goal and an ILP/PLP goal?	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Frequency of Service	Session Time	Duration of Service
<input type="checkbox"/> Weekly	<input type="checkbox"/> 30 minutes	<input type="checkbox"/> Term One
<input type="checkbox"/> Fortnightly	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> Term Two
<input type="checkbox"/> Monthly	<input type="checkbox"/> Other:	<input type="checkbox"/> Term Three
<input type="checkbox"/> Once or twice per term		<input type="checkbox"/> Term Four

Will the therapist/specialist be available to attend a Learning Support Team Meeting?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
<input type="checkbox"/> I understand that a decision will be made regarding the provision of therapy services during school hours after a Learning and Support Team Meeting for my child. <input type="checkbox"/> I understand that should no suitable time or learning space be available in my child's class, the service cannot commence. The request will be placed "on hold" and reviewed at the end of each semester. <input type="checkbox"/> I agree to an exchange of information between Kelso Public School and the service provider being utilised for my child.		Date	
		Parent Signature	

Approved	Declined	Reason	On Hold / Review	Principal Signature / Date
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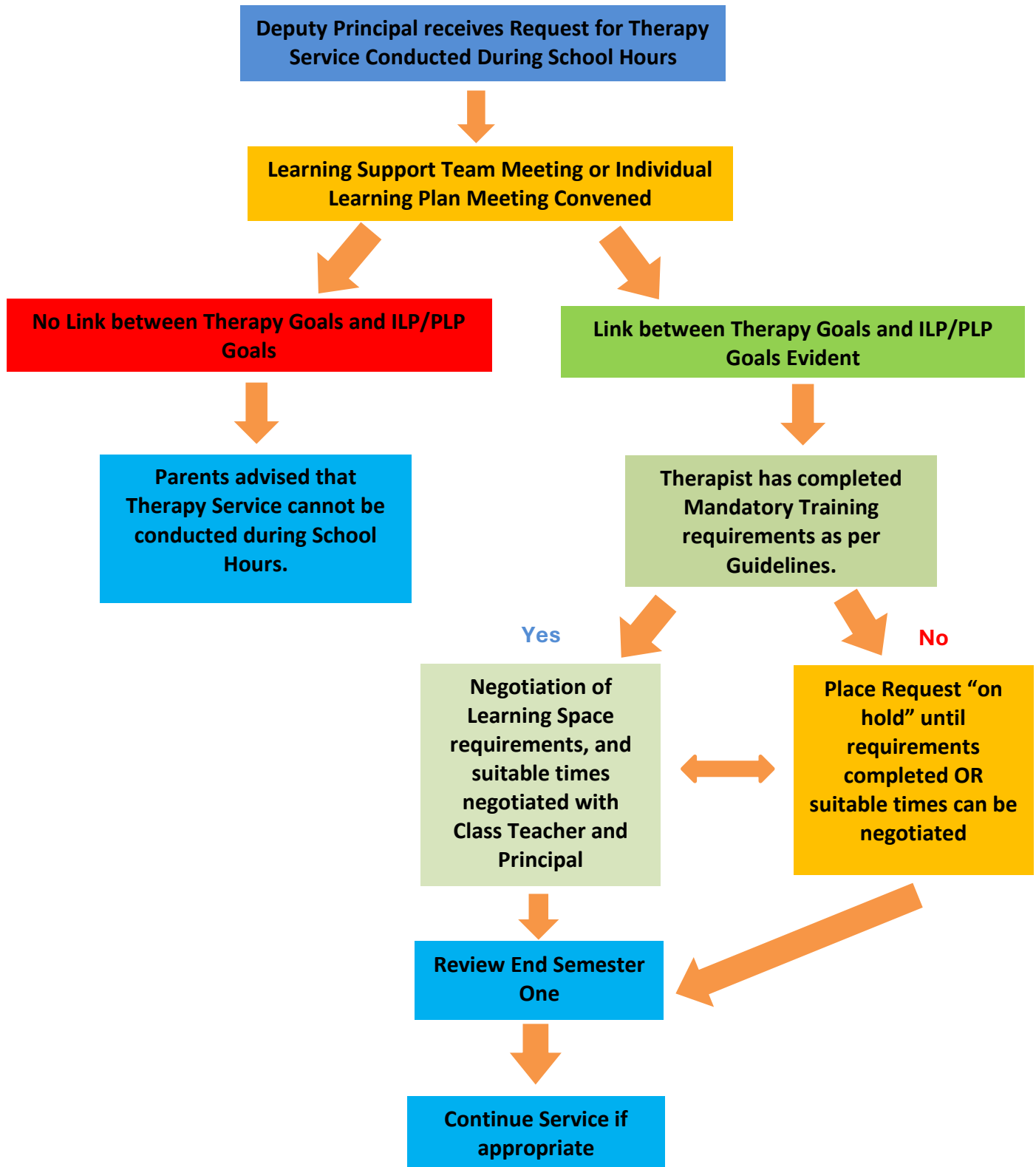


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Appendix 2

Request for Therapy Service to be Conducted at Kelso Public School



Please note: There may be times that a clear link with therapy service provision and ILP/PLP Goals is established, however due to high demand or the inability to negotiate an appropriate time and learning space, the service request may need to be put "on hold" and reviewed the following Semester.