



NDIS  
THERAPISTS  
&  
SPECIALISTS  
POLICY

2025

395 Ballarto Road Skye 3977

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## POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact

Skye Primary School [skye.ps@education.vic.gov.au](mailto:skye.ps@education.vic.gov.au)

### PURPOSE

This policy outlines the guidelines and procedures for therapists operating under the National Disability Insurance Scheme (NDIS) and privately for students providing support services to students on school premises. The aim is to ensure that therapy sessions are conducted safely, effectively, and in collaboration with the school to support student learning and wellbeing. We at Skye Primary School value the collaborative support provided through a working partnership, that continues to help our students thrive.

### SCOPE

This policy applies to:

- All NDIS therapists, including speech pathologists, occupational therapists, physiotherapists, psychologists, and other allied health professionals
- Therapists employed privately by families
- School staff, including teachers, support staff, and administration
- Parents/carers of students receiving services on-site.

### POLICY STATEMENT

Skye Primary School supports students' access to therapy services where appropriate. Collaboration between the school, therapists, parents/carers, and relevant stakeholders is essential to:

- Support student learning outcomes and wellbeing
- Maintain student safety and privacy
- Ensure minimal disruption to teaching and learning.

## ROLES AND RESPONSIBILITIES

### School

- Approve requests for on-site therapy in consultation with parents/carers and relevant staff
- Provide appropriate spaces for therapy sessions where available
- Ensure therapists comply with school policies (e.g., child protection, health and safety, visitor protocols)
- Coordinate communication between therapists, staff, and families as needed
- Take into consideration suggested timings of sessions and working with classroom teachers to find a suitable time with minimal impact to student learning.

### Therapists (NDIS and private)

- Provide evidence of Working with Children Checks (WWCC) or equivalent clearances
- Hold relevant professional qualifications and current insurance (e.g., certificate of currency, professional indemnity, public liability)
- Complete required documentation (licence agreement signed by the school's principal and school council president, practitioner paperwork)
- Respect the school environment, timetable, and student privacy, adhering to school's observational guidelines
- Share therapy goals, strategies, and progress updates with parents/carers and, where appropriate, school staff
- Liaise with Disability Inclusion Leading Teacher around possible times, making bookings only with Leading Teacher
- All documentation must be provided and approved by the school prior to commencing sessions.

### Parents/Carers

- Submit requests for on-site therapy via email to the school
- Provide copies of relevant reports, plans, or consent forms as required. Parent permission form required before commencing sessions
- Facilitate communication between Disability Inclusion Leading Teacher/Administration team and therapists to make bookings. Bookings are not to be made via parent and therapist.

## PROCEDURES

### Step 1 - Request Process

- Parents/carers or therapist to submit a written request for therapy services to the school contacts.

#### **Disability Inclusion Leading Teacher:**

attention: Danielle Wadley [Danielle.Wadley@education.vic.gov.au](mailto:Danielle.Wadley@education.vic.gov.au)

#### **Administration:**

attention: Wendy Jones [Wendy.Jones@education.vic.gov.au](mailto:Wendy.Jones@education.vic.gov.au)

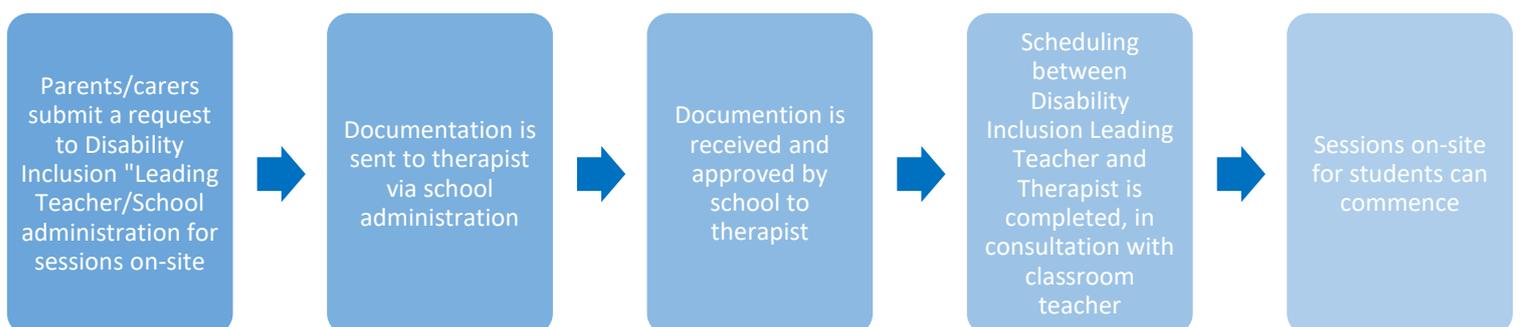
- Requests are reviewed in consultation with teachers and the learning support team to determine feasibility
- Danielle and/or Wendy to send documentation to therapist and family for completion. All documentation must be received and approved before commencing.

