



SCHOOL PARTNERSHIP PACK

Working together to
Support Students Access Learning

*Build your capacity
Realise your potential*



Quick support for your team → Scan here



About Realise Ability

Realise Ability is a paediatric therapy service based in Esperance, Western Australia. We opened in 2020 and have provided **quality, consistent, local support** for children and young people to develop the skills required for **learning, independence and participation** in everyday life ever since.

We work with children experiencing developmental delay and disability, specialising in challenges with:

- **communication and language**
- **speech development**
- **literacy foundations**
- **handwriting and fine motor skills**
- **attention and executive functioning**
- **sensory processing and regulation**
- **social communication**
- **motor coordination**

Our holistic approach focuses on building the underlying skills children need to thrive at school, at home and in the community.

Our Services

Realise Ability provides:

- **Speech pathology**
- **Occupational therapy**
- **Developmental and learning assessments**
- **Autism and ADHD assessments**
- **School consultation and collaboration**
- **Family support and coaching**

Realise Ability loves partnering with families and schools to support children to develop the skills they need to participate confidently in learning and school life.

Our team provides speech pathology, occupational therapy and other allied health services that strengthen the foundational skills students need to access the Western Australian Curriculum.

We prioritise collaboration with schools so strategies are practical, relevant and supportive of classroom learning.

We aim to ensure that therapy supports meaningful everyday learning and participation in the home, the community and the classroom.



Understanding "Thriving Kids" (And Getting The Most Out Of It)

What it means for schools and teachers

The **Thriving Kids** reform is part of a government initiative to make changes to the NDIS and early childhood support systems. It represents a shift in how 0-9 year olds with autism and developmental delay are supported.

A Shift Toward School and Health Based Support

Younger kids with developmental delay and autism will no longer be part of the NDIS. They will no longer have individual funding and the focus for support will (again) be on schools and families through state health and education systems.

- **Federal NDIS** → focusing on children with more significant and permanent disability
- **State systems** → taking a greater role in early and developmental support

Increased Focus on Building Capacity

A key direction of Thriving Kids is supporting the adults around the child.

For schools, this means:

- building teacher and education assistant confidence
- embedding strategies within everyday classroom practice
- supporting students within their natural learning environment

Rather than relying on external services, there is a shift toward support happening within the classroom context.

Changes to Therapy Models

The reform signals a move away from:

ongoing, individual (1:1) therapy

And toward:

classroom-based and consultative support

collaboration between therapists and educators

group and targeted interventions

practical strategies embedded into teaching

This means therapy is increasingly focused on supporting learning in context, rather than separate from it.

How Realise Ability Can Support Schools

Realise Ability understands the increasing demands this will place on schools and the importance of practical, classroom-relevant support.

We are local and accessible and can support schools through:

- collaborative consultation with teachers and learning support teams
- student observations (where appropriate)
- practical, realistic strategies that fit within teaching routines
- targeted therapy aligned with classroom goals
- support for students, families and educators during system change

Our approach aligns with the direction of Thriving Kids by focusing on:

building capacity within the classroom

supporting teachers and education assistants

ensuring strategies are practical and achievable

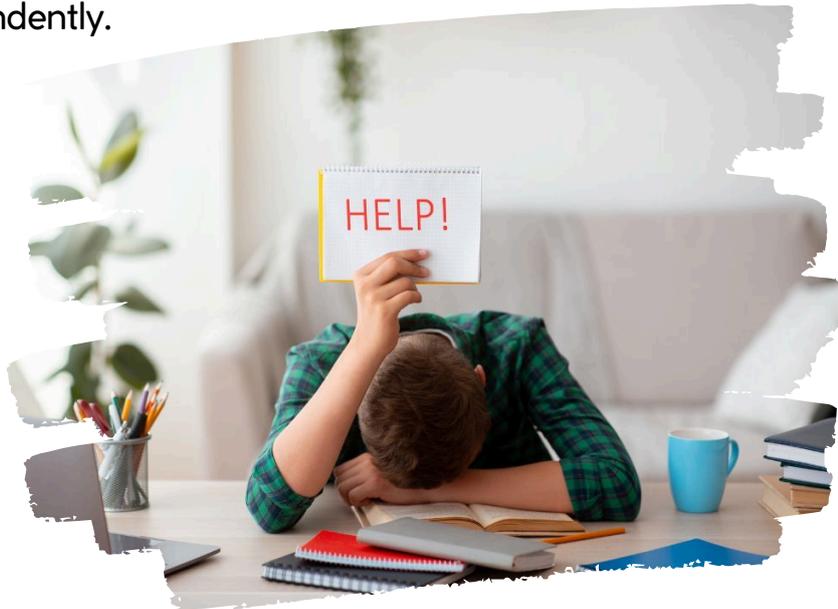
Working with us, will make your school "Thriving Kids" ready!

How Therapy Helps Students Learn

At Realise Ability, our therapy services support the foundational skills students need to access the Western Australian Curriculum.

Speech Pathology and **Occupational Therapy** help students develop essential communication, motor, regulation and organisation skills required for participation in classroom learning.

