



## External Therapy Service Providers at School Policy

### Purpose

This policy outlines the procedures for managing parent-initiated therapy requests and therapist appointments conducted during school hours. It ensures alignment with educational goals, compliance with Department of Education (DoE) standards, and the safety and well-being of students and staff.

Schools and external providers share a commitment to positive educational outcomes for students with disability. While the Department recognises that some students require external health, disability, or wellbeing support, any service provided on school premises must support access to education and align with the student's documented learning goals.

### Guiding Principles

- Schools must prioritise the delivery of curriculum and uphold a duty of care to all students.
- Services delivered on-site must relate to the student's educational goals.
- Therapy sessions at school must not disrupt learning or the school's operations.
- A maximum of 1 Therapist per identified student may be accommodated at the school's discretion.
- Providers must comply with Department of Education policies, including child protection, health, and safety.
- A dedicated space may not be available for sessions. Therapists may use alcoves, verandas and wet areas.
- Other students are not permitted to engage with therapist sessions.

### Parent-Initiated Therapy Requests

#### Request Process

When a parent requests therapy for their child:

- Admin provides the *Parent Therapy Request Form* (digital or hard copy).
- Upon return, the admin contacts the therapist to schedule an initial appointment.
- Therapist and student details are added to the **LSC Therapy Providers Spreadsheet**.
- Before access is granted, all required documentation must be submitted and verified.
- Admin is responsible for document tracking and follow-up.

All enquiries for On-site Therapy need to be sent to: [Nadine.Scott@education.wa.edu.au](mailto:Nadine.Scott@education.wa.edu.au)

### Documentation Requirements

Before service delivery, providers must submit:

- Valid Working with Children Check
- Nationally Coordinated Criminal History Check or NDIS Worker Screening Check
- Public Liability Insurance (\$20 million)
- Professional Indemnity Insurance (\$5 million)



## On-Site Appointments During School Hours

### Pre-Appointment Protocol

The therapist must receive and complete:

- *Therapist Proforma Email*
- *External Provider Schedule- Completed by parents also.*
- *External Provider Induction PowerPoint*

Only upon completion may therapists liaise directly with teachers to coordinate appointment times. This is *not to disrupt* teaching time.

### Service Schedule Requirements

- The 'School to Complete' section of the Service Schedule is optional if included in the Therapist Proforma.
- Parent Acknowledgement is not mandatory if the parent has submitted a Therapy Request Form; however, a signed copy must be obtained and sent to the parent for records.

## Expectations for External Providers

### Conduct and Identification

Providers must:

- Wear visible identification on school grounds.
- Notify families of staff or appointment changes.
- Manage cancellations and rescheduling directly with families (schools are not responsible).

### Integration with School Goals

- Services must enhance access to education and align with the student's documented learning goals.
- Providers may be asked to provide progress updates or reports.

### Session Feedback and Recommendations

- This is to be provided by the therapist directly to parents. Staff are not to be interrupted from their daily teaching responsibilities before or after sessions.
- Staff may be cc'd into feedback correspondence when emailing parents.
- Staff are not responsible for implementing follow-up strategies between sessions but will do their best to include these where possible.

## Health and Safety

Where required, providers must complete training relevant to individual students' needs (e.g., ASCIA Anaphylaxis e-training).

Providers must understand and follow Department protocols for responding to:

- Child abuse and neglect
- Suicidal behaviour and self-harm
- Risk of harm to self or others



## Documentation and Records Management

All documentation must be:

- **Scanned and saved** in the student's digital file.
- **Filed in hard copy** in the student's folder.
- **Sent to parents** electronically for their records.

### Principal's Discretion

The principal retains authority to approve or deny access based on:

- The student's educational goals and well-being
- Impact on school operations and other students
- Ability to access services outside school hours
- Compliance of provider with required documentation and conduct

Services may be denied if:

- They do not support the student's learning
- They disrupt access to education
- Equivalent support is available outside school hours
- They adversely affect school operations or safety

This policy is to be reviewed **annually** or as required to remain consistent with changes to Department or school-based procedures.