



Student Therapy Sessions Within School Hours

POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Hoppers Crossing Secondary College 9974 7777.

PURPOSE

The purpose of this policy is to explain how Hoppers Crossing Secondary College can support students who receive National Disability Insurance Scheme (NDIS) funded therapy or self-funded therapy.

The National Disability Insurance Scheme (NDIS) provides increased choice and control to participants and their families on how disability services and supports are delivered. As a result, principals may receive parent/guardian/carer requests to allow NDIS funded therapists to:

- observe a student in the classroom or in the school environment
- attend a Student Support Group meeting, to monitor and tailor the support provided to the student.

These requests can generally be accommodated by schools and compliment holistic student planning and support processes. The sharing of information and insights about student strengths and areas of development can provide valuable and mutual benefits to all parties.

Principals may also receive requests for NDIS funded therapists to deliver ongoing therapy at school.

All requests must be provided in writing by the child's parent and submitted via email to hoppers_crossing.sc@education.vic.gov.au or to another nominated DET email address.

Parents can request further information by contacting the school 9974 7777 and requesting a meeting with the Disability Inclusion Leader.

SCOPE

This policy applies to all students at Hoppers Crossing Secondary College who require access to specialist therapies, either funded through NDIS or self-funded.

DEFINITION

Therapy: refers to any specialised therapy a student requires to ensure they have access to education like their peers, supporting them to reach their full potential emotionally, physically, socially and academically.

Examples of therapies include, but are not limited to:

- Speech Pathology
- Occupational Therapy
- Physical Therapy
- Psychology
- Behavioural Therapy

NDIS: provides Australians under the age of 65 who have a permanent and significant disability with the reasonable and necessary supports to participate in the community and achieve their goals.

Funding is allocated to the person (with their family, carer or advocate) who can choose who they will purchase services from and when, where and how they receive services. Eligibility is focused on lifelong, functional impairment.

Self-funded: therapies paid for by the parents or guardians for the child.

POLICY

Hoppers Crossing Secondary College supports students and their parents in exercising a level of choice and control with their National Disability Insurance Scheme supports at school where it is safe and practical to do so.

Hoppers Crossing Secondary College adheres to Department guidelines for Victorian Government schools related to requests for the delivery of funded therapy in schools.

Ultimately, the decision to allow funded therapists to conduct therapy on school grounds rests with the school Principal.

The therapies funded by the National Disability Insurance Scheme are related to the student's functional whole-of-life support needs, and not for educational purposes. The responsibility for therapy for educational attainment remains with the education system.

The school Principal or Principal nominee will follow 3 steps before finalising their response to therapy requests on a case by case basis.

Step 1 – Gather information

The Principal or Principal nominee request provide information in relation to the proposed therapy from the therapist and parent(s) provided via a Request form and Parents Consent form (see Appendix A). This includes information on reason for onsite request, time, frequency, goals and information sharing details.

Step 2 – Make and communicate decision

The Principal or Principal nominee considers the request in light of all relevant factors and makes a decision as to whether the therapy can be provided on school grounds. This decision is communicated to the therapist and parent(s) in writing via email.

Step 3 – Practical arrangements

If the Principal or Principal nominee approves the therapy to be provided at school, appropriate arrangements are put in place. This includes ensuring relevant forms and agreements are completed by the therapist and parent(s) such as consent forms, exchange of information forms, relevant insurances for the therapist, current Working with Children Check. **Therapy session will not begin until these forms are completed.**

At Hoppers Crossing Secondary College the following expectations and guidelines are to be adhered to as part of the practical arrangements for therapy sessions:

- Student can engage in **two** therapy session on site per week; for example 1 speech pathologist and 1 occupational therapist. Multiple clinicians can support student, however it would need to be timetabled on an alternating cycle eg: Week 1 speech, Week 2 OT.
- Therapy sessions should not exceed 1 hour unless a special request is submitted and accepted by the Principal or Principal nominee.
- Therapy sessions must not interrupt student break times, incursions, excursions or school activities deemed as a priority by school or parent eg: Naplan, PATR, Academic testing periods, which child may attend.
- Therapists must be made aware that school based timetables may change across the year and therefore sessions times may need to be adjusted.
- The parent(s) is responsible for informing the therapist if the child is absent or engaged in any activity as per above point.
- If the therapist requests to speak with the child's teacher a suitable time must be arranged.
- When the opportunity arises teachers or Education Support staff may observe a therapy session.
- Any anecdotal notes from the session can be shared with the school.

