



STUDENTS AT EDUCATIONAL RISK POLICY

Last updated March 2021

Rationale

Nedlands Primary School is committed to identifying students at risk and addressing the needs of students as early as possible to ensure that every student achieves to their full potential.

Our Beliefs

- We are accountable for providing opportunities for all students to learn and to achieve their full potential.
- All students can learn.
- Intervention is most effective when it meets the targeted and specific needs of students.
- Intervention is most effective when it is in collaboration with parents/family and other agencies.
- Intervention is most effective when it occurs in the early years of a child's schooling.
- SAER students are a shared responsibility and they need a collaborative response from parents, the school and related agencies.

Please refer to Department of Education SAER policy - <http://www.det.wa.edu.au/policies/detcms/portal/>

Students at educational risk may be characterised as students:

- Who are at risk of not achieving the standards defined in the Western Australian Curriculum;
- Whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or peers;
- Who are high achieving students who require extension
- Who are under-performing;
- Who are not engaged in their schooling;
- Whose performance is at risk due to poor rates of attendance.

Students may be identified at risk academically, socially, emotionally and/or physically.

Curriculum

Curriculum at Nedlands Primary School is developed, delivered and responsive to the individual needs of students at educational risk. The educational program is differentiated, inclusive and sensitive to cultural differences and values.

Planning For Improvement

Student achievement data, and teacher records of attendance, participation and behaviour are systematically used at Nedlands Primary School in the planning cycle for monitoring and adapting goals and programs for individual and group plans for students at educational risk.

Collaboration

Nedlands Primary School ensures collaboration with teacher/s, Administration and parents in the development of an education or behavioural plan for SAER, and external agencies to support comprehensive case management.

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The School will:

- Initiate collaboration between parents and other agencies (eg. School nurse, Psychologist, Occupational and Speech therapists).
- Collaborate with agencies to provide strategies and/or resources to support programs for students at risk (eg. Centre for Inclusive Schooling and EAL/D Resource Centre).

External agencies include (but are not limited to):

- Therapy Focus
- Speech and Occupational Therapists
- Intensive Autism Centres.
- School Chaplain
- Dyslexia SPELD Foundation.
- School of Special Educational Needs

The Learning Environment

Nedlands Primary School is responsive to and supports the needs of students at educational risk.

It is an environment that:

- Provides an inclusive education and a welcoming community;
- Promotes a positive shared vision for students and staff. This is reflected in the ethos and purpose statements;
- Promotes staff sharing a common philosophy about teaching, and more importantly learning. This is promoted through school development, professional development, learning sessions, and curriculum committees;
- Uses a student-centred approach that provides a range of programs for students at risk.

Reporting

Nedlands Primary School provides key stake holders with meaningful information that will assist planning to improve learning outcomes for students at educational risk.

The school will notify parents immediately if a student's achievement level, rate of progress or behaviour differs noticeably from past performances and peers.

Reporting Methods for SAER

- Two written reports per year (At the end of first and second semester);
- Teacher-Parent interviews as part of SAER program monitoring (at least twice per year);
- Teacher-School Psychologist-Parent-Student case conferences as needed;

Professional Development

Nedlands Primary School identifies and addresses the professional development requirements of its teachers of students at educational risk by:

- Using school planning and performance development data;
- Providing staff access to professional development and learning support within the school, the district and the community;
- The facilitation of support for staff to collaboratively meet the needs of students at educational risk;
- Encouraging the borrowing of resources from the School of Special Educational Needs (SSEN) and Statewide Services Centre Resource Centre.

Identification

Nedlands Primary School has a clearly defined process for the early identification of students at educational risk. The process commences in Kindergarten and continues through to Year 6.

Nedlands Primary School:

- Implements procedures within the school planning for the identification of students at educational risk;
- Develops and implements appropriate educational programs for individuals and groups of students at educational risk; and
- Is accountable for the educational progress of individuals and groups of students at educational risk.

Students at risk are identified through:

1. Regular assessment using quality class-based and school based assessments
2. Teacher observation and anecdotal information
3. Previously identified conditions: eg language/speech problems, medical conditions
4. EAL/D Student Screening assessments

At risk may affect all or some of the following areas:

- Academic learning
- Speech & Language skills
- Social & emotional development
- Health & physical development
- Behaviour

These risk factors may include:

- Culturally and Linguistically diverse background
- Language delay and/or disorder
- Behaviour disorders
- Lack of pre-requisite knowledge for formal learning
- Specific learning difficulties
- Low attendance
- Frequent changes of school

Risk factors can alert a teacher to the possibility that a student may have difficulties with learning. The difficulties are rarely the result of a single factor or influence. It is often the combination of interacting factors that result in under-achievement.

