



STUDENTS AT EDUCATIONAL RISK POLICY

2020

RATIONALE

Subiaco Primary School (SPS) identifies, responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum and in accordance with the Western Australian Department of Education *Students at Educational Risk in Public Schools Policy and Procedures*.

DEFINITIONS AND KEY TERMS

Students at Educational Risk (SAER)

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.

Risk Factors

Risk factors impact on individual and groups of students who are at educational risk. These include but are not limited to:

- Irregular school attendance
- Socio economic status
- Family structures
- Medical/biological/genetic/cognitive factors
- Environmental factors (school, family, community)
- Cultural and linguistic diversity
- Geographic location

NCCD (Nationally Consistent Collection of Data)

An annual collection of information about Australian School students with disability. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be supported at school. Using guidelines, schools decide if their students with disability require quality differentiated teaching, or if they require supplementary, substantial or extensive adjustments to the teaching and learning program.

Documented Plan

An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms including Individual Education Plans (IEP), Behaviour Management Plans (BMP), Individual Transition Plans (ITP), or Risk Management Plans (RMP).

Teaching and Learning Adjustment Proformas

Subiaco Primary School has developed Literacy and Numeracy Proformas. These resources are detailed checklists of the many strategies used to cater for students with low grades, that are part of regular programming and lesson planning. Teachers select the specific strategies they use to meet each particular student's needs. Proformas are communicated to parents each semester.

IDENTIFICATION

Staff at SPS use a range of evidence-based procedures that enable the early identification of students who may be at educational risk. These procedures may include but are not limited to:

- Parent information and teacher judgement
- WA School Curriculum and Standards Authority year level checkpoints
- Kindergarten Assessment Tool (KAT)
- Pre-primary on Entry Assessment
- Letters and Sounds Assessments
- NAPLAN data
- PAT (Progressive Achievement Tests) data
- Whole school and year level common assessment tasks
- External support agencies
- Confirmed diagnosis of disability
- Attendance data
- Behaviour data
- PEAC (Primary Extension and Challenge) testing
- Community Health Nurse screening

Identified students may include:

- Students with disability
- Children in the care of the Department for Child Protection and Family Support
- Students with persistent absence
- Students with behaviour concerns
- Students with significant health care conditions
- Students with low grades
- Gifted or high performing students

The SPS SAER Team provides support to teachers in the identification and support of SAER students. It is comprised of the:

- Principal
- Assistant Principals
- School Psychologist
- Learning Support Coordinator (LSC)
- School Chaplain

The first points of contact for teacher concerns about learning, behaviour or mental health are the Assistant Principals or the Learning Support Coordinator. Action plans may include:

- Creating documented plans
- School Chaplain support
- School psychologist involvement
- Referral to external agencies
- School of Special Education Needs involvement

PROVISION

For some students, planning beyond that which is delivered by quality differentiated teaching is needed. For these students, documented plans are created after consultation with relevant stakeholders. Meetings may take the form of parent teacher meetings or case conferences. Case conferences may be attended by:

- Classroom teacher
- Parents or guardians
- Assistant Principals
- School Psychologist
- Learning Support Coordinator
- Education Assistants
- External providers

Students with Disability

Students with disabilities that affect their learning, need to be supported by teaching and learning adjustments tailored to meet their individual needs. These may be communicated to parents through documented plans or Teaching and Learning Adjustment Proformas, depending on the level of support required. This is negotiated with the line manager and the Learning Support Coordinator

Children in Care

Children in the care of *Child Protection and Family Support* also require an individual documented plan. Where, however, there are no current concerns, the *Documented Education Plan for Children in Care* coversheet is completed. (See Appendix 1) Plans are emailed to the *Department for Child Protection and Family Support*.

Students with Persistent Absence

The Department of Education's Student Attendance Policy requires a school plan to be developed for students with persistent absence. In extreme cases, a detailed plan for an individual student may be required.

Students with Behaviour Concerns

Behaviour Management Plans (BMP) are created for students with complex and challenging behaviour. Refer to the *Positive Behaviour in Public Schools Policy and Procedures*.

Students with Significant Health Care Conditions

Students with chronic, long-term or significant health care conditions often require documented plans to ensure their support needs are managed effectively. If necessary, these plans include emergency response information.

Students with Low Grades

Documented plans are not required for students with D grades as adjustments for these students are part of each teacher's regular programming and lesson planning. Additional feedback and targeted in class support are evidenced through the Teaching and Learning Adjustment Proforma.

Gifted and Talented

Gifted and talented students are accommodated through quality differentiated teaching. In addition, opportunities for extension programs and projects are explored.

MONITORING AND REPORTING

Student progress is monitored in the classroom through diagnostic, formative and summative assessments and as part of the SPS Assessment Schedule.

Formal reporting takes place twice per year as per the Department of Education Reporting to Parents Policy. A modified report is provided for students who require a substantial or extensive level of adjustment to their teaching program. Parents are informed if their child is to receive a modified report.

RECORD KEEPING

All documentation is securely stored and sensitively handled.

SAER Profile

The Learning Support Coordinator prepares a SAER Profile each semester. This document gives a whole school picture of students at educational risk. To ensure accountability, consistency and continuity across the school, the Learning Support Coordinator also monitors the completion of Documented Plans and Teaching and Learning Proformas each semester. (See Appendix 2)

Documented Plans

The Department of Education online Special Education Needs (SEN) planning tool is used to create documented plans. Plans are created in consultation with parents who sign the plan during a parent teacher meeting. A hard copy of the signed plan is placed in the student's folder with relevant information as appropriate. Parents are kept informed of progress and consulted when plans need adjusting. At the beginning of the year, each class is provided with an IEP box containing the folders for the students in their class.