### Step 2 - Documentation

- Once documentation has been sent and approved, Disability Inclusion Leading Teacher to contact therapist for scheduling.

### Step 3 - Scheduling

- Sessions should occur at times that minimize disruption to learning. All sessions will be determined through consultation between therapist, Disability Inclusion Leading Teacher and classroom teacher
- No sessions are to be scheduled between parents and therapist
- Regular review of the schedule will occur each semester, or as needed.



## SCHEDULED SESSIONS

- Therapists must sign in at the school office and wear visitor identification at all times
- Therapy plans and progress reports should be shared with parents/carers and the school as appropriate
- School will work with the therapists to find best available space to complete work at schedule times. Spaces around the school vary
- Therapist to attend classroom to collect student
- Once a semester, an observation may be completed in the classroom, pending approval by Disability Inclusion Leading Teacher and classroom teacher. All observations are to be scheduled in advance with clear goals of session, ie. What is the observation purpose? Therapist must adhere to observation guidelines.

## CONFIDENTIALITY

- Student information must be handled in accordance with privacy legislation and school policy.

## REVIEW

- This policy will be reviewed bi-annually or as required to ensure effectiveness.

## OBSERVATION GUIDELINES

Classroom observations are a valuable tool for therapists to observe and support students, provide targeted interventions, and collaborate with educators to support learning. However, these observations can raise privacy concerns, particularly around the confidentiality of student information. Visiting therapists must ensure that they adhere to legal and ethical standards, respecting students' privacy by obtaining necessary consent from parents or guardians and keeping all findings confidential. It is also crucial for therapists to observe without disrupting the learning environment, maintaining professionalism and sensitivity to the needs and rights of both students and teachers. By prioritizing these privacy considerations, therapists can contribute meaningfully to the educational process while safeguarding the rights of those involved.

As part of our Skye Primary School Visitor Policy and the Department of Education Policy NDIS Funded Therapy in Schools, please note the following:

A therapist observing a student in the classroom or in the school environment should only observe a particular child and with that child's parental/carer consent. The observer should:

- Only make written notes focusing solely on the relevant child
- Protect the privacy of other students in the class by not recording anything that in any way could identify them
- Not make any audio or video recordings of the class

- Please note: Prior to any observations or therapy sessions on site, you will need to complete the necessary paperwork and provide a current Working with Children’s Check.

## COMPLIANCE AND LEGISLATION

- This policy aligns with relevant state/territory education department policies, child protection laws, and privacy legislation

## RELATED DEPARTMENT POLICIES

- [NDIS Funded Therapy In Schools Policy](#)
- [Child Safe Standards](#)
- [NDIS Navigators](#)
- [Students with Disability](#)
- [Restraint and Seclusion](#)

## RELEVANT LEGISLATION

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [National Disability Insurance Scheme Act 2013 \(Cth\)](#)
- [Victorian Charter of Rights of Rights and Responsibilities \(Vic\)](#)

## POLICY REVIEW AND APPROVAL

Policy created	10/09/2025
Consultation	Consultation with school council 13/10/2025
Policy Owner	Danielle Wadley – Disability Inclusion Leading Teacher
Approved by	Tim Bernau - Principal
Next scheduled review date	10/09/2026