
NDIS FUNDED THERAPY IN SCHOOLS POLICY



OVERVIEW

The Department of Education and East Gippsland Specialist School is committed to supporting NDIS participants and their families 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.

On this basis, request for NDIS funded therapy to be delivered at school during school hours should be approved unless specific circumstances raise practical, legal and/or educational issues that makes the approval of the request unfeasible or unreasonable.

When deciding whether to approve a request for NDIS funded therapy in schools, principals may consider a variety of factors including:

- individual circumstances of the student
- student access to the curriculum
- Child Safe Standards and duty of care including the ability of school staff to supervise the student while the NDIS funded therapy is being provided
- practical and administrative capacity
- anti-discrimination obligations.

Schools need to ensure they have the practical capacity to accommodate NDIS funded therapists providing therapy, in person or virtually, to students on school grounds. This includes having the physical space available to accommodate the therapy and ensuring the school is equipped to manage the increased administration that allowing therapy might entail. This is a key consideration for specialist schools with high numbers of NDIS participants.

Ultimately, the decision rests with the school principal and as delegate of the Minister for Education, has the right to permit and refuse entry into Victorian Government school premise.

RESPONDING TO NDIS THERAPY IN SCHOOL REQUESTS

Upon receiving any requests from a NDIS funded therapist to implement therapy in schools, the Principal will request further information from the NDIS funded therapist and seek parent/carer consent.

Requests from NDIS providers to complete observations of students in the school environment will be treated differently than therapy in school requests. As such, the Principal will consider the school's practical capacity, increased administration tasks associated with observations and educational implications including individual student needs before deciding to approve or deny these requests.

The Request Form

The Principal will send the Request Form to the NDIS funded therapist when the request is made. The request form requires the NDIS funded therapist to provide all relevant information about their request, including:

- the purpose of the proposed therapy
- the proposed date and time that therapy will be provided
- the proposed duration, frequency and style (in person or virtual) of therapy
- the proposed aims and benefits of the therapy being provided at school and in school time
- proof of a valid [Working with Children Check](#)
- professional registration details, if the therapist is an NDIS registered practitioner (most participants access services from NDIS registered providers who are required to get an [NDIS Worker Screening](#) clearance to deliver therapeutic supports, and comply with the NDIS Practice Standards and [NDIS Code of Conduct](#). However self-managing participants can choose to employ unregistered providers who are not required to get an NDIS Worker Screening clearance. Schools should consider the increased risks associated with unregistered providers)
- copies of certificates of currency for the following insurances held by the therapist:
 - public liability insurance (principals must check that the certificate is current and is for a minimum sum per occurrence of \$10 million)
 - professional indemnity insurance (principals must check that the certificate is current, with a reputable insurer, covers the professional services being provided, and is for no less than \$5 million per any one event and in the aggregate).

The student's parents/carers are encouraged to work with the NDIS funded therapist to complete the request form to outline the student's individual situation and why the student or parents/carers are seeking to have the NDIS funded therapy delivered at the school.

The NDIS Funded Therapy Request form can be found in Appendix A.

[Parents and Carers Consent Form](#)

The Parents and Carers consent form requires the parent/carer to consent to the request and to the student's personal and health information being provided to the school.

Any of the following people may sign the parents and carers consent form:

- 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
- an informal carer
- a [mature minor](#).

When the principal receives the completed forms and any other relevant documents, the Principal should follow appropriate [guidance](#) from the Department of Education's NDIS Funded Therapy in Schools policy to assist with making a decision to either approve or deny an NDIS funded therapy request. The Principal should respond to the requests within 10 business days. The principal must retain a copy of the request form, parents and carers consent form, and any documents relevant to the decision. These must be stored, securely on the student's file, regardless of the decision.

The Parent/Carer Consent form can be found in Appendix B.

LICENSE TO USE SCHOOL PREMISES

Principals must ensure that any arrangement for an NDIS funded therapist to regularly attend school premises is formalised by the therapist signing a licence to use the school premises. An NDIS funded therapist should not be allowed to commence providing regular therapy on school grounds until the relevant licence agreement is signed.

The licence agreement sets out 3 possible signing clauses for therapists:

- where the therapist operates/is entering the licence as a company
- where the therapist operates/is entering the licence as an incorporated association
- where the therapist is an individual/sole trader (for example, private therapist).

The licence agreement contains important provisions that:

- require the therapist (described as the 'Licensee') to hold appropriate insurances
- require the therapist to comply with all reasonable instructions, directions and requests of the principal
- allow the principal to put in place appropriate supervision arrangements, including the ability to appoint a staff member to attend the therapy sessions.

Note that a new licence agreement is not required for every changed circumstance regarding the therapy:

- The licence agreement covers the therapist providing services to one or more students. However for every student receiving therapy a parent consent form, therapy request form and relevant information sharing deed is required relating to the additional student/s.
- The licence agreement covers one or more therapists employed by the company or incorporated association. If a therapist is to be replaced by another therapist employed by the same company or incorporated association to provide therapy to a student, a parent consent form, therapy request form and relevant information sharing deed is required relating to the additional therapist/s.

Any licence fees associated with using the school premises must be charged to the therapist and not passed on to the NDIS participant.

INFORMATION SHARING DEED

The licence agreement includes an information sharing deed. Principals must ensure this agreement is signed by the NDIS funded therapist prior to the commencement of any therapies on school premises.

The purpose of the information sharing deed is to set out exactly how and when NDIS funded therapists must share information with the school about the student who is receiving NDIS therapy on school grounds. The aim of this information sharing is to ensure that the NDIS funded therapist provides information to the school that it 'needs to know' to enable it to optimally educate and support the student, and fulfil key legal obligations.

Principals are responsible for tailoring the information sharing deed so that it stipulates how often and by which method information about the student will be shared. The specific

requirements of the information sharing deed should then be discussed as appropriate with the NDIS funded therapist.

NON-THERAPY IN SCHOOLS SHARING OF INFORMATION

At times, the school may receive requests from NDIS providers or therapists to share information without a request to access the school premises to provide therapies to students. In principle, these requests to share information will be approved, provided that appropriate parent/carers consent has been obtained. In these circumstances, a License to use school premises and Information Sharing Deed will not be required.

A Parent/Carer Consent form to share information only can be found in Appendix C.

REVIEW AND APPROVAL

Policy last reviewed	March 2025
Approved by	Principal
Next scheduled review date	March 2027

APPENDIX A-REQUEST 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?	
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>	
Proposed duration and frequency of therapy (e.g. one hour, weekly / daily / monthly)	
Proposed location of therapy (classroom / other area of school / virtually)	

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>	
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:	Signed

- I, or my company/incorporated association if I am an employee of a disability service provider, must enter into a **licensing agreement** with the School Council which sets out the terms and conditions of my use of the school premises; and
- subject to the consent of the student's parent(s) or carer(s), I must sign an information sharing deed which requires me to share relevant information about the student with the principal and/or nominated school personnel.

Copies of the relevant licensing agreement and relevant Information Sharing Deed are available upon request.

Print name

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Date

APPENDIX B-PARENT/CARER CONSENT FORM

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			

APPENDIX C- PARENT/CARER CONSENT FORM FOR SHARING INFORMATION WITH
NDIS SERVICE PROVIDERS

STUDENT DETAILS	
Student Name:	
Date of Birth:	
NDIS PROVIDER DETAILS	
Therapist Name:	
Company:	
Phone Number	
Email address	
Provider Qualifications	
Professional Registration	
CONSENT OF PARENT/CARER/GUARDIAN	
Name:	
Relationship to Student:	
Contact Number:	
Date:	
Signature:	