

Rationale

Hazel Glen College is committed to delivering an inclusive education that ensures all students have access to quality education that meets their diverse needs. This information sheet is designed to provide the guidelines for managing applications for external therapy during school hours. The fundamental purpose of schooling is to provide students with access to educational programs during school hours.

Hazel Glen College recognises the importance of the partnership between our school, parents, carers and external providers to support student learning, engagement and wellbeing. In order to uphold this, there is a strict process for managing NDIS external therapists and service providers. Please take the time to familiarise yourself with this process and relevant policies prior to making your [application](#).

Aims

The aims of this information sheet are as follows:

- a) To create a safe and inclusive school environment for all students.
- b) To gather and share specialised information about the child in the school setting.
- c) To inform educators and parents in order to make 'reasonable adjustments' for all students with additional needs to enable them to participate in their education on the same basis as their peers.
- d) To provide guidelines around the management of external therapist applications in the school setting.

Implementation

1. Guidelines

Circumstances under which applications seeking external therapy during school hours may be considered:

- 1.1 Allowing a private therapist, as required, to attend the school to observe a student in the classroom or playground environment to inform their therapeutic practices.
- 1.2 Allowing a private therapist to attend Student Support Group (SSG) meetings or to provide comments, reports and recommendations to be considered during SSG meetings and incorporated into the student's educational program where appropriate.
- 1.3 Where it is deemed by the Principal in the child's best interests to allow the private therapy based on individual student circumstances which mean that the student would not have access to the services, unless it takes place at school, during school time.

Ultimately, it is a decision for the Principal to evaluate the key considerations. These include Duty of Care obligations, reportable conduct scheme, student access to the curriculum, practical and administrative capacity, individual circumstances of student, anti-discrimination obligations and school

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council support.

2. Application process

- 2.1 **Step 1:** If parent(s)/carer(s) believe there are special circumstances that require external therapy to be delivered at school, the parent(s)/carer(s) must first contact the school and ask to speak to the College Head of Student Wellbeing about the request.
- 2.2 **Step 2:** Parent submits the completed 'External Therapy Application' form.
- 2.3 **Step 3:** College Referral panel to consider the request and make recommendations to the Principal for final decision.
- 2.4 **Step 4:** The principal will make their decision on a case-by-case basis. While the decision will be based on the individual circumstances of each request, the process for reaching a decision will be a consistent one.
- 2.5 **Step 5:** The decision will be communicated to the parents/carers.

3. Practical Arrangements

Where external therapists have been approved by the Principal, the school will coordinate a meeting with the external therapist to endorse operational arrangements and allow parents/carers to sign the appropriate documentation. The meeting outcomes will be recorded by the school and a copy kept on the child's school file.

Related Policies / Documents

[External Therapist Application Form](#)

DET Guidelines for Students with Disabilities:

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx>

DET information and privacy policy:

<https://www.education.vic.gov.au/school/principals/spag/governance/Pages/privacy.aspx>

Schools Privacy Policy:

<https://www.education.vic.gov.au/Documents/SchoolsPrivacyPolicy-ForParents-English.pdf>

NDIS Funded Therapy in schools:

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ndisfundedtherapy.aspx>

HGC Inclusion Policy

<http://www.hgc.vic.edu.au/policies/>

Evaluation

This information sheet was created in term 3 of 2019.

This information sheet will be reviewed as part of the College's annual review cycle to ensure it remains in line with the Department's policies.