



Victorian
Catholic
Education
Authority

Therapy and Equipment Guide for Parents

2025



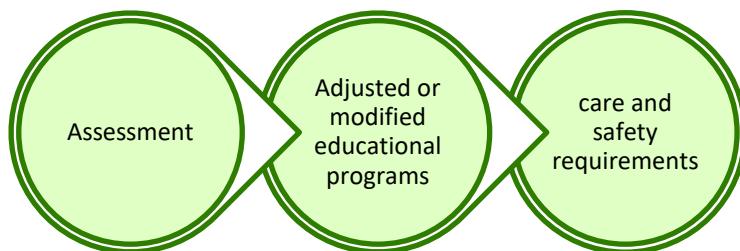
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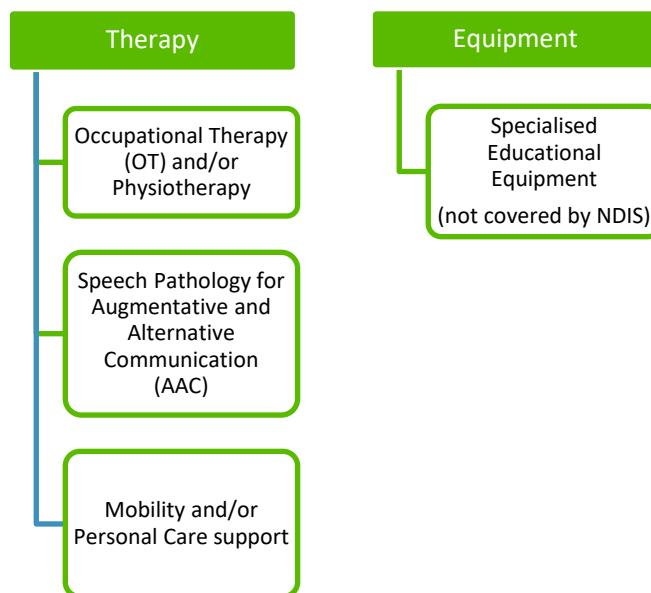
1. What is the Therapy and Equipment program?

This Guide outlines the how the *Therapy and Equipment Program* offered by The Victorian Catholic Education Authority (VCEA) is applied for and provided.

The *Therapy and Equipment Program* provides Victorian Catholic schools with access to expertise in:



Services are education and skills focussed. They include:



Scope Australia's Role

Scope Australia (Scope) is contracted by VCEA to provide services which are designed to support schools to meet the needs of students as documented in the Personalised Learning Plan and Program Support Group Meeting (PSG) minutes.

Scope provides services to students living with physical disabilities, chronic health impairments and/or complex needs that meet eligibility criteria.

Privacy

Read how VCEA maintains and safeguards student privacy of students here: [Privacy Policy](#).

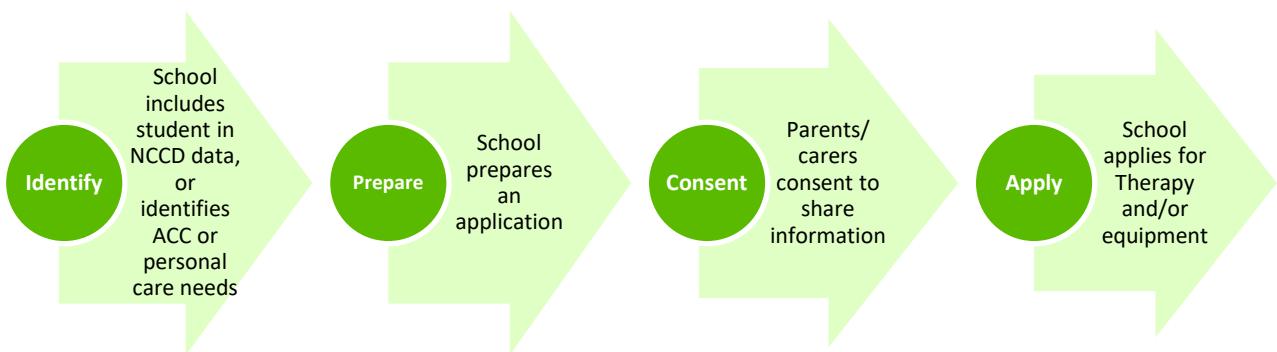
More Detail

For a more detailed guide please access Therapy and Equipment Guidelines for schools

