



# In-School Therapy - Operational Guidelines and Procedures

2025

## Rationale and Purpose

Kenwick School recognises that effective therapy services can positively contribute to the lives of our students; and enhance the professional knowledge of school staff. The school is predisposed to in-school therapy services being delivered at school provided these:

- are directly linked to and likely to optimise outcomes/goals in the student's documented education and/or Social Development (Behaviour Support) plans; and
- enhance positive educational experiences.

Our strong preference is that in-therapy services are conducted in:

- classroom environments and within the context of timetabled key learning activities; and
- a manner that does not adversely impact the orderly running of classrooms and the school.

In rare circumstances withdrawal may be the most appropriate mode of therapy provision.

## Guiding Principles

Our guiding principles for in-school therapy provision at Kenwick School are to ensure:

1. A collaborative approach between teachers, therapists, families and carers when in the best interest of students to help maximise educational outcomes
2. In-school therapy aligns with school planning, teaching and reporting cycles.
3. In-school therapy is designed and delivered to optimise student outcomes and engagement.
4. The orderly, safe functioning of class and school environments is essential therefore, sessional access will be limited to one therapist at a time, unless prior approval has been sought by the phase leader/Deputy.
5. Student safety, learning and social development are paramount considerations at all times.
6. In-school therapy is a partnership based on sound communication and professional respect.

## Roles and Responsibilities

### Home:

- Parents/Caregivers must raise requests for each discrete in-school therapy service by completing the requisite form (*Appendix 1*).

### School:

- Admin will liaise with families to facilitate any reasonable in-school therapy request.
- Requests will be determined case-by-case by the Principal / Phase Leader in conjunction with class teacher (*Appendix 3*).
- Admin will ensure visiting therapists are familiar with the school environment and its safety protocols *Response Codes Operational Guidelines (Appendix 2)*.
- Class teachers will:
  - Arrange mutually beneficial times for visits based on the organisational needs; and
  - Determine the extent and purposes of such interventions.



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### Roles and Responsibilities *(continued)*

#### Therapy

- Therapists will contribute to the achievement of outcomes identified in the students documented plan(s), in a coordinated, collaborative and cohesive manner.
- Therapy service providers are accountable to parents/caregivers for the in-school services provided. It is their responsibility to account for the delivery of these services.
- All therapists must be familiar with, and strictly adhere to the protocols outlined in the [Response Codes Operational Guidelines \(Appendix 2\)](#) to promote safety and dignity.
- Familiarise themselves with the school layout [\(Appendix 4\)](#).

#### Shared

- In-school therapy delivery is planned and documented in partnership to ensure stakeholders have clear understandings of interventions and problem-solving processes.
- Our organisations ensure confidentiality is maintained where information is shared between stakeholders.
- Any concerns by staff or therapists are to be immediately communicated to the Phase Leader.
- A transparent process will be followed to resolve any issues that are focused the best interests of students.

### In-School Therapy Scheduling and Processes

In-school therapy request considerations will be based on, although not limited to, the following:

- Does the therapy support the students documented plan outcomes?
- Is it in the student’s best interests to receive therapy at school?
- What is its likely impact on the school’s organisational needs and its duty of care?

In-school therapy will be scheduled to align with the [Plan/Teach/Assess](#) cycle of the school, as below:

In-School Therapy Planning Schedule			
School Term	School Weeks	Days/Times	
Term 1	Week 5 to Week 9	Monday to Friday	9:30-10:10 , 11:00 – 11:40 or 1:20-2:00
Term 2	Weeks 1 to Week 8	Monday to Friday	9:30-10:10 , 11:00 – 11:40 or 1:20-2:00
Term 3	Week 2 to Week 9	Monday to Friday	9:30-10:10 , 11:00 – 11:40 or 1:20-2:00
Term 4	Week 1 to Week 6	Monday to Friday	9:30-10:10 , 11:00 – 11:40 or 1:20-2:00

Behaviour Support Therapists are not subject to the above scheduling; however, they will be invited to attend as required by the students Phase Leader.