When these skills are strong, students are better able to engage with teaching and learning, follow instructions, express their ideas and complete classroom tasks independently.



Why Schools Partner With Therapists

With the introduction of "Thriving Kids", collaboration between schools and therapists is going to be more important than ever. The team at Realise Ability are local, flexible and accessible and can work with teachers when, where and how suits your school.

More kids will be starting school with no diagnosis, no intervention and no external support.

Therapists can help you tackle:

- understanding and following classroom instructions
- participation in discussions and group work
- organisation and completion of written tasks
- attention, regulation and independence
- positive peer interactions

When therapy aligns with classroom teaching and learning, strategies can be more practical, more relevant and easier to implement.



When Teachers Notice Concerns

Early support can make a significant difference. If concerns arise, collaboration between teachers, families and therapists can help identify strategies that support learning and participation in the classroom.

Realise Ability have experience supporting schools through:

- observations
- practical strategies for teachers and education assistants
- whole class capacity building
- small group programs
- wellness initiatives
- regulation programs
- school attendance
- 1:1 therapy which includes school goals and skills

Teachers are always welcome to contact Realise Ability to discuss concerns about a student before a referral is made.

Student Support for Classroom Independence

Teachers know their students best. Student observation allows therapists to understand how a student's challenges are impacting learning within the real classroom environment. Observation helps ensure therapy recommendations are relevant, practical and supportive of classroom routines.

What Therapists Look For

During an observation, therapists may look at, how a student:

- follows instructions
- participates in class discussion
- organises their work and materials
- writes and completes tasks
- regulates and pays attention
- interacts with their peers

Why Observation Is Valuable

Observations allow therapists to understand:

- how a student learns within the classroom environment
- the demands of everyday learning

And to provide strategies that

- fit naturally within classroom routines
- are realistic for teachers and education assistants

Realise Ability focuses on respecting teacher workload by ensuring collaboration with schools is supportive.

When observations take place, we aim to:

- Minimise disruption to classroom routines
- Focus on practical strategies that aid students
- Communicate clearly with teachers and support teams
- allow for two way communication

The Intended Outcome

Student observations help ensure that therapy:

- supports participation in learning
- fits within classroom expectations
- are practical for teachers and education assistants as well as the student

When Students Are Trying... But Still Struggling

Even in well-supported classrooms, and despite amazing teachers creating engaging and motivating environments some students continue to experience learning difficulties.

These challenges are often linked to underlying skills that are not immediately visible. Speech pathology and occupational therapy can help identify and address these hidden barriers.

Things you may observe and potential supports...

Communication & Language

Observable Behaviour	Possible Underlying Skill Concern	Recommended Support
Difficulty following instructions	Challenges with understanding spoken language	Speech Pathology
Frequently requests information to be repeated	Difficulty processing spoken language	Speech Pathology
Difficulty expressing thoughts and ideas	Limited expressive language abilities	Speech Pathology
Provides brief or minimal responses	Possible difficulties with vocabulary or constructing sentences	Speech Pathology
Has trouble retelling stories or events	Weak narrative and sequencing skills	Speech Pathology

Literacy

Observable Behaviour	Possible Underlying Skill Concern	Recommended Support
Difficulty learning letter-sound relationships	Phonological awareness	Speech Pathology
Difficulty understanding what they read	Language comprehension	Speech Pathology
Writing lacks detail or organisation	Language organisation	Speech Pathology

When Students Are Trying... But Still Struggling

Things you may observe and potential supports...

Handwriting & Written Work

Observable Behavior	Possible Underlying Skill Concern	Recommended Support
Slow or effortful handwriting	Fine motor coordination	Occupational Therapy
Avoidance of writing tasks	Motor endurance or writing effort	Occupational Therapy
Messy or difficult-to-read handwriting	Visual motor integration	Occupational Therapy
Difficulty organising work on the page	Visual spatial organisation	Occupational Therapy

Attendance & Organisation

Observable Behavior	Possible Underlying Skill Concern	Recommended Support
Difficulty starting tasks	Executive functioning	Occupational Therapy
Frequently forgets instructions	Working memory	Occupational Therapy
Difficulty organising materials	Planning and organisation	Occupational Therapy

Regulation & Participation

Observable Behavior	Possible Underlying Skill Concern	Recommended Support
Easily overwhelmed in busy environments	Sensory processing	Occupational Therapy
Difficulty remaining seated or focused	Regulation and attention	Occupational Therapy
Challenges interacting with peers	Social communication	Speech Pathology



We would love to connect to chat all things therapy, Thriving Kids and how we can work together. We are accessible - we have a full time Practice Manager and our Director, Lynda loves to meet people. Our therapists can be available by appointment.

Please reach out to our team at anytime through the contact details below or find extra information and useful handouts on our website through the QR code.

Pop in and see us at 4/2 James St in Esperance, WA.

Call us on 08 6244 8905 or 0476 920 565

Email us admin@realiseability.com.au

Or connect on Facebook or Instagram



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