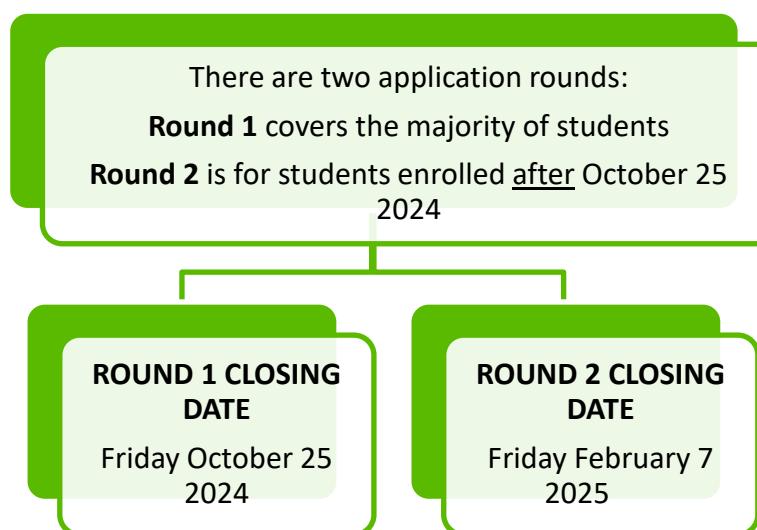
2. Who can apply, and how they can apply

Applications for Therapy and Equipment are made by the school in consultation with parents/guardians/carers and health professionals.

The process has four steps.



Therapy and Equipment Applications Critical Dates:



3. Eligibility

Eligibility is based on category of disability and level of adjustment, personal care requirements or use of AAC

Therapy & Equipment Categories	Description	Students may be eligible for:		
		Therapy	Speech	Specialised Equipment
A. Mobility	Student meets the NCCD physical category criteria requiring substantial or extensive levels of adjustment	✓	✓	✓
B. Down Syndrome	Student has a diagnosis of Down syndrome and requires support with mobility, personal care and/or augmented communication at substantial or extensive levels	✓	✓	✓
C. Personal Care	Student does not meet the NCCD physical/sensory category however presents with personal care needs (e.g. toileting support). Support may include staff training for hygiene management, manual handling and/or use of specialised equipment	✓	✗	✓
D. Communication (AAC)	Student uses augmentative/alternative means of communication (AAC) but does not meet the NCCD physical/sensory category	✗	✓	✓
E. Sensory	Student meets the NCCD sensory category (disorders of the eye or ear and/or visual or auditory neural pathways). Student receives substantial or extensive levels of adjustment	✗	✗	✓

Eligibility

The school use the following documentation to make their application for Therapy and Equipment.

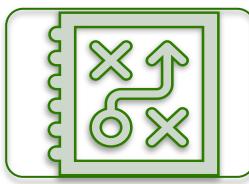
Therapy Requests



Letter of endorsement from your health professional confirming

Diagnosis

Recommended therapy or care needs



Student Program outlining adjustments e.g.

Personalised Learning Plan (PLP)

Health, Medical Management or Care Plan



Supporting Documentation

Therapy and Equipment Application Consent Form and Notice

Any other relevant documentation

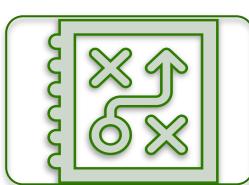
Equipment Requests



Letter of endorsement from your health professional confirming

Diagnosis

Equipment considered essential



Student Program outlining adjustments e.g.

Personalised Learning Plan (PLP)

Health, Medical Management or Care Plan



Supporting Documentation

Therapy and Equipment Application Consent Form and Notice

Any other relevant documentation

Please see Section 6. 'Checklist' in this guide for information on your role at each stage of this process (p.9-10).

4. Role of parents, carers and guardians

Parents/guardians/carers play an integral role in positive collaboration with the school. Understanding your role and the role of others in the process will help it be a success.

Key responsibilities

Parent/Guardian

Tell the school about your child's needs

Share health information with the school

Attend the Program Support Group Meetings (PSGs) to set and review goals

Sign Consent Forms for Application Process

School

Tell you about student's educational needs at school

Develop Student Programs to support student access to education

Arrange regular Program Support Group (PSG) meetings

Complete T&E Application, in collaboration with parents/carers

Services focus on educational outcomes, skills and safety. Services are not focused on outputs (hours of service).

5. Service providers

VCEA support eligible students to access the following specialist services where required.

Royal Children's Hospital Schoolcare Program

The Schoolcare Program is a service provided by VCEA in partnership with the Royal Children's Hospital (RCH), RCH @ Home, to provide school staff with the skills/training to support students who have complex medical needs.

