



School Position on External NDIS and Treating Therapists Delivering Services on School Grounds

Purpose

This document sets out the school's position regarding requests for NDIS-funded or treating therapists to provide therapy services to students on school grounds during the school day. This position is informed by the Department of Education Victoria's Disability Inclusion framework and the Victorian Child Safe Standards, and reflects the school's duty of care, child safety obligations, and responsibility to ensure equitable use of staffing and facilities.

School Position

The school does not permit external or treating NDIS therapists to conduct therapy sessions on school grounds during the school day.

In response to requests from parents and carers, the following applies:

Parents and carers are responsible for arranging and escorting their child to and from all NDIS-funded or external therapy appointments.

The school does not have appropriate facilities available to provide confidential or suitable spaces for the delivery of external therapy services.

Allowing external therapy on site would require supervision by school staff in order to meet child safety requirements. This would necessitate the presence of a member of the Disability Inclusion Team, thereby diverting staff from their primary role of supporting students across the school.

For these reasons, on-site delivery of therapy by external providers cannot be accommodated.

Disability Inclusion Framework

Under the Disability Inclusion framework, Tier 3 funding is allocated to support reasonable adjustments that enable students with disability to participate in their learning program. The school's role is to implement and monitor educational adjustments, build staff capacity, and support access to curriculum within the school environment.

The provision of clinical or therapeutic treatment by external providers is not a core function of schools under Disability Inclusion.

Principal Authority

Decisions regarding access to school grounds by service providers sit with the Principal. In making this determination, the Principal has considered staffing capacity, facilities, child safety obligations, and the need to ensure equitable support for all students.

Based on these considerations, external treating therapists will not provide therapy services on school grounds.

Exception – School-Engaged Therapists

The sole exception to this position occurs where the school uses Disability Inclusion funding to directly engage a therapist.

In these circumstances, the therapist is not considered an external provider, but a contracted person operating under the governance and direction of the school. All Child Safe Standards requirements apply, including supervision by school staff where appropriate, and alignment with the student's educational program.

Collaboration with Treating Therapists

The school values collaboration with treating therapists to support effective educational planning. Information may be shared through written recommendations, meetings (in person or online), and Student Support Group processes. Communication will occur at least once per term or more frequently where adjustments change.

Legal and Policy Justification – External Therapy on School Grounds

The school's position regarding the delivery of external or NDIS-funded therapy services on school grounds is consistent with the Department of Education Victoria's Disability Inclusion Guidelines, which make clear that Tier 3 student-level funding is provided to enable schools to implement reasonable adjustments that support a student's access to and participation in their educational program. The responsibility of the school is to plan, implement, monitor, and review school-based adjustments through the Student Support Group process, and not to facilitate or host clinical or therapeutic treatment delivered by external providers.

In addition, the Victorian Child Safe Standards impose clear obligations on schools to ensure appropriate supervision, governance, and oversight of any adults interacting with students on school grounds. Allowing external therapists to deliver unsupervised or semi-supervised therapy sessions during the school day would require significant reallocation of staffing resources and would detract from the school's ability to meet its duty of care to the broader student cohort. For these reasons, and within the discretion afforded to Principals under the Education and Training Reform Act 2006 (Vic), the school has determined that external therapy services will not be delivered on site, except where a therapist is directly engaged by the school using Disability Inclusion funding and operates under the school's governance and child safety frameworks.

Implementation of Recommendations

The school will consider and implement therapist recommendations where they are relevant to the educational context. Agreed adjustments will be documented in Student Support Group records and Student Learning Plans.

Policy and Legislative References

Department of Education Victoria – Disability Inclusion Policy and Guidelines
Victorian Child Safe Standards (Ministerial Order 1359)
Education and Training Reform Act 2006 (Vic)