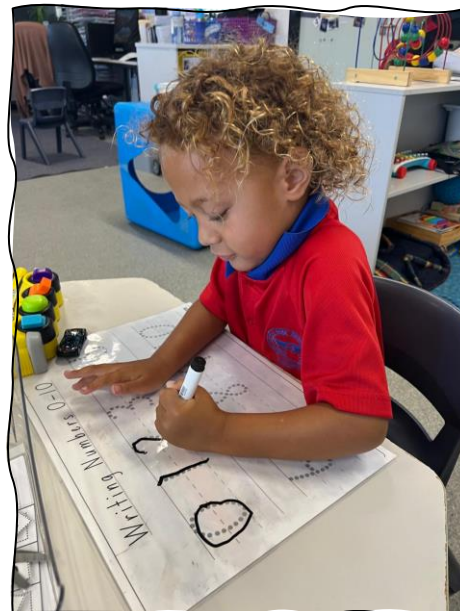




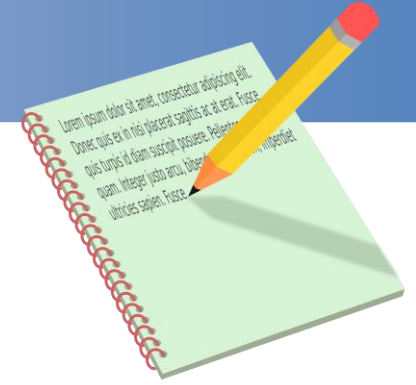
East Victoria Park Education Support Centre

Guidelines for onsite Therapy Services 2025





Introduction



This document outlines the processes and expectations from all stakeholders to deliver onsite therapy sessions during school hours at East Victoria Park Education Support Centre. (EVPESC)

EVPESC appreciates the contributions that therapy services provide to students and in some cases, it is appropriate for therapy services to be delivered onsite. When deemed appropriate the Therapy Coordinator will provide and process the relevant documents and sessions will be approved at the discretion of the principal in collaboration with relevant stakeholders.



Approval Process

Therapist will be approved as per the Department of Education Policy. The below documents will be requested for the application process to begin the process and takes up to two weeks to approve.

- Working with Childrens Check WA (WWCC)
- NDIS Clearance OR Department of Education Clearance
- Proof of public liability insurance that must cover an amount of **not less than \$20,000,000 for any one occurrence**; and must be **unlimited in the aggregate**.
- Completed Onsite therapy application
- Individualised plan with highlighted goals that will be the focus during onsite sessions
- Commitment to provide feedback on sessions to the school (See appendix B for example)



EVPEsc invites approved therapists onsite from Week 3 Term 1. This allows students and staff to settle into their classrooms at the beginning of the year.

Approvals Cease **Mid Term 4**

Therapy stops in **Term 4 week 9**.



Important Notes

- A high standard of confidentiality is to be maintained when sharing information between stakeholders.
- EVPESC classroom staff are unable to assist during therapy sessions unless a request has been made prior to the session.
- Speech Therapy sessions will be held within the classrooms and therapists are encouraged to collaborate with teachers to develop common goals and follow classroom routines whenever possible.
- Occupational Therapy sessions will be approved from 12pm onwards to ensure students receive their literacy and numeracy lessons each day.
- If therapists do not attend booked sessions, 3 times without notifying the school, the Principal may decide to allocate that time and space to another student.
- Any concerns regarding student or staff wellbeing is to be communicated to the class teacher or admin at your earliest convenience. (Please see Appendix C for feedback procedure)
- Discussions with teachers need to be arranged prior to onsite therapy sessions and not be held during teaching time.



Register of Responsibilities for Onsite Therapy Services at EVPESC

School Responsibilities

- Comply with all Department of Education policies and procedures
- Liaise with families to facilitate reasonable requests
- Where possible, provide a suitable space for sessions to be held

Parent Responsibilities

- Provide parent approval for applications
- Contact the therapy organisation or therapist if your child is unwell or not attending school on the day sessions are scheduled.
- Contact the school with any concerns regarding sessions
- Encouraged to share IEP goals with Therapists.

