



EXTERNAL ALLIED HEALTH

Expectations & Agreements



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office to arrange translation services.

PURPOSE

Westbreen Primary School is committed to providing equitable access and opportunity for all learners through the implementation of inclusive practices that embrace and celebrate diversity. Foundational to this is the building of genuine and authentic relationships with students, families and communities. We recognise and support the inherent dignity of each person.

This Policy has been developed to assist us in making decisions on access of externally funded health, disability or wellbeing providers delivering services to students in schools, including those students supported by the National Disability Insurance Scheme (NDIS).

RATIONALE

The school environment can be the ideal location for our students to engage with allied health professionals such as occupational therapists, speech pathologists, behaviour specialists and psychologists. We, at Westbreen Primary School, are keen to build relationships with the allied health professionals who work with our students in order to create a safe and supportive environment in which all adults are working on the same goal(s) and using the same strategies to support each child's development.

There are some foundational expectations that must be adhered to in order for this relationship to be productive and successful. These include:

- Parents or allied health professionals contact the Disability Inclusion Coordinator to seek permission to conduct their business onsite at least four weeks prior to the scheduled visit(s). Any changes to the scheduled day/time of the visit(s) should also be communicated at least four weeks prior to the change coming into effect, including where there is a change of therapist.
- Parents and the allied health professionals consult with the Disability Inclusion Coordinator and the classroom teacher to agree on an appropriate day and time for the sessions to be held. Westbreen Primary School has a duty of care for each student and is accountable for their educational outcomes. For this reason, sessions are not held on school grounds during scheduled play times (unless the allied health professional is specifically supporting the student with their social, emotional, communication or motor skill development on the yard), during specialist classes, or outside regular school hours.
- Westbreen Primary School requests that parents and allied health professionals avoid arranging onsite visits during the first week of the school year, and the first week of each term. This allows the students to settle back into school and the staff to ensure that our documentation and schedules are up to date. In special circumstances, we will accommodate visits, and these should be arranged with the Disability

- Inclusion Coordinator no later than the penultimate week of the previous term.
- The allied health professional provides the school with a copy of their Working with Children Card and professional registration documentation, as well as proof of their certificate of currency (liability and Workcover). On their first visit, and annually thereafter, the allied health professional completes an OH&S induction and signs our Code of Conduct.
 - Westbreen Primary School will work with individual therapists to negotiate spaces and required resources (i.e. tables and chairs, etc.). A private room will not be available for every therapist's visit or that the requested resources will be in the space and available. Individual therapists may be required to provide their own resources and/or set up the space in which they are working. Special arrangements can be made for assessments and other one-off sessions but, otherwise, therapists will be assigned a space in which to work on an individual basis. These spaces may include the intervention space, withdrawal space of the SYC, meeting room at the top of the Mod 10 building, outside classrooms and even the school yard.
 - The allied health professional establishes an email thread, including the parent(s), classroom teacher, D I Coordinator, Mental Health & Wellbeing Leader and Assistant Principal, through which they communicate the results of assessments carried out and their plan for the student, including SMART goals and strategies, at the beginning of the arrangement and at least termly thereafter. An update on progress is sent by the allied health professional to each party via email after each session.
 - Parents and/or school staff may invite the allied health professional to attend the student support group meeting for a particular child.
 - Parents/carers will notify allied health professionals if their child/children are absent on the day of the scheduled school visit, or, if there are any school events on the day of the scheduled visit.

Child Safe Standards

The Child Safe Standards require schools to have in place strategies, policies and procedures to ensure the school is a child safe organisation. When a request for access to a student is made, in keeping with the eleven Child Safe Standards, Principals should consider:

- Ensuring the physical space to be used by the provider is safe for the recipient student
- Informing the provider of the school's complete Child Safe Standards, including visitor policy, code of conduct, supervision arrangements and internal reporting
- Advising parents of what to do should they have concerns about their child's welfare.

REVIEW

This Policy will be reviewed annually by the School Leadership Team, or as required.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Discussed in student forums
- Hard copy available from school administration upon request.

