

# ALLIED HEALTH PROFESSIONALS

## *National Disability Insurance Scheme (NDIS)*



### HELP FOR NON-ENGLISH SPEAKERS AND FOR THOSE WITH ADDITIONAL NEEDS

If you need help to understand the information in this policy, please contact  
Lyndhurst Primary School (LPS) on 03 8768 6700 or  
[lyndhurst.ps@education.vic.gov.au](mailto:lyndhurst.ps@education.vic.gov.au).



## PURPOSE

Lyndhurst Primary School (LPS) ensures the safety, wellbeing and effective support of students during visits by Allied Health Professionals (AHPs). LPS is committed to facilitating the effective support of students' health and educational needs through collaboration with AHPs. LPS encourages families who have the support of any AHPs to communicate this directly to the school. We seek to develop strong connections and clear communication channels with all AHPs to strengthen awareness of strategies, so that reasonable adjustments can be made to support student participation at school.

## SCOPE

This policy outlines the responsibilities and expectations of all AHPs visiting students within the school premises. This policy is predominantly related to AHPs visiting the school under the NDIS or privately funded. AHPs can include occupational therapists, speech-language pathologists, physiotherapists and other related practitioners.

## POLICY

### Contents

#### 1. Pre-Visit

##### 1.1 Scheduling and Approval

- AHPs must provide a written/email request outlining the purpose of the visit, expected duration, and any specific requirements
- Initial visits must be scheduled in advance with the LPS Inclusion Leader
- Once the initial visit is set, any ongoing visits must be coordinated via email to the Inclusion Leader, to ensure appointment schedules are kept up to date

##### 1.2 Documentation

- Written and/or verbal consent from Parent/Caregiver/Guardian must be obtained and submitted to the school for each student receiving services
- AHPs must provide a current Working with Children Check (WWCC) to the school administration/office prior to the visit
- AHPs must abide by Contractor Induction including knowledge and understanding of OHS policies and procedures

##### 1.3 Coordination with School Staff

- AHPs must coordinate with the relevant school staff (e.g. class teacher or Inclusion Leader) to align the visit with the student's educational schedule
- A clear plan for visits will be communicated to all relevant parties, including the goals and expected outcomes
- AHP visits preferably to be conducted in the classroom or within shared spaces, including outdoor areas. Private spaces available upon request

*Note: LPS holds termly Student Support Group (SSG) meetings. Please contact the Inclusion Leader if you would like to attend.*

## **2. During the Visit**

### **2.1 Arrival, Sign In and Conduct.** AHPs must:

- Sign in at the school office upon arrival on the Compass terminal
- Conduct themselves professionally and adhere to the school's code of conduct (See [Appendix A](#))
- Adhere to the Child Safety Policies and Child Safe Standards with reference to [Standard 6](#)

### **2.2 Supervision and Safety**

- AHPs must ensure the safety and wellbeing of the student during the session
- A school staff member should be present or nearby, depending on the needs of the student and the nature of the intervention
- Any incidents or concerns must be reported immediately to Inclusion Leader

## **3. Post-Visit**

### **3.1 Reporting and Feedback**

- AHPs must provide regular summaries, including any assessments, interventions, and recommendations to the class teacher and cc the Inclusion Leader into the email
- AHP's will communicate feedback to Parent/Caregiver/Guardian (relative to service)
- The Inclusion Leader will document any adjustments recommended by the AHP on the [Record of Specialist Involvement \(ROSI\)](#)
- AHPs to correlate and align school goals and DE initiatives into supportive practices (where applicable)

*\*\*\* Note: The sharing of the school based Individual Education Plan (IEP) plan and goals will be dependent on whether the visit is singular or ongoing.*

## **4. Parent/Caregiver/Guardian Responsibilities**

### **4.1 Informing the School and AHP.** Parent/Caregiver/Guardian must:

- Inform the school and the AHP in advance if their child will be absent on the day of a scheduled visit
- Inform the AHP of any excursions, incursions or camps that may affect their visit
- Ensure that the school and the AHP have up-to-date contact information

## **FURTHER INFORMATION AND RESOURCES**

*The following Department of Education and Training policies are relevant to this policy*

- [Child Safe Standards](#)
- [NDIS Funded Therapy in Schools](#)
- [Schools Privacy Policy](#)
- [Checks and other Suitability Checks for School Volunteers and Visitors](#)
- [Visitors in Schools](#)

*The following school policies are relevant to this policy*

- [Child Safety Policy](#)
- [NCHRC and WWC Cards](#)
- [Inclusion and Diversity Policy](#)
- [Student Engagement Policy](#)
- [Duty of Care](#)

*Any other related policies, resources and references*

- [Record of Specialist Involvement \(ROSI\)](#)
- [Disability Inclusion Profile - factsheet for specialists](#)

## **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 and staff training
- Included in staff handbook/manual

- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

### POLICY REVIEW AND APPROVAL

Policy last reviewed	Tuesday 25th February 2025
Consultation	Disability Inclusion Working Party
Approved by	School Council
Next scheduled review date	February 2028

**Appendix A'': STAFF CODE OF CONDUCT****VALUES AND ATTITUDES**

Staff are expected to:

- Work within the shared community values in striving to achieve the aims in the school's Mission Statement
- Believe that all students have the capacity to learn
- Treat students equitably and justly, being aware of equal opportunity and gender equity.
- Encourage students to take increasing responsibility for their learning and their behaviour
- Establish and maintain positive and effective relationships with all colleagues and members of the school community
- Conduct themselves professionally and ethically in the performance of their duties
- Promote a positive image of the school

TEACHERS ARE EXPECTED TO:	NON-TEACHING STAFF ARE EXPECTED TO:	ALLIED HEALTH PROFESSIONALS ARE EXPECTED TO:
<ul style="list-style-type: none"> <li>• Demonstrate commitment to ongoing professional learning</li> <li>• Maintain a commitment to the School Strategic Plan and Mission statement</li> <li>• Provide feedback and report to parents and students on a regular basis regarding progress</li> <li>• Undertake agreed performance appraisal each year</li> <li>• Undertake agreed roles and responsibilities</li> <li>• Participate in ongoing Professional Learning in accordance with the needs of the school?</li> <li>• Act in accordance with relevant Codes of Conduct</li> <li>• Adhere to the Victorian State Government Public Service Values</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate commitment to the School Strategic Plan</li> <li>• Support and assist teachers in the facilitation of a productive learning environment.</li> <li>• Develop and maintain working relationships which support a co-operative and congenial climate within the school</li> <li>• Carry out duties as specified</li> <li>• Undertake professional learning activities in accordance with the needs of the school?</li> <li>• Promote a positive image of the school</li> <li>• Maintain strict confidentiality at all times in accordance with relevant Codes of Conduct</li> <li>• Adhere to the Victorian State Government Public Service Values</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a co-operative team environment</li> <li>• Support and be respectful towards students within their service, the opportunity to participate equitably in all planned activities and experiences within the classroom</li> <li>• Recognise and respond to individual differences and learning styles of the student within their service</li> </ul>