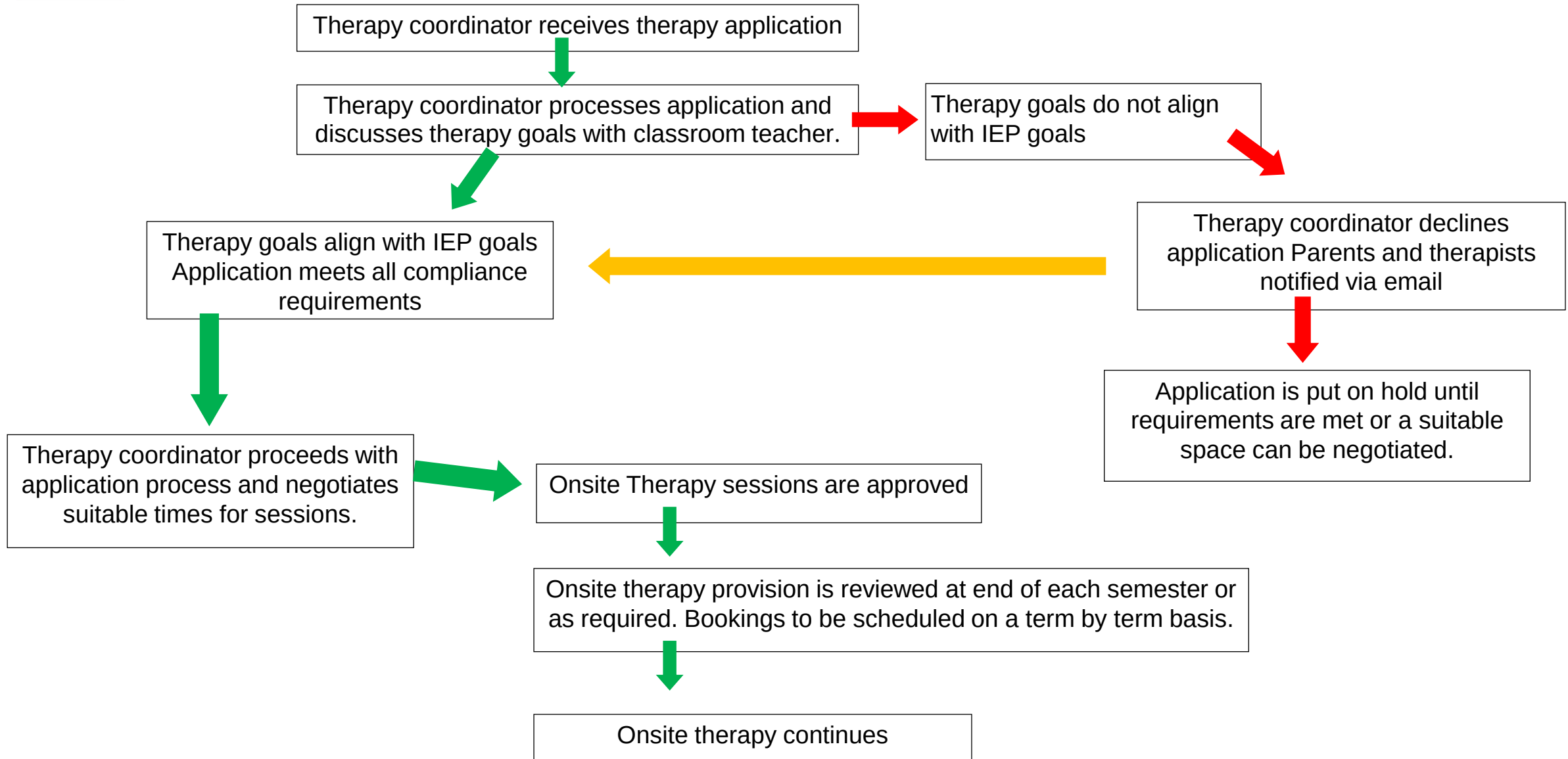
Therapists Responsibilities

- Provide correct and up to date information on therapy applications.
- Provide the school with a valid WWCC and NIDS or DOE clearance.
- Contact the school if therapy session is unable to go ahead or if therapist is unwell.
- Wear identification whilst onsite in school
- Collaborate when setting goals
- Provide feedback about the therapy session and students' progress resulting from session. (See appendix B for example)
- Any concerns should be flagged with school following the feedback process (See appendix C)
- Conduct themselves according to the Department of Education code of conduct.

Organisation Responsibilities

- Upon request provide up to date information on therapists working status.
- Provide to the school insurance documents outlining public liability (Min \$20 million) and professional indemnity. (Min \$5 million)

Process for onsite Therapy Service to be conducted during school hours



Procedure for therapists delivering feedback on **Therapy Sessions** at EVPESC

Purpose of procedure:

To provide information to the school/carers on progress of therapy sessions.

Types of Feedback:

- Email
- Form (Online)
- Form (Paper) Available from front desk

Feedback should include;

- How the session went, (what activities were involved? was the student engaged?)
- What went well
- Are there any concerns
- Plan for next session

Example of email feedback

Dear Teacher,

During my speech therapy session today with Joshua, we worked on using his AAC device to complete the classroom activity. I modelled using the device all aspects of the morning meeting such as the day of the week, and the weather. Joshua was responsive and used his device to tell me he was feeling excited. We then worked on the colour matching activity and Joshua used the device to tell me what colour each item was. I feel this is a skill he has mastered and next week I will focus on communicating different phonics sounds.

OR



Therapy Session Feedback

(Example)

Student Name: Joshua

Time of session: 9.15-10.15

Therapist Name: Melissa Gray

Therapy type: Speech Therapist

Summary of session

During my speech therapy session today with Joshua, we worked on using his AAC device to complete the classroom activity. I modelled using the device all aspects of the morning meeting such as the day of the week, and the weather.

What went well?