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Approved by	Principal
Next scheduled review date	February 2027

ATTACHMENT 1: THERAPIST INFORMATION REQUEST FORM

Therapist details	
Name of therapist:	
Company name and address:	
Company telephone and email:	
Therapist mobile:	
Therapist email:	
Therapist qualifications:	
Therapist professional registration details:	
Is the therapist a NDIS registered practitioner?	
Proposed therapy details	
Purpose of proposed therapy:	
Will therapy be conducted in the classroom? If not, what classes will the student miss?	
Proposed location of therapy:	
Proposed day/time therapy will be provided:	
Proposed therapy duration and frequency:	
What are the proposed goals and advantages of the therapy being provided at school/during school time?	

Is the therapy medical assistance that must take place at set intervals/times daily?	
Documentation	
Certified copies of therapist's current: <ul style="list-style-type: none"> • Working with Children Check • National Police Certificate 	<i>Therapist to sign certified copies are attached.</i>
Certified copies of therapist's/company's: <ul style="list-style-type: none"> • public liability insurance • professional indemnity insurance • workers compensation 	<i>Therapist/company to sign certified copies are attached.</i>

Therapist acknowledgement

I

accept and agree that if the request for access is permitted for externally funded therapy on school grounds:

- I, or my company/incorporated association of which I am an employee, must enter into a Clinical Access Arrangement with the principal which sets out the general and special arrangements and requirements of my use of the school premises.
- I, with the consent of the student's parent(s)/guardian(s) must sign an Information Sharing Agreement which requires me to share relevant student information with the school.

Signed

Date

ATTACHMENT 2: PARENT CONSENT FORM

This **Parent Consent Form** acknowledges you provide authorisation for the externally funded therapist nominated on this form to:

- share vital and appropriate information about the student with the school
- provide support or therapy to the student on school premises, if the principal agrees.

When collecting and managing personal and health information about students and their families, the school must comply with Victorian privacy laws. The school only collects and shares information as set out in its privacy policy, which can be found on our school website. The school requires the externally funded therapist to share vital and appropriate information about the student to best educate the student and meet legal obligations.

The externally funded therapist must provide the principal with the following:

- i. information on the student's disability and their needs (at times nominated by the principal)
- ii. information on probable risks to the student or any other person.

The information will only be shared by the principal with other staff to educate and assist the student or meet legal obligations.

I confirm I have read this consent form and:

- request the provision of externally funded therapy to my child (details below) at school
- understand that, if the principal agrees to the request, the externally funded therapist must share information with the school about my child
- acknowledge I can contact the school at any time if I wish to withdraw my consent for the externally funded therapist
- will notify allied health professionals if my child/children is absent on the day of the scheduled school visit, or, if there are any school events on the day of the scheduled visit.

To be completed by the parent(s)/carer(s)

Student details		School details	
Student name:		School name:	
Date of birth:		Year level, teacher:	
Therapist details			
Company name:		Address:	
Therapist name:		Mobile telephone:	
Occupation:			
Parent, guardian, carer or mature minor consent			
Name:		Student relationship:	
Contact telephone:		Email address:	
Signed:		Date:	

This form can be signed by:

- a person with parental responsibility for 'major long-term issues' as defined in the *Family Law Act 1975* (Cth)
- a person authorised to make health decisions for the student under the *Children, Youth and Families Act 2005* (Vic.)
- an adult student
- a carer
- a mature minor, if the principal has determined the student is a mature minor for the purpose of making these decisions.

ATTACHMENT 3: INFORMATION SHARING AGREEMENT

The Information Sharing Agreement is an agreement between the principal or person nominated by the principal and the therapist, company or incorporated association requesting access to provide[*student's name*]'s relevant information.

Student information can include any information the principal requests, at any time outside the time(s) set out below, and information on the student's disability and associated needs.

I.....
[*therapist name/company name/incorporated association*], agree to providing information at any time on the principal's request and on the following basis:

Communication process	Frequency <i>After each session, daily, weekly or monthly.</i>
Speaking with [<i>principal or staff member nominated by the principal</i>]	<i>Nominate meeting dates, times and where meetings are to be held.</i>
Providing a written summary via email to [<i>principal or staff member nominated by the principal</i>] Email address:	
Other	

I agree, if requested by the principal, to attend any meetings related to the student.

I agree to immediately notify the principal of the student's behaviour should it pose a risk to the student or others. This could include concerns regarding the student's:

- aggressive or violent behaviour
- general wellbeing
- emotional or self-harm issues
- bullying, assault or age-inappropriate sexualised behaviours (whether as a victim or perpetrator).

Signed Therapist Date

Signed Principal Date