HEALTH PROFESSIONALS ONSITE
POLICY
2014

Date issued: March 2014
Date to be reviewed: 2018

Statement of Belief:
St Joseph’s Primary School is committed to providing quality education for all students and as such acknowledges the contribution health professionals make in ensuring the specific needs of individual students are met. Working in collaboration with health professionals is a positive approach towards establishing “best practice” principles within the school.

Rationale:
Guided by the philosophy of inclusion and in adherence to the Disability Standards in Education (attached), St Joseph’s Primary School endeavours to provide an education program that is focused on the growth of the whole person.

In order to provide appropriate support to students with disabilities, staff members at St Joseph’s Primary School will work in collaboration with health professionals to ensure the needs of individual students are met.

Staff members acknowledge the need for various health professionals to observe individual students within the school environment in order to gain a thorough understanding of the student's needs. Such observations can provide a strong foundation from which collaborative approaches in education are formed.

Background:
On occasions there will be requests for some students to be observed by health professionals in the school setting. This may include observations made by:

- Psychologists
- Speech Pathologists
- Occupational Therapists
- Physiotherapists
- Behaviour Therapists
- Counsellors
All health professionals entering the school will abide by the following protocols.

**Implementation and School Protocol:**
Parental consent must be gained in writing and sent to the school prior to any health professional entering the premises to observe a student.

If the health professional is self-employed he/she must provide the school with a Child Protection Certificate of Self Employment. The school also needs to cite the 3rd Party Liability Insurance Policy of the Private Therapist.

If the health professional works for a Community Service Agency he/she must provide a statement from their employer stating that he/she isn’t a prohibited person.

The health professional will provide evidence to the school of his/her qualifications, expertise and/or experience.

The school may conduct referee checks prior to the health professional’s first visit.

All health professionals entering the school shall abide by the school’s “Visitor Safety” and “Child Protection Guidelines” as explained by a school representative prior to the first visit.

The health professional must contact the school and arrange a time for the visit that is mutually suitable for the classroom teacher or additional needs teacher, the student and the health professional.

In arranging visits to classrooms, the health professional must indicate to the additional needs teacher the purpose of the visit, the expected duration of the visit and the outcomes he/she hopes to achieve as a result of the visit.

Where appropriate the health professional is asked to provide a written (preferably typed) report to the school with recommendations for the individual student. As teachers have a commitment to other students in the class, informal discussions or feedback sessions cannot take place during class time or whilst the teacher is engaged in playground duty.

If a face-to-face meeting is required following the visit, the health professional is asked to contact the school and arrange a suitable time to meet with the class teacher or additional needs teacher.

Health professionals must keep confidential any personal information obtained about other students, teachers or staff while observing a particular student in a classroom.

As the needs of all students are at the centre of the school’s commitments, any health professionals who are currently providing regular therapy services to students during school hours, will continue to do so as planned. These arrangements will be reviewed annually.

**Attachment**

**Excerpts from Disability Standards in Education (Commonwealth of Australia, 2005).**

Standards relevant to the provision and allocation of the Additional Needs Therapy Budget

*Standards for participation (5.2)*

Relevant standards include:

5.2.1. The education provider must take reasonable steps to ensure that the student is able to participate in the courses or programs provided by the educational
institution, and use the facilities and services provided by it, on the same basis as a student without a disability, and without experiencing discrimination.

Standards for curriculum development, accreditation and delivery (6.2)
Relevant standards include:

6.2.1. The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with a disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, and without experiencing discrimination.

Standards for student support services (7.2)
Relevant standards include:

7.2.2 If a specialised support service is necessary for the student to be able to participate in the activities for which he or she is enrolled, and is of a kind that is provided by the education provider, the provider must take reasonable steps to ensure that the student has access to the service (but may arrange for it to be provided by another person or agency).

7.2.3 If a specialised support service is necessary for the student to be able to participate in the activities for which he or she is enrolled, and is of a kind that is not provided by the provider, the provider must take reasonable steps to facilitate the provision of the service to the student by another person or agency.

Reference: