

Our Model for Therapy - 2024

Student's Team

Administration – Principal, Deputy Principals of Lower and Upper school, School Psychologist, Class Teachers, Education Assistants, Therapy Co-Ordinator, School Nurse, Family Support Officer, Work Experience and transitional staff, Family/Carers.

EDWA Agencies: - SSEND - equipment, SSEN: Sensory, hearing/vision, assistive technology, and Allied Health Professionals - Service Providers.

Student Individual Education Planning Meetings - Term 1 and Term 3

Teachers arrange directly with parents the booking of I.E.P. meetings in Term 1 and Term 3. In upper school years 11 and 12, these are known as Individual Transition Meetings. The teacher requires the family to invite along a designated Allied Health Professional from their child's team. It is vital that an Allied Health Professional attends, to discuss goals for the student with the teacher and parents. This I.E.P. goal can then be supported at school by the service provider as confirmed by the class teacher. Our Therapy coordinator liaises with the class teacher and individual therapists to confirm a block of sessions for the student, across each school term.

Goal Eg: Emotional Regulation/Resilience, Social Skills, Communication, Language and Literacy and support AAC, Physical/mobility – Individual Physiotherapy and Fitness programs.

Our collaborative approach to Therapy within the school environment is as follows:

***Therapy within the school environment for students in years 7, 8, 9, 10 - as per Semester 1 + 2, I.E.P. goals.**

***Therapy for Upper school student's years 11 and 12– is on a case-by-case basis.** An application can be made via a student's Therapy team or the parent directly to Noeleen Bott Therapy Co-Ordinator. Upper school are transition years for students and families, and we support them to engage with their child's Allied Health Professional team members to continue to support with after school hours, off-site, clinic or home visits.

Therapy within the school environment

Therapy is supported within the school environment by Allied Health Professionals, as per the goal identified in the I.E.P. meeting. Therapy sessions **ARE NOT** set during specialised *options classes - community access days, work experience programs, whole school events, both incursions and excursions, camps etc., or the last week of any school term.* ***In first term, in-school therapy will not commence until week 6 of the new school year.**

Our Therapy Co-ordinator Noeleen Bott manages all requests for Therapy sessions and liaises with class teachers and the Health Professionals to set the students therapy plan, on a term-by-term basis. The number of sessions to be held across any given term is arranged in conjunction with each student's individual class timetable.

Collaborative Therapy Model

Teachers and Health Professionals work together to support student outcomes of identified I.E.P. goals.

Individual Health Professionals – *provide verbal and written feedback, reports on sessions or Sensory Profiles and Functional Capacity Assessments etc, to teachers and the family and Noeleen. Staff are upskilled, often during Therapy sessions within the classroom environment or the 1:1 space of our Therapy Rooms. Health Professionals provide our staff with visuals and resources for use with the student.*

Final Comment

***The number of identified I.E.P. goals that can be accommodated throughout each school term by a Health Professional discipline e.g., Speech Pathologist, Occupational Therapist or Physiotherapist, is the decision of the individual students' class teacher.**

Any additional requests by Health Professionals are to be made via email to:

Therapy Co-ordinator – Noeleen Bott - noeleen.bott@education.wa.edu.au

Direct contact #: 9345 9255.