Joshua was responsive and used his device to tell me he was feeling excited. We then worked on the colour matching activity and Joshua used the device to tell me what colour each item was.

Are there any concerns?

No concerns during this session

Plan for next session

I feel this is a skill he has mastered and next week I will focus on communicating different phonics sounds

Signature:

Date:

Template available from front office



APPENDIX C

Procedure for therapists delivering feedback at EVPESC

Purpose of procedure:

To provide constructive, professional feedback in a way that supports the student's development while maintaining clear boundaries. Feedback should focus on the therapeutic progress of students and avoid any overreach into areas outside the therapist's expertise.

1. Preparing for Feedback

- Review student goals: Understand the student's therapy goals and how they relate to the students Individual Education Plan goals.
- Gather evidence: Base all feedback on observations, data, and session notes. Ensure that the feedback is supported by evidence gathered from therapy sessions, focusing on the student's progress.

2. Structure of Feedback

Feedback should be:

- Clear and professional: Use clear language and keep the feedback focused on the student's development in therapy. Avoid any comments or judgments about classroom teaching.
- Provide recommendations that relate to therapeutic strategies, staying within the scope of your expertise. For example, "Student A would benefit from using a visual schedule to help support lesson transitions."

3. Professional Boundaries

- Stay within your role: Focus solely on the student's therapy progress and goals. Feedback should not include any evaluation or critique of teaching staff or their strategies.
- Do not comment on teaching: Your role is to support the student's therapy needs. Avoid commenting on classroom management, teaching methods, as this is the responsibility of the teaching staff.

4. Modes of Feedback

- Verbal feedback: Share your insights during scheduled meetings with staff. Please note that it is not appropriate for lessons to be interrupted in order to give feedback.
- Written feedback: If appropriate email the class teacher with your feedback after the session.
- Collaborative meetings: Where necessary, arrange brief meetings with teaching staff, focusing on student progress rather than teaching methods