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### Procedures

#### Home

- Requests are to be made by parents/carers via the completion of the *In-school Therapy Request form (Appendix 1)*.
- Applications must include the students current NDIS and Therapy Plan. *(NB. Applications will not be considered without these documents)*.
- Home is to provide a copy of the student's therapy plan(s) with the application.

#### School

- To ensure all applications will be managed in a timely fashion.
- Class teacher will arrange meeting to review the student's documented plan and therapy plan(s) to determine how therapy will promote / support identified school outcomes.
- School liaises with home and therapy organisation as required.
- The Principal/Phase Leader/Teacher will review the suitability of each in-school therapy session at the end of each semester, or as the need arises, with parents and therapists.
- In-school therapy request decisions will be communicated directly to parents/carers.
- For approved requests classroom teacher will contact the therapist via email to:
  - Confirm the agreed educational outcomes the therapist will focus on,
  - Arrange mutually convenient sessional timings,
  - Identify specific therapy modalities (e.g., in-class/withdrawal) to ensure minimal disruption to student programming,
  - Establish preferred communication processes with therapist, and to ensure duty of care by nominating a suitable location for out-of-class therapy sessions.
- Place a note in communication book confirming therapy had taken place as scheduled.

#### Therapy

- Therapist must negotiate any changes to planned times with the teacher.
- Therapists must arrange a mutually appropriate time / mode (e.g., email) for feedback / discussion following a therapy session.
- Therapists are to sign in and out at reception prior and after each visit.
- Therapy staff will follow Departmental procedures for schools engaging the services of volunteers/ contractors are in place by presenting **Working with Children (WWC)** cards to reception prior to initial meeting. This information may be submitted to the Department for screening purposes.
- Therapy staff must wear their identification badge whilst on school grounds.
- Observation sessions are not permitted unless they have been deemed beneficial/suitable by the Principal/Phase leader and are in line with the student's educational goals.
- Therapist are required to have met the student they are working with before commencing any in school therapy sessions.

*Reviewed and updated  
Admin Team  
February 2025*



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### In-school Therapy Request Form

*Appendix 1*

*This form is to be completed by parents or carers to request the provision of a WA NDIS provision during at school during school hours. One form maybe used for multiple service requests.*

Student:	Class Teacher:		
Service Provision	Name of Organisation and Therapist	Email and Phone Contact	Therapist Signature
<input type="checkbox"/> Speech Therapy			
<input type="checkbox"/> Occupational Therapy			
<input type="checkbox"/> Physiotherapy			
<input type="checkbox"/> Psychologist (PBS)			
Frequency of Service	Session Time (40 minute sessions)		Duration of Service
<input type="checkbox"/> Weekly	Preferred Day: <input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri		<input type="checkbox"/> Term 1 (wk 5 – 9)
<input type="checkbox"/> Fortnightly	Preferred Time: <input type="checkbox"/> 9:30-10:10 <input type="checkbox"/> 11:00-11:40 <input type="checkbox"/> 1:20-2:00		<input type="checkbox"/> Term 2 (wk 1 – 8)
<input type="checkbox"/> Monthly			<input type="checkbox"/> Term 3 (wk 2 – 9)
<input type="checkbox"/> Once or twice per term			<input type="checkbox"/> Term 4 (wk 1 – 6)
The following documents <b>MUST</b> be attached to this request for approval:			
<input type="checkbox"/> The student's current therapy plan from the listed provider <input type="checkbox"/> The students current NDIS plan			
<input type="checkbox"/> Therapists <b>must</b> have worked with the student prior to working with them on site.			
Please specify your targeted <b>SMART</b> goal/s which has been discussed with student's teacher. Goals must be reported on at the end of the each semester).			
E.g. At the end of 10 in school therapy sessions Jo will be able to request preferred activities on their communication device with 80% accuracy.			
<input type="checkbox"/> I understand that if no suitable times or learning spaces be available in my child's class or school the service cannot commence. The request will be placed "on hold" and reviewed at the end of each semester.			Parent / carer signature(s):
			Date:

Approved <input type="checkbox"/>	Declined <input type="checkbox"/>	On Hold/Review <input type="checkbox"/>	Phase Leader Signature: Date:
Reason(s):			



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## Behaviour Support Response Codes Operational Guidelines

Appendix 2

### Rationale and Principles

These operational guidelines articulate procedures for a uniform risk management response to challenging and potentially dangerous behavioural incidents. It acknowledges that some of our student's experience chronic self-regulatory difficulties; occasionally meaning they display highly challenging and potentially dangerous behaviour. All such incidents must be responded to in a supportive, coordinated and respectful manner. In our dynamic school environment, professional judgement, teamwork and adherence to established protocols are imperative to the safe and dignified management of such episodes. Clear communication and response protocols, based on modified *Traffic Light* Code systems, are used throughout the school to maximise the safety. These must be followed by all staff, students and visitors.

### Procedures

1. Traffic light icons sets must be stored close to the door of each class/learning area.
2. The **Green** icon is to be routinely displayed on the door to indicate that the space is safe to enter.
3. All moderate (**Code Orange**) to severe (**Code Red**) incidents which occur in class/learning areas are managed by the class teacher, who will ensure that the corresponding icon is placed on the door.
4. A code must be called for all moderate (**Code Orange**) to severe (**Code Red**) incidents that occur outside classroom/teaching areas.
5. Regardless of location, each complex (**Code Red-Admin**) and/or crisis (**Code Black**) incidences will be initially managed by the "Incident Manager" (IM), usually the teacher in charge.
6. To secure immediate support, the IM will arrange the announcement of the code and location (e.g., "Code Red –Admin Room 21") via a "Page All".
7. Available Admin Team members will attend the incident, as appropriate.
8. For **Code Red –Admin** and/or **Code Black**, an Admin Team member assumes the IM role.
9. For all **Code Black** incidents Intermediate Team-Teach trained staff in the vicinity must promptly attend.
10. Once the situation is resolved and/or downgraded in status, the IM will arrange the announcement of the code and location via a "Page All".

Codes			
	Code	Event(s)	Responses
	<b>Green</b>	Situation normal and safe.	<b>Normal Program</b> - Normal programs and movement around the school.
	<b>Orange</b>	Student(s) demonstrating agitated ('Rumbling') behaviour(s) and the potential to escalate.	Classrooms- <b>Orange</b> icon placed on the classroom door. External-' <b>Page-All</b> ' ( <i>Code + Location</i> ) called <b>Steer Clear</b> – Minimise movement within identified area. Do not proceed through the area without receiving a "yes" response from the "Incident Manager". This can be obtained through eye contact, one word or signal. All interactions are to be kept to a minimum. Otherwise remain in place until <b>Code Green</b> is called.
	<b>Red</b>	Student(s) demonstrating dangerous behaviour(s) this may include physical aggression or property damage.	Classrooms- <b>Red</b> icon placed on the classroom door External-' <b>Page-All</b> ' ( <i>Code + Location</i> ) called <b>Update door icon</b> once the situation is resolved and/or downgraded in status.
	<b>Red-Admin</b>	Student(s) demonstrating dangerous behaviour(s) this may include physical aggression or property damage, highly likely to escalate.	' <b>Page-All</b> ' ( <i>Code + Location</i> ) <b>Admin staff</b> -immediately to location. <b>Protect in place</b> - stay in the classroom or the area you are in with the students. No movement unless an extreme emergency (e.g., health needs of a student). Remain in the classroom until <b>Code Orange/Green</b> is called indicating <u>watchful</u> or normal resumption of programs and movement around the school.