The Principal reserves the right to withdraw permission for a therapy service provider.

COMMUNICATION

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

- Provided when requested by a therapist or parent
- Available publicly on our school's website

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Approved by	Principal and Hoppers Crossing Secondary College School Council
Next scheduled review date	February 2030

APPENDIX A

REQUEST FORM AND PARENTS AND CARERS CONSENT FORM

Request to provide NDIS funded therapy on school grounds

The Department of Education (the department) provides educational programs to Victorian government school students.

The National Disability Insurance Scheme (NDIS) provides people with disability with the reasonable and necessary supports to participate in the community and achieve their goals.

On occasion, schools may receive requests from parents/carers to allow an NDIS funded therapist to provide support or therapy to their child (the student) on school grounds or virtually during school hours (request). These requests are made via a completed Request Form.

The department is committed to supporting students and their parents/carers to optimise the benefits offered by the NDIS. Consistent with this commitment, Victorian government schools are encouraged to accommodate students and their parents/carers exercising choice and control in relation to NDIS supports, where practical to do so.

There are several relevant factors that must be considered when determining whether or not it is possible for the school to agree to such requests. These factors are set out in [Responding to requests for NDIS funded therapy in schools – Guidelines for Principals](#).

For the principal to consider such requests, NDIS funded therapists and parents/carers must:

- complete the attached **Request Form**
- have the student's parent/carers sign the attached **Parents and Carers Consent Form**
- provide the completed forms, and any other relevant documents to the school at the time of making the request.

When the completed **Request Form** and **Parents and Carers Consent Form** are provided, the principal will consider all relevant information and aim to respond to the request within 10 working days.

If you have any questions regarding the **Request Form** or **Parents and Carers Consent Form**, please contact the principal.

ATTACHMENT 1: REQUEST FORM AND PARENTS AND CARERS CONSENT FORM

TO BE COMPLETED BY NDIS FUNDED THERAPIST

Details of therapist making request	
Name of therapist	
Company	
Company address	
Phone number	
Email address	
Qualifications held by therapist	
Professional registration details of therapist	
Is the therapist an NDIS registered practitioner? (Y / N)	

Details of student	
Name of student	
Year level / teacher of student	
Are there particular family, social or practical circumstances that are relevant to the request?	

ATTACHMENT 1: REQUEST FORM AND PARENTS AND CARERS CONSENT FORM

Details of the proposed therapy	
Purpose of the proposed therapy	
Proposed date / time that therapy will be provided	
<p>Will the student be withdrawn from class time for the therapy to be provided?</p> <p>If so, what classes will the student miss?</p> <p>NB: student timetables run over a fortnight, so area of study missed may differ.</p>	
<p>Proposed duration and frequency of therapy</p> <p>(e.g. one hour, weekly / daily / monthly)</p>	
<p>Proposed location of therapy</p> <p>(classroom / other area of school / virtually)</p>	
Proposed aims and benefits of the therapy being provided at school / in school time	
<p>Is the therapy time-dependent? If so, provide details</p> <p>For example, is the therapy a medical support that must take place at certain regular intervals each day?</p>	

ATTACHMENT 1: REQUEST FORM AND PARENTS AND CARERS CONSENT FORM

Attach relevant documents	
Please attach proof of a satisfactory Working with Children Check for the therapist	Tick to confirm the relevant documents are attached <input type="checkbox"/>
Please attach certificates of currency for the following insurances held by the therapist / company / incorporated association: <ul style="list-style-type: none"> • public liability insurance • professional indemnity insurance 	Tick to confirm the relevant documents are attached <input type="checkbox"/>