Documented Plans

Individual Education Plans (IEPs)

Individual plans related to academic or learning goals. These plans will be created through SEN Planning (starting in Term 2, 2021)

Group Education Plans (GEPs)

Group plans for students working towards a similar goal or included in a similar intervention strategy or program. Where a member of the Intervention Team is involved in this intervention, they will be consulted in the development of the GEP.

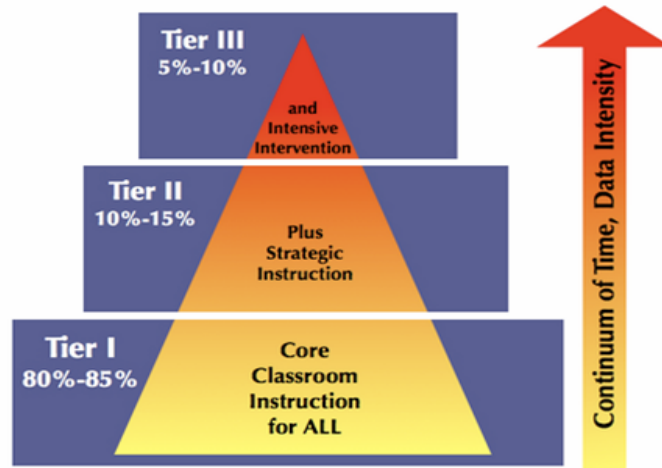
Curriculum Adjustment Plans (CAPs)

Available for students who require clearly stated differentiation adjustments, but not significant curriculum changes as stated in an IEP. Inclusion of these plans is up to teacher discretion.

Student Engagement Plan (SEPs)

Plans for students who need additional support with engaging with the learning programs (eg. Behaviour, organisation, interpersonal goals)

STUDENT SERVICES MODEL: RESPONSE TO INTERVENTION



The student services model below demonstrates the continuum of services provided by Nedlands Primary School, either as a whole school program, phases of learning groups, class programs or individual support.

Tier 1 Prevention: Core classroom Instruction for ALL

Includes whole-school evidenced based strategies that target all students in the school and/or classroom building student capacity. Universal screening to target at risk students. These include:

- *Implementation of High Impact Teaching strategies*
- *Social Emotional, Protective Behaviours and Values Programs*
- *School based Curriculum*
- *Whole school approaches to the teaching of Literacy & Numeracy*
- *Integration of ICT*
- *Regular and ongoing monitoring and assessment to inform planning for intervention or extension*

Tier II Intervention: Strategic Instruction

Classroom Level: Adjustments to the teaching and learning programs are required to meet these students' needs. Interventions supplement classroom instruction but do not replace it. These identified students may be on a Curriculum Adjustment Plan.

School Level: The analysis of whole school data and the SAER database guides the development of short term, targeted intervention programs.

Guidelines for Targeted Intervention Programs:

- Information from screens and assessments informs programs
- Programs developed to target specific skills
- Ongoing training provided for staff delivering these programs
- Programs developed in consultation with classroom teachers
- Intervention strategies reinforce what is being taught in the classroom
- Parent support is encouraged
- Pre and post assessment conducted to determine the effectiveness of programs
- The use of evidence based programs and resources.

3. Tier III Case Management (Intensive Intervention)

For students who require specific and intensive support. Strategies are designed to address limited progress in areas of targeted intervention (major modifications may be required). Programs may replace and are additional to class instruction. These are delivered in small groups or individually. This requires collaboration with external agencies and the development of an Individual Education Plan.

Students identified as:

- having a delay in development;
- as being below or in the band directly above the National Minimum Standard in Year 3, 5 for NAPLAN.
- being above their expected developmental level; or
- not reaching their full potential in areas of development;

will be provided with an Individual Education Plan (IEP) or Student Engagement Plan (SEP).

All funded students need to have a written IEP.

Guidelines and organisation of small group withdrawals:

- Specific achievable goals
- Explicit, structured and sequential
- Regular monitoring of students' progress with feedback
- Student progress monitored regularly using fine grained screens and assessments
- Groups may vary in size and session length

Class teachers, with the support of Student Support Team will review and make adjustments to individual and group plans every term.

