



GUIDELINES: PROVISION OF ON-SITE THERAPY SERVICES 2026

PURPOSE

Holland Street School aims to work collaboratively with teachers, therapists, and families in the best interest of our students.

The Western Australian Department of Education understands that parents may engage external service providers to deliver services for their children when they require additional health, disability and wellbeing support.

The services may align with or complement the reasonable adjustments being provided by the school to facilitate the student's access to education. **Where the service does not link with the student's learning needs or enhance access to education, the service may be better delivered outside of school time.**

RATIONALE

Holland Street School prioritises daily educational programs. Onsite therapy enhances educational outcomes and supports optimal health and wellbeing, however, poses disruptions to daily learning. Therefore, only students with the **most complex needs will be able to access on-site therapy.**

OUR STAFF ARE HIGHLY SKILLED EDUCATORS OF STUDENTS WITH DISABILITY

- All staff provide programs to develop fine motor skills, social skills, play skills, and skills in activities of daily living, such as toilet training, dressing, washing, and eating. Staff work cooperatively to support students' achievement of their individual IEP/ ITP goals.
- Our school is designed to support the sensory needs of our students. The Sensory room provides a rich environment for Sensory Based Learning.

ON SITE THERAPY PRIORITIES

1. The set up and management of postural support equipment and programs such as wheelchairs, walkers, standing frames, positioning, hoisting and physical skill programs for hydrotherapy and floor programs.
2. Trials of Alternative and Augmentative Communication (AAC) systems in line with the HSS communication guidelines.
3. Circumstances as determined in consultation with the Deputy or Principal such as, but not limited to, trauma, surgery, illness, mental health emergency or uncharacteristic dysregulation.
4. Mealtime management support and specific programs for students with a specific diagnosis.
5. Program/strategies that do not fall into 'education' expertise.

KEY UNDERSTANDINGS: ON-SITE THERAPY PROVISION

- Student safety, wellbeing and education are a priority for therapy provided in the school setting.

- Minimizing disruption to educational programs is of the highest importance outside of student safety and wellbeing.
- Confidentiality is mandatory when information is shared between stakeholders.
- A collaborative approach between teachers, therapists and families is in the best interests of students and will assist in achieving positive outcomes.
- Schools are responsible for student's educational outcomes. The decision as to whether a therapy service is to operate within the school is entirely at the discretion of the Principal/line manager.
- At Holland Street School we have a **NO LIFT** Policy. We ask that visiting therapists abide by this policy for their own safety and that of the student. Our staff are trained on regular basis so if you need to move a student, please ask for a Holland Street School staff member to run the process.

APPLYING FOR ON SITE THERAPY APPROVAL

Step One: Check that your therapy request is in line with one of the four On-Site Therapy Priorities on previous page.

Step Two: Complete the Application for On-Site Therapy Form online. Forward the SMART goals to hollandstreet.therapy@education.wa.edu.au with the required attachments.

Step Three: Wait for email notification that will provide the outcome.

NOTE: Plans are for 12-month duration only, with goals being reviewed before the start of each term. On-site approval will be reviewed periodically.

REQUIREMENTS FOR THERAPISTS

- Attend a Holland Street School orientation of up to 90 minutes prior to working in the school. Guidelines for Dept of Education orientations have changed – we are working on this and will send out by email as soon as we are able to.
- Provide a copy of your Working with Children Check and DOE Police Clearance, and/or a NDIS Worker Screening Criminal record check.
- Provide a current Therapy Plan, which clearly outlines the therapy that will be provided and meets one of the school's four on site Therapy Priorities. Plans must be SMART (Specific, Measurable, Achievable, Realistic, and Timely) goal format and align with the students IEPs/ITPs. They need to be reviewed at the end of each term to ensure they remain current and appropriate. **Therapy will not start for the current year without a current plan provided.**
- Follow the Department of Education's 'Visitors and Intruders on School Premises Policy' and sign in on the iPad (located in the administration building) before and after each therapy session.
- Wear your own identification badge or a visitor's badge.
- Provide staff training and written/photographic documentation describing any procedures that the school agrees will be undertaken by staff.
- Therapist will inform parents and the school if unable to attend an approved therapy session.
- Parents will inform the therapist if their child is unable to attend a therapy session at school.
- A QR Progress form will be completed after each session, outlining what SMART goal was worked on within the session.