



Principal

14 December 2023

Dear Parents/Guardians

GUIDELINES FOR THE PROVISION OF EXTERNALLY FUNDED THERAPISTS IN CATHOLIC SCHOOLS

The main purpose of schooling is the delivery of education programs during school hours. Under the School Education Act 1999 (WA), the Principal has ultimate responsibility for the education programs provided by the school.

Parents may seek to engage with external service providers when their child requires additional health, disability, or wellbeing support. The services offered may align with or compliment the reasonable adjustments being provided by the school to facilitate the student's access to education. If the service does not link to the student's learning needs, the service may be better delivered outside of school hours. Acceptance and utilisation of therapy services as well as the incorporation in a student's Individualised Plan is at the discretion of the Principal.

Although the NDIS funds a range of specialised supports for school-aged children with disability, the purpose of the scheme is not to duplicate or take over responsibilities of the Education System. Schools will continue to provide 'reasonable adjustment' for students with disability to enable them to access the curriculum on the same basis as their peers.

From 2024, applications for external support/therapists to provide service on school site, during school hours, may only be made by parents or guardians. As such, parents/guardians must submit a request using the required **Parent/Guardian Request Form** which will be accessible via the College website **from mid-January 2024**. It is important to note that completion of this form does not constitute an agreement to allow therapy to be undertaken in the school.

The Principal or delegate will review the request in consultation with parents, Education Support Coordinator and/or relevant school staff. Requests will be considered in line with the:

- student's educational and wellbeing needs and there is a clear link between provision of therapy in relationship to the educational program/IEP.
- school's ability to provide appropriate space/facilities for therapy.
- availability of staff to escort the visiting therapist/s to and from the allocated space/facility.
- ability of the student to access the service outside of school hours.
- needs of the school and student cohort.

Consideration of a request will be based on whether the therapy is required for educational needs of the student. If the school believes that the application does not meet these criteria the request will be denied.

If therapy is approved, further paperwork will be required to be completed, as per CEWA guidelines and processes. A *Clinical Access Form* will be sent to parent/guardian and therapist to complete, sign and return to the school. The information will be reviewed by the Principal or delegate in relation to parent request and a final decision made and communicated with the parent/guardian.

It is also important to note that the school will communicate only with the parent/guardian of the student involved. Any direct requests from therapy services to the school without prior written arrangement of parent/guardian and the completion of the relevant documentation will not be approved.

A Chart outlining the process in more detail [can be accessed here](#).

Any queries in relation to this matter can be addressed to the Education Support Coordinator.

With regards and best wishes.

Yours sincerely

A handwritten signature in black ink, appearing to read 'G. Mills', with a horizontal line underneath.

Geoff Mills