

# NDIS (National Disability Insurance Scheme) Guidelines Policy

Responsibility: Principal  
Reviewed by Council: May, 2025  
Due for Review: May, 2028



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Wooranna Park Primary School via phone (03) 9795 2007 or email [wooranna.park.ps@education.vic.gov.au](mailto:wooranna.park.ps@education.vic.gov.au).

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| <b>Purpose</b> | The purpose of this policy is to explain how schools can support students who receive National Disability Insurance Scheme (NDIS) funded therapy.   |
| <b>Scope</b>   | This policy applies when the principals receive requests for NDIS funded therapists to deliver therapy on school grounds or virtually during school hours.  |
| <b>Policy</b>  | <p>Schools are encouraged to support students and their parents/carers in exercising a level of choice and control with their NDIS supports at school where it is safe and practical to do so.</p> <p>The department has produced guidelines for Victorian government schools related to requests for the delivery of funded therapy in schools.</p> <p><i>Ultimately, the decision to allow funded therapists to conduct therapy on school grounds rests with the school principal.</i></p> <p>The therapies funded by the NDIS are related to the student's functional whole-of-life support needs, and not for educational purposes. The responsibility for therapy for educational attainment remains with the education system. On this basis, schools should continue to employ therapists and access therapy/supports from Student Support Services to provide educational supports.</p> <p><b>The NDIS and funded therapy for students</b></p> <p>The NDIS provides choice and control for children with disability and their parents/carers on how disability services and supports are delivered.</p> <p>As a result, school principals may receive requests from parents/carers to allow NDIS funded therapists to:</p> <ul style="list-style-type: none"><li>• observe a student in the classroom or in the school environment</li><li>• attend a Student Support Group meeting to monitor and tailor the support provided to the student.</li></ul> <p>These requests can generally be accommodated by schools and complement holistic student planning and support processes. Schools must develop their own school level policies and procedures to effectively screen, manage and supervise all visitors and should refer to these resources. For more information, refer to the Visitors in Schools policy.</p> <p><b>Note:</b> A NDIS funded therapist observing a student in the classroom or in the school environment should only observe a particular child and with that child's parental/carer consent.</p> <p>The observer should:</p> <ul style="list-style-type: none"><li>• only make written notes focusing solely on the relevant child</li></ul> |

- protect the privacy of other students in the class by not recording anything that in any way could identify them
- not attempt to engage the teacher in lengthy discussions about a student when the teacher is directly responsible for the learning of the class
- not make any audio or video recordings of the class.

### **Funded therapy on school grounds**

Principals may also receive requests for NDIS funded therapists to deliver therapy on school grounds or virtually during school hours.

The department 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, requests for NDIS funded therapy to be delivered at school or virtually during school hours should be approved unless the specific circumstances raise practical, legal and/or educational issues that make 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.

Principals must refer to the Guidance tab for detailed guidance on these factors, and for procedures that need to be followed when approving applications for NDIS funded therapy to occur on school grounds.

### ***Ultimately, the decision rests with the school principal.***

The NDIS may fund a range of specialised supports for school-aged children with a disability. However, the NDIS does not:

- replace or duplicate the responsibilities of the education system
- fund therapy for the purpose of enabling a student to access their education.

In accordance with relevant anti-discrimination laws:

- schools remain responsible for providing 'reasonable adjustments' to ensure that students with disability can access education on the same basis as their peers
- schools are legally obliged to provide these reasonable adjustments, regardless of whether a student is also receiving NDIS support.

For further information refer to [Students with Disability Policy](#).

There is no legal obligation on principals to approve a request for NDIS funded therapy. This is because NDIS funded therapy is generally not required to enable the student to access their education.

*Wooranna Park Primary School will decide based on the above information and the school's capacity to provide an appropriate time taking into consideration the Whole School Specialist Timetable and space for therapy. To support fairness for all students wishing to access NDIS*

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|                                   | <i>therapy at school, a limit of <u>one</u> therapist per student including session limits and whether classroom observations are suitable or practicable for the grade and teacher.</i>  |   |
| <b>Communication</b>              | This policy will be communicated to our school community in the following ways: <ul style="list-style-type: none"> <li>• Available publicly on our school's website</li> <li>• Included in staff induction processes</li> <li>• Reminders in our school newsletter</li> <li>• Hard copy available from school administration upon request.</li> </ul> |   |
| <b>Related Documents</b>          | Department of Education and Training policies and resources: <ul style="list-style-type: none"> <li>• <a href="#">NDIS Funded Therapy in Schools Policy</a></li> <li>• <a href="#">Students with Disability Policy</a></li> </ul>   |   |
| <b>Policy Review and Approval</b> | <b>Policy last reviewed:</b><br><b>Policy consultation:</b><br><br><b>Policy approved by:</b><br><b>Next scheduled review date:</b>   | Not Applicable<br>Staff via staff newsletter on 2 May 2025<br>School Council on 20 May 2025<br>School Council<br>May 2028 |