Teaching and Learning Adjustment Proformas

Teaching and Learning Adjustment Proformas are saved to the M Drive. They are discussed with parents who receive a copy.

Meetings

Parent meetings are recorded on Integris and minutes from case conferences are taken.

HANDOVER

At the conclusion of each year, teachers record relevant information about their students on handover forms which are passed on to the next teacher. At the beginning of each year, teachers and Education Assistants meet with their students' previous teachers and Education Assistants, to discuss student needs. The SAER Support Team also ensures continuity from year to year for SAER, by organising student orientations and extra teacher handover meetings. Handover for year 6 students is arranged with the feeder high school.

SAER TASKS AND TIMELINE

Documented Plans (Approximate Timeline)

Semester 1

Week 1-4: Assessment and profiling

Week 5-6: Create plans, support available from LSC

Week 6-7: Plans to be signed off by line manager

Week 8-9: Meet with parents

Week 10: Plans to be saved on the M Drive. (Staff Information/IEPs)

Semester 2

Week 1-4: Review Semester 1 plans, create Semester 2 plans, support available from LSC

Week 3-4: Finalise plans and meet with parents

Week 5: Plans to be saved on the M Drive. (Staff Information/IEPs)

Plans are to be created for:

- 1) Students under the care of the *Department for Child Protection and Family Support*.
(See Appendix 1) Admin to record details on Integris.
- 2) Students supported by Schools Plus funding.
- 3) Students identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data on School Students with Disability (NCCD).
- 4) Some students identified as requiring supplementary adjustments through the NCCD. (Subject to negotiation with line manager.)

Teaching and Learning Adjustment Proformas

Checklists are to be created for students working at D Level in Maths and English.

Term 1 – Complete prior to and present at the Parent Interview in week 9/10.

Term 3 – Complete to inform Semester 2 planning and teaching.

Save proformas to the M Drive. (Staff Information/IEPs)

Case Conferences

Case conferences are organised each semester or more frequently if required.

SAER Profile

The SAER Profile is updated Semesters 1 and 2.

NCCD

The NCCD occurs in August each year.


Handover

Teachers complete handover information for all students at the end of each year. Handover discussions between teachers and Education Assistants are held at the beginning of each year. More extensive handover discussions and orientations are organised for students requiring extra support.

APPENDICES

1. Child Protection and Family Support Documented Education Plan for Children in Care Coversheet
2. SAER recording examples (fictional names)

Documented Education Plan for Children in Care Coversheet

 <p>Department of Education</p>	Date of document: / / Student name: _____ DOB: / / Year level: _____ School: _____ Diagnosed disability: <input type="checkbox"/>	Principal/Deputy: _____ <input type="checkbox"/> Teacher: _____ <input type="checkbox"/> Child protection worker: _____ <input type="checkbox"/> Carer(s): _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> (Please indicate who was consulted)
	Planning	
Academic	Wellbeing (For example: attendance; social skills/relationships; behaviour)	
<input type="checkbox"/> There are no current concerns relating to the student's learning needs. Individual teaching and learning adjustments are not required at this time.	<input type="checkbox"/> There are no current concerns relating to the student's wellbeing. Individualised strategies are not required at this time.	
<input type="checkbox"/> The student requires curriculum adjustments and an individual plan is necessary (see attached)**.	<input type="checkbox"/> The student requires adjustments to meet their personal and/or social needs. An individual plan is necessary (see attached)**.	
Scheduled review date: / /		

* This document is to be forwarded to the Department of Communities, Child Protection and Family Support (CPFS) as required under the *Memorandum of Understanding between the Department for Child Protection and Family Support and the Department of Education 2013*

** An individual documented education plan must be attached and forwarded to the child protection worker.

SAER Profile
Sem 1 2020
IEP Students

APPENDIX 2

Class	Teacher	Student	Diagnosis	Comments
K - L8A	N. Smith	Fred Williams	Autism	Visiting Teacher weekly, Autism Centre.
K - L8B	L. Brown	Robert Jones	GDD	Private speech and OT
PP - EC3	J. Black	Mary Miller	Imputed	Language delay? Referred to SCDC
1 - LP1	B. Martin	Harold Anderson	DCP	
etc				

Students with Teaching/Learning Adjustment Checklists

Class	Teacher	Student	Comments
PP - EC3	J. Black	Nigel Kelly	New this year, has moved schools a lot, gaps in learning.
1 - LP1	B. Martin	Patricia Wilson	EALD
etc			

Completed and Signed IEPs
Sem 1 2020

Year	Teacher	Student	IEP	Signed	Comments
K - L8A	N. Smith	Fred Williams	✓	✓	
K - L8B	L. Brown	Robert Jones	✓	✓	
PP - EC3	J. Black	Mary Miller	✓	Not yet	
1 - LP1	B. Martin	Harold Anderson	✓	✓	Copy emailed to DCP case worker, recorded on Integris
etc					

Completed Teaching/Learning Adjustment Checklists
Sem 1 2020

Class	Teacher	Student	Adjustments Checklist	Comments
PP - EC3	J. Black	Nigel Kelly	✓	
1 - LP1	B. Martin	Patricia Wilson	✓	To be saved on M Drive.
etc				

NCCD 2020

Year	Teacher	Student	Diagnosis	Category	Level	Evidence of Adjustments
2 - L5	K. Saunders	Rae Smythe	Autism	Cognitive	Supplementary	IEP, EA, Weekly Visiting Teacher from Autism Centre, Case Conference Minutes
3 - M1	S. Clark	Sarah Cole	Acquired Brain Injury	Cognitive	Substantial	IEP, EA, Case Conference Minutes
3 - M2	H. Clark	Michael Watts	Imputed, Language Difficulties	Cognitive	QDT	Adjustment Checklist, Repeated Reading, Referred to SCDC.
etc						