

# School-Aged Therapy & the At Home Program's School-Aged Extended Therapies Benefit Info Sheet

This information sheet explains how the School-Aged Therapy program and the School-Aged Extended Therapies benefit of the At Home Program complement one another, and how services are to be coordinated across the two programs.

## School-Aged Therapy Program

The School-Aged Therapy (SAT) program is a foundational program that provides occupational therapy (OT) and physiotherapy (PT) services to school-aged children. It supports children and youth within the school and other settings. For more detail, see page six of the [1995 Program Guidelines: School-Aged Therapy – Occupational Therapy and Physiotherapy](#) regarding the intentions of the program, and pages 17 and 18 for a description of the services.

## School-Aged Extended Therapies Benefit

The [At Home Program](#) assists parents with some of the extraordinary costs of caring for a child with severe disabilities at home through a range of health supports and services. The School-Aged Extended Therapies (SAET) benefit of the At Home Program (AHP) is available to children aged five or older who are enrolled in AHP Medical Benefits.

The SAET benefit includes OT, PT, speech-language pathology (SLP), chiropractic and massage services.

## What is the purpose of the SAET benefit?

To assist families with the cost of purchasing out-of-school direct (one-to-one) therapy services to:

- Assist in the maintenance or improvement of functional skills
- Address post-surgical rehabilitation needs

SAET services enhance the primary OT and PT services made available through the SAT program and school district SLP services. Therapy services delivered through the SAET benefit **must:**

- Not be contradictory with the child's existing therapy plans (SAT or SAET clinicians)
- Not duplicate the SAT services that are to be made available in the home, school and community
- Be provided outside of the child's school setting and educational program so as to not disrupt or jeopardize attainment of the child's educational goals by reducing the time available for learning and accessing the curriculum.

## What services are excluded from the SAET benefit?

The SAET benefit is not intended to fund:

- Assessment services for things like equipment and home modifications or renovations as this is considered within the scope of the SAT program (p. 18 of the 1995 SAT program guidelines)
- Consultative services to school staff, including independent schools (like public schools, independent schools are responsible for providing services to support students with special needs and their educational programming)
- Services to address any gaps that may exist with the local SAT service

## Who can request the SAET benefit?

An agency or a therapist can request SAET funding on behalf of the family. The request must come from the agency or therapist who will be delivering the SAET service.

## What about a perceived or real conflict of interest?

There may be a perceived conflict of interest where a SAT therapist requests the SAET benefit for a child on his or her SAT caseload. In these cases, it is encouraged that the therapist discuss with his or her employer (i.e. contracted agency and Board of Education or independent school authority) and the parents of the child:

- The perception of a conflict of interest
- How a perceived or real conflict of interest will be managed
- The specific services to be delivered within the context of the SAT program and those to be delivered through the SAET funding (as per the At Home Program Guide)

It is recognized that OTs, PTs and SLPs are regulated health care professionals who are required to adhere to their respective College's Bylaws, Standards of Practice and Code of Ethics.

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For information about Colleges, refer to the following web sites:

[College of Occupational Therapists of British Columbia  
\(www.cotbc.org\)](http://www.cotbc.org)

[College of Physical Therapists of British Columbia  
\(www.cptbc.org\)](http://www.cptbc.org)

[College of Speech and Hearing Health Professionals of British  
Columbia  
\(www.cshhpbcc.org\)](http://www.cshhpbcc.org)

## **What are the expectations around coordinating SAT and SAET services?**

Both parties should discuss expectations for service delivery and distinguish between the SAT services and the non-school based services funded by the SAET benefit. It is incumbent on all therapists to deliver services within the constraints of these publicly-funded programs.

In partnership with the parent, the therapist requesting the SAET benefit is expected to “consult and coordinate services with the school-/community-based therapist(s) or school designate” (p. 20 of the [At Home Program Guide](#)).

In *Part 6 Coordination of OT, PT and SLP Services* of the [At Home Program Request for School-Aged Extended Therapies](#) form, the SAET therapist is to indicate who was consulted on the child's team and affirm that the request was developed in collaboration with the family and the SAT therapist(s). The intent is to enable the family and the therapists to be aware of the child's goals for each type of service, and to support coordination so there is no duplication or contradictory services.

For more information about how to request the SAET benefit and maximum billing rates and amounts (including consultation, report writing and travel), consult the [At Home Program Guide](#) posted on the [At Home Program website](#)