Referral Processes

There are a number of referral processes for students considered to be at educational risk:

Ongoing referrals

Students within the school who have previously been referred to the Associate Principal will continue to be supported or followed-up unless the student is no longer considered to be at educational risk.

Teacher referral

Teachers may refer a child at any stage during the year if they consider them to be at educational risk in any identified area. Teachers are required to have evidence to support the referral.

Parent referral

From time-to-time parents may have concerns regarding their child and may bring it either to the attention of the teacher or administration staff. This will be treated in a similar fashion to the Teacher Referral above.

Referral Guidelines:

Our school SAER processes ensure that most of our existing SAER students have already been identified and catered for. However, you might need to refer a student if they:

- are new to the school
- have a recently diagnosed condition
- are not making expected progress after at least 6 months of intervention
- are experiencing or exhibiting difficulty/disability that was not previously apparent

Referrals for Intervention and Support

As a result of your class assessments and observations, you might have students who you believe require adjustments (e.g. teaching and learning, social and emotional, behavioural etc.). Please ensure you follow the correct process before referring them to the Student Support Team.

1. You should have evidence of significant teaching and learning adjustments before considering referral to the Student Support Team.
2. Attempt a range of Tier 2 classroom adjustments outlined on the *Curriculum Adjustment Plan* and monitor progress.
3. Meet with parents to discuss concerns, gain background information and discuss adjustments (IEP).
*If further referral is needed, it should not be a surprise to the parents.
4. If the student is still demonstrating limited progress after implementation of changes, they can be referred to the Student Support Team
5. Complete SAER Referral Process (see attached flowchart and forms) - indicate the child's area of need/support required. The student must already have an IEP/BMP.
6. Teachers who refer a student without following the given steps will be required to address these processes, but support will be provided to you should you require it.

Student Support Team

David Geijsman (SAER Associate Principal)

Kate Vernon - School Psychologist (*every Monday and odd Friday*)

Philly Lumby - School Chaplain (*Wednesday, Alternate Mondays*)

Roles & Responsibilities:

- Schedule regular meetings
- Prioritise new Learning Support referrals and decide on course of action
- Feedback and updates on progress of current referrals
- School Psychologist update re: case load
- Intervention: updates, proposed changes, data analysis, overview of programs and student allocations (start of each term).
- Analyse whole school data to assist in the identification of SAER.
- Monitor and improve whole school SAER processes and procedures

SAER Associate Principal:

- Coordinate the screening of new students to the school, flag already identified SAER students and disseminate relevant information to teachers etc.
- Manage School Psychologist, school nurse, school chaplain and Student Support team
- Coordinate & attend case conferences
- Monitor Schools Plus allocations & review dates
- Coordinate Student Support Team meetings (agenda & minutes)
- Case management & critical incident management for identified high needs students
- Oversee the development of an Operational/ Implementation plan each year (including projected budget expenditure)
- Manage budget
- Non – compliance SAER deadlines (address with individual teachers or as part of line management)
- Coordinate release time for SAER planning support
- Coordinate primary Intervention: screening of SAER, pre & post testing and timetables for intervention programs
- Update, monitor and maintain SAER database (whole school & class folders)
- Analyse whole school data to assist in the identification of SAER
- Provision of classroom support
- Liaise with School Psychologist, Visiting Teachers and external agencies
- Develop & monitor whole school student tracking procedures for SAER students
- Support classroom teachers and Education Assistants with IEP/ GEP development & teaching and learning adjustments.
- Monitor teacher SAER/ IEP implementation timeline
- Feedback to teachers re: progress & outcomes of referrals
- Conduct SAER planning, reporting & IEP development meetings with identified teachers

School Psychologist:

- Manage referrals & case management
- Support teachers in developing Individual and Group Education Plans
- Classroom observations and individual assessments
- Case conferences with parents
- Coordinate inter-agency support
- Provide system level support to the Student Support team
- Work with SAER Associate Principal to identify and address staff professional learning needs

Intervention Team

Marg Parker – EAL/D and Intervention Teache

Andrew Hall – Intervention EA

Roles & Responsibilities:

- Implement pre & post testing
- Record testing data on whole school database
- Regular formative assessment (ongoing monitoring) of students
- Informal feedback to teachers (ongoing)
- Have access to students' class IEP's (teachers to provide)
- Brief documented feedback to teachers on individual students (when requested)
- Meet with SAER Associate Principal at the start and end of each term to provide data and report on student progress. This will inform the refinement of groupings and make decisions regarding students re-entering mainstream (supported by data)
- Identify & order SAER resources, in consultation with SAER Associate Principal