The Schoolcare Program provides specialist training to school staff who deliver interventional medical care to students at school. This program is available where the student requires the procedure/support provided to attend school.

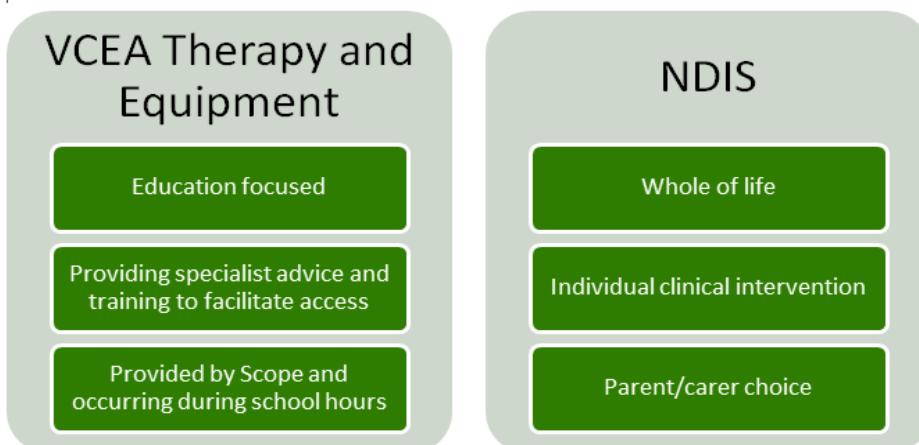
Guide Dogs Victoria

VCEA has contracted services from Guide Dogs Victoria to provide schools with specialist advice to support students with low vision or blindness to safely attend school. Services include orientation and mobility assessments and/or professional learning for staff.

***VCEA Therapy and Equipment Program / National Disability Insurance Scheme**

There are key differences between the support provided by this program and NDIS

The VCEA program aligns with the school policy, procedures, and legal requirements as an education provider and employer.



6. Checklist

Use this checklist to guide you through the process and assist the school to support your child's participation. The Forms referred to below will be provided by your school.

Five key questions

Has the school:

- engaged with us to understand our child's needs?
- received up-to-date medical/health information?
- explained the NCCD categories for disability and levels of adjustment to us?
- Identified therapy and equipment needs and developed goals in a Program Support Group (PSG)?
- explained how the Therapy and Equipment Application works?

The application process

For Therapy applications, I/we have:

- Provided the school with a signed and dated letter of endorsement by a relevant medical specialist, physiotherapist or occupational therapist which confirms:
 - ✓ the diagnosis
 - ✓ that therapy is an integral component of the submitted student program and/or the student requires augmentative/alternative means of communication
 - ✓ details about the care needs for access and participation in education
 - ✓ endorsement has been completed within the 12 months prior to the **Round 1** submission date
- Have signed the Student Program outlining the key mobility, attendant care and/or communication adjustments required to support a student's participation in education, such as:
 - ✓ Personalised Learning Plan (PLP)
 - ✓ Medical Management and/or attendant care plan (e.g. toileting, feeding, dressing)
 - ✓ Any other supporting documentation
- Have signed the *2025 Therapy and Equipment Application Consent Form and Notice OR Form 4 Consent for ongoing therapy*

For Equipment applications, I/we have:

- Provided the school with a signed and dated letter of endorsement by a medical specialist, physiotherapist or occupational therapist which confirms:
 - ✓ the diagnosis
 - ✓ that specialised equipment is an integral component of the submitted student program and/or that the student requires augmentative/alternative means of communication
 - ✓ details about the care needs for access and participation in education
 - ✓ endorsement has been completed within the 12 months prior to the **Round 1** submission date

- Signed the Student Program outlining the mobility, attendant care and/or communication adjustments required to support student participation in education, such as:
 - ✓ Personalised Learning Plan (PLP)
 - ✓ Medical Management and/or attendant care plan (e.g. toileting, feeding, dressing)
 - ✓ Any other supporting documentation
- Signed the *2025 Therapy and Equipment Application Consent Form and Notice OR Form 4 Consent* for ongoing therapy

If applying for Specialist Services (i.e. RCH Schoolcare Program), I/we have:

- Provided the school with information about our child's needs in relation to access and participation at school
- Provided the school with a signed letter of endorsement written by a medical specialist, physiotherapist or occupational therapist which confirms:
 - ✓ The diagnosis
 - ✓ details about care needs for access and participation in education
- Signed the *Consent to Share Information forms* with specialist services