

Therapy on School Site Policy

Introduction

Therapy accessed on the school site is initiated by families of children with diverse needs who can now access therapies for their child through the NDIS. Child side School will attempt to accommodate therapy session needs for children qualifying under NDIS. The therapy services offer families the option of having therapies during school hours based at their child's school. The benefits for the child are to reduce overload by attending therapy after a full day at school which often can be a catalyst for reduced attendance and attention. Therapy based on the school site provides support for the child and families so there are reduced commitments and their associated stresses in attending external meetings out of hours or taking children off the campus extending the hours away from school for travel. Face to face interaction between educators and therapists also has benefits for the child. The school has no direct or implied responsibility whatsoever to enable this therapy to occur other than provide a space if available and ensure that this aligns with the function, purpose and codes of conduct of the school, without impacting on the daily workings of the school and its community.

Scope and Application

This policy applies to all children and families who access therapies that offer services using school premises and all therapy providers who choose to provide therapy sessions at the school. It applies to all staff at Child Side through the need to be aware of the contents of the related Memorandums of Understandings.

This policy will be reviewed and amended in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

The use of the word child/children in this policy refers to students in the context of the school environment.

Related Legislation/Guidelines

- Children and Community Services Act 2004
- Working with Children (Criminal Record Checking) Act 2004
- Work Health and Safety Act 2020
- Privacy Act
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)

Related Policies

- Child Protection
- Children With Addition Needs
- Code of Conduct
- Curriculum Evaluation
- General Duty of Care
- Review of Children's Learning
- Work Health and Safety Policy

Policy Statement

In order for this therapy on school site to occur and be maintained, the processes need to be followed and procedures adhered to. Families consult with their chosen therapy provider to engage with their services on the school site, if applicable and relevant. A Memorandum of Understanding from the school leadership team needs to be negotiated with the family and the Therapy provider. This Memorandum of Understanding must be in place before a service begins work with a child in school time and all related documents sited by the school administration. Due to the possibility of increasing numbers of families requesting their child to access therapies during school hours and at school along with the possibility of a child accessing more than one type of therapy service this will be carefully managed by Child Side School Leadership team. The needs of the school will remain priority. "One child at a time **within a community of learners.**"

Where possible the Therapist will be expected to spend some time in the classroom (negotiated between school, educator and therapist) observing the child in the context of Child Side prior to their first session with the child individually. The Therapist will work in a space deemed suitable by the Child Side leadership team which has a line of sight visible; there will be no closed doors, in accordance with protective behaviours. Visiting times will be negotiated with the Therapist in accordance with the room's learning programme, ensuring the least impact on the cluster, on the child's reintegration back into the shape of the day after the therapy session (children with diverse needs can often be unsettled after doing something out of routine and out of the familiar context of school and can take time and staff interaction to help them join back in), and on what the child has missed out on when they are attending the therapy session. Wednesdays at Child Side have intentionally been designed differently and are the most suited to children accessing therapy in school time along with the early close time at 2pm each week families have the opportunity to access therapy with less impact on the child after school finishes.

Any recommendations from the Therapist will be discussed at a staff dialogue and implemented on a trial basis if practical in the school context and capacity and in line with our pedagogy. The usefulness and success of the strategies will be discussed with the Therapist. The significant extra time, effort and considerations that each child with diverse needs and their family requires, along with liaison with each therapist, needs to be acknowledged and factored into the working life of the leadership team and relevant educator.

Version Management

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