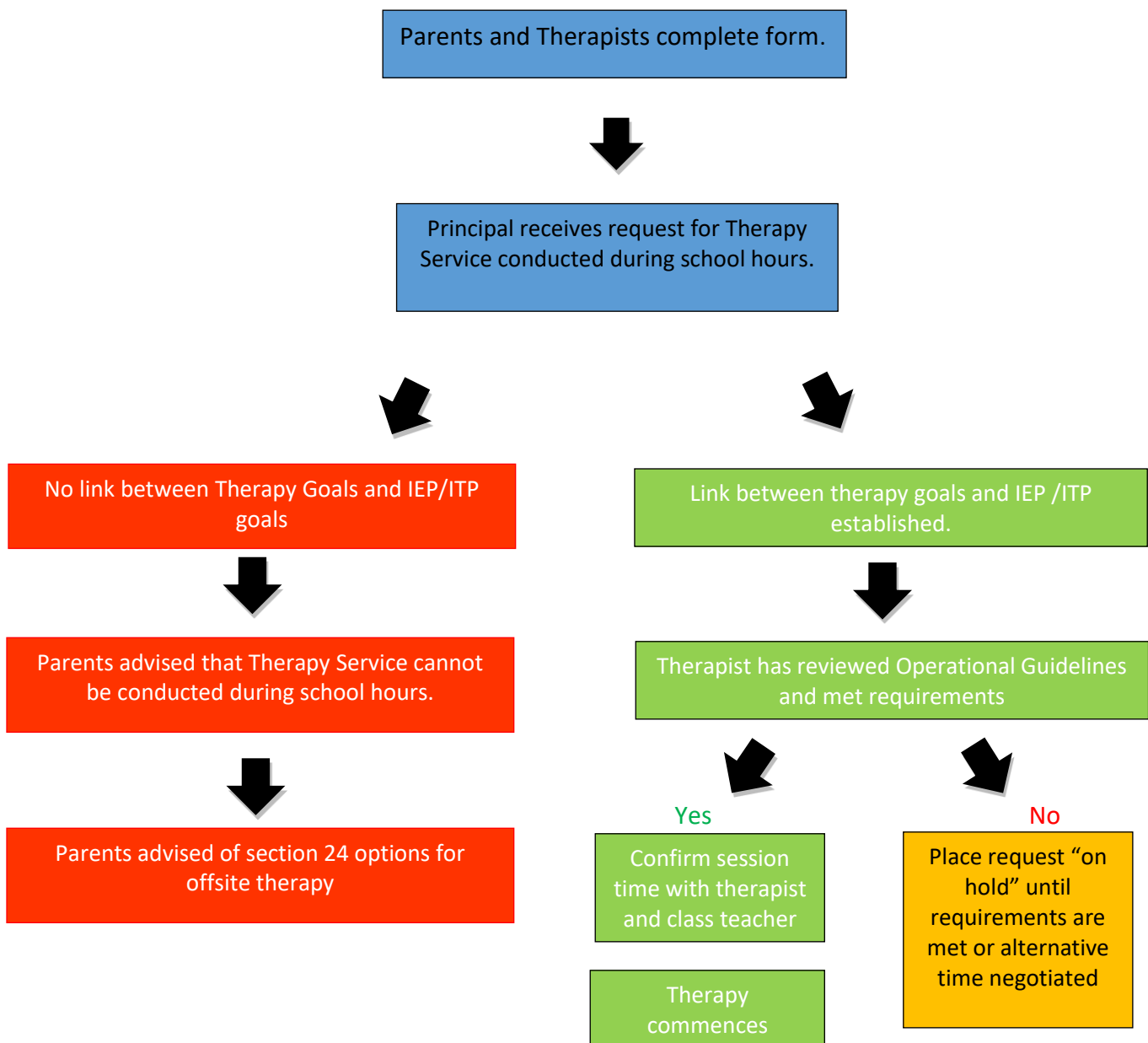


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### In-school Therapy Provision Flowchart

Appendix 3





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Appendix 4

## School Map