Acknowledgment by NDIS funded therapist	
I, acknowledge and agree that, if the principal approves my request to provide NDIS funded therapy on school grounds: <ul style="list-style-type: none"> • I, will provide school with information requested by: • Speaking with relevant Principal delegate • Preparing written reports to support school with Disability Inclusion Profile applications • Emailing a short summary of the therapy goals, strategies and recommendations that are current to student on a Semester/Yearly basis or as therapist deems appropriate based on students current level of support requirements (eg: alterations to goals based subject changes, external circumstances). 	Signed Print name Date

ATTACHMENT 1: REQUEST FORM AND PARENTS AND CARERS CONSENT FORM

PARENTS AND CARERS CONSENT FOR NDIS FUNDED THERAPY AT SCHOOL

This Parents and Carers Consent Form records consent to:

- a) the NDIS funded therapist sharing important and relevant information about the student with the school (as set out in NDIS therapy request/signed by therapist)
- b) the NDIS funded therapist providing support or therapy to the student, on school premises (if and when the principal agrees to the request).

Sharing student information

Schools must comply with the Victorian privacy law when collecting and otherwise managing personal and health information about students and their families (**student information**).

Our school only collects and shares student information as permitted by the **Schools' Privacy Policy**, which is available at:

<https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>

The department requires that NDIS funded therapists providing support or therapy to a student at school share important and relevant information about the student with the school. The school requires this information to optimally educate and support the student and fulfil important legal obligations.

This means that the NDIS funded therapist must provide student information to the school as follows:

- information about the student's disability and their needs - in the way/s and at the times specified by the principal
- student information that relates to reasonably foreseeable risk to anyone. This includes, for example, information that the student has emotional, wellbeing or self-harm issues; displays aggressive or violent behaviours; is a victim or perpetrator of bullying, assault or age-inappropriate sexualised behaviours.

The principal will only share this information with other staff who 'need to know' to enable the school to educate or support the student or fulfil legal obligations. For more information, see the [Schools' Privacy Policy](#), which also describes how you may seek to access and/or correct information held by the school about the student. Alternatively, please feel free to contact our school to discuss this further.

ATTACHMENT 1: REQUEST FORM AND PARENTS AND CARERS CONSENT FORM

Your consent

I confirm that I have read this Consent Form and:

- I support the request for the NDIS funded therapist to provide support or therapy as described in the Request Form, to my child (named below) at school.
- I understand that if the principal agrees to the request, the NDIS funded therapist must share information about my child with the school, as described above.
- If I wish to withdraw my consent for the NDIS funded therapist to provide support or therapy to my child, I can do so by contacting the school.

TO BE COMPLETED BY PARENT OR CARER*

Student details			
Student name		Date of birth	
Student's school		Year level	
Therapist details			
Therapist name			
Consent of parent, carer, guardian or mature minor*			
Name		Signature	
Relationship to student		Date signed	
Phone number and email			

*Who may sign this form?

1. Any of the following people may sign this form:
 - a. a person with **parental responsibility** for 'major long-term issues' as defined in the *Family Law Act 1975* (Cth)
 - b. a person authorised to make health decisions for the student under the *Children Youth and Families Act 2005* (Vic).
 - c. An adult student
2. If neither of the people described in (1) are available, an **informal carer** may sign this form. An informal carer is a relative or other responsible adult with whom the student lives, and who has day-to-day care of the student. Informal carers should provide to the school a signed 'Informal Carer' statutory declaration. Parent(s) can contact the school for assistance in obtaining a copy of this document.
3. If a principal has determined the student is a **mature minor** for the purpose of making this specific decision, the student may sign the form. The principal makes this decision consistent with the [Mature Minor policy](#) on Policy and Advisory Library (PAL).