

	NDIS FUNDED AND PRIVATELY FUNDED THERAPIES IN SCHOOLS POLICY
	Help for non-English speakers If you need help to understand the information in this policy please contact Glenroy West Primary School.

BACKGROUND

Students enrolled at Glenroy West Primary School could be in receipt of funding through the NDIS for a variety of allied therapy input. The therapies funded by the National Disability Insurance Scheme are related to the student's functional whole-of-life support needs, and not for educational purposes. The responsibility for therapy for educational attainment remains with the education system. On this basis, GWPS employs therapists and access therapy from Student Support Services to provide educational supports. This policy is based on information from the Victorian Department of Education and Training.

There is a difference between what is funded by the NDIS and what the school's responsibility is. Generally speaking:

- Schools are responsible for personalising learning and support for students with disabilities that primarily relate to their education. This includes teaching, learning assistance and aids, school building modifications and transport between school activities. This is in line with relevant antidiscrimination laws.
- NDIS will fund supports that a child needs which relate to the functional impact of their disability on regular activities that are a part of daily living. These supports are not primarily related to the child's schooling.

Students who do not have access to NDIS funding may access therapies that are privately funded by the family.

PURPOSE

This policy aims to clarify Glenroy West Primary School's responsibility regarding allowing NDIS and privately funded therapists to operate within the school. It will:

- Ensure that GWPS staff and families have a clear understanding of the role of school based and NDIS or privately funded therapists.
- Provide a clear framework and reasoning for decision making regarding therapists visiting GWPS for assessment or therapy purposes.
- Support school-based staff to continue to assist in the making of 'reasonable adjustments' to help students to attain their educational goals as required by the Department of Education and Training.

OBJECTIVE

- To ensure that GWPS meets its responsibilities in supporting students with their educational attainment.
- To ensure clarity regarding NDIS and privately funded therapists attending GWPS to assess or work with students.
- To establish clear guidelines for and information sharing with external therapists.

SCOPE

- The Principal, as the delegate of the Minister, has the right to permit or refuse entry onto Victorian Government School premises.

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers

- all external therapists funded

POLICY

School based therapist report writing and provision:

- GWPS will provide copied versions of any information/reports that the school has previously obtained from educational or allied health professionals to parents to assist them in providing supporting evidence for NDIS planning.
- The school will not, however, arrange for or pay for new assessments to be completed for the sole purpose of NDIS funding which does not directly benefit the child and schooling

NDIS or privately funded therapist school visits:

At Glenroy West Primary School, any requests for NDIS or privately funded therapy to occur at school are to be directed to the Assistant Principal via email lisa.brandecker@education.vic.edu.au who will respond on a case-by-case basis, following the process recommended by the Department of Education. When deciding whether to approve a request for NDIS funded therapy at school, the principal will consider a variety of factors including:

- individual circumstances of the student
- access to the curriculum
- Child Safe Standards and duty of care
- practical and administrative capacity
- anti-discrimination obligations.
- The Principal has the discretion to permit NDIS or privately funded therapists to work in the school in particular circumstances where they deem it necessary to maximise outcomes for students. In making such a decision consideration will be given to the relative benefits of an external therapist providing therapy versus the anticipated impact on student learning, disruption to classes, ability to provide supervision, the availability of an appropriate space to work in and timing of such requests.
- In general, external therapists will be asked to conduct therapies at the school after 2.00pm.
- Observations within the class from NDIS therapists may occur provided that these occur without disruption to the class and that therapy goals correlate with the school environment. Written requests to conduct an observation must be provided to the principal in advance. Once principal approval has been given, the observation must be scheduled with at least 48 hours notice.
- NDIS or privately funded therapists will provide the school with copies of their reports, programs and recommendations as appropriate.
- Where the Principal approves a NDIS or privately funded therapist to work with students during school hours, they must then be satisfied that appropriate checks have been put in place to allow access in a manner that is compatible with the school's Duty of Care. This will include: –
 - Working With Children or Criminal History check
 - NDIS funded therapy on school grounds form
 - Parent consent form
 - Documentation regarding licence to use school premises and information sharing
- NDIS or privately therapists are welcome to be part of a student's Student Support group. Approval to attend a student's Student Support group must be given by the principal. The Student Support Group is the formal process for school staff to communicate with therapists as per information from the Victorian Department of Education and Training.

COMMUNICATION

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

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes and staff training
- Included in school newsletter
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings

- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

EVALUATION AND REVIEW

This policy will be reviewed every three years and following significant incidents if they occur.

Policy last reviewed	November 2024
Communication	Newsletter, 2024
Approved by	Principal
Next scheduled review date	November 2027