STUDENTS AT EDUCATIONAL RISK POLICY

THE EDUCATIONAL TRIANGLE (Victoria Park Business Plan 2019-2023)
 "Our school and your home surround the future and we aim to make a difference for your child"

OUR VISION
We promote high expectations and strong values for our students to grow into successful and resilient global citizens.

BELIEFS ABOUT TEACHING AND LEARNING
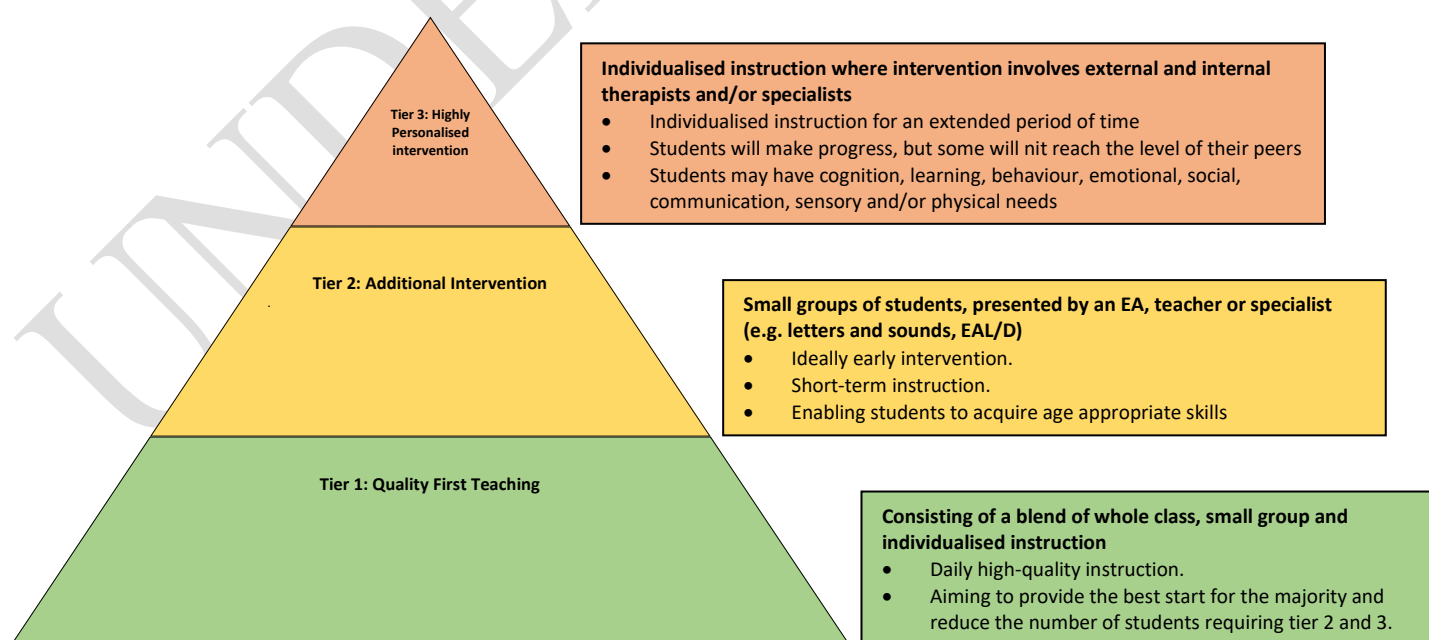We believe that all students are successful when:
- The whole child is nurtured in a safe, positive and supportive learning environment where social and emotional well-being is respected and catered for;
- Development is enriched through opportunities to collaborate and grow together in a learning community,
- Embedded values drive motivated and engaged learning, and social responsibilities;
- All components of the technologies learning area are integrated into authentic learning contexts;
- Play, and inquiry practices, are evident in our educational programs;
- Knowledge of all cultures and the needs of our planet empower our students to build a more cohesive and sustainable society;
- Problem solving and critical thinking are explicitly taught through purposeful and real world programs;
- They are encouraged to learn and reflect in a cooperative and supportive environment that fosters resilience;
- Learning is visible and higher order thinking, reflection and feedback is valued; and
- High academic and behavioural expectations are set and communicated.

DEFINITION
Students at educational risk are children who are in danger of not reaching their potential or who are not achieving the major learning outcomes at an appropriate rate. It also includes children whose progress or behaviour differs noticeably from past performances or from that of their peers. Students at educational risk are children who are under performing or who are not engaged in their schooling. This also means students that have special needs, learning difficulties, a learning disability or are gifted and talented.

IDENTIFICATION
Students may be identified as at risk at any time in their schooling from Kindergarten through to Year Six.

Tier 3: Highly Personalised intervention

Individualised instruction where intervention involves external and internal therapists and/or specialists
- Individualised instruction for an extended period of time
- Students will make progress, but some will nit reach the level of their peers
- Students may have cognition, learning, behaviour, emotional, social, communication, sensory and/or physical needs

Tier 2: Additional Intervention

Small groups of students, presented by an EA, teacher or specialist (e.g. letters and sounds, EAL/D)
- Ideally early intervention.
- Short-term instruction.
- Enabling students to acquire age appropriate skills

Tier 1: Quality First Teaching

Consisting of a blend of whole class, small group and individualised instruction
- Daily high-quality instruction.
- Aiming to provide the best start for the majority and reduce the number of students requiring tier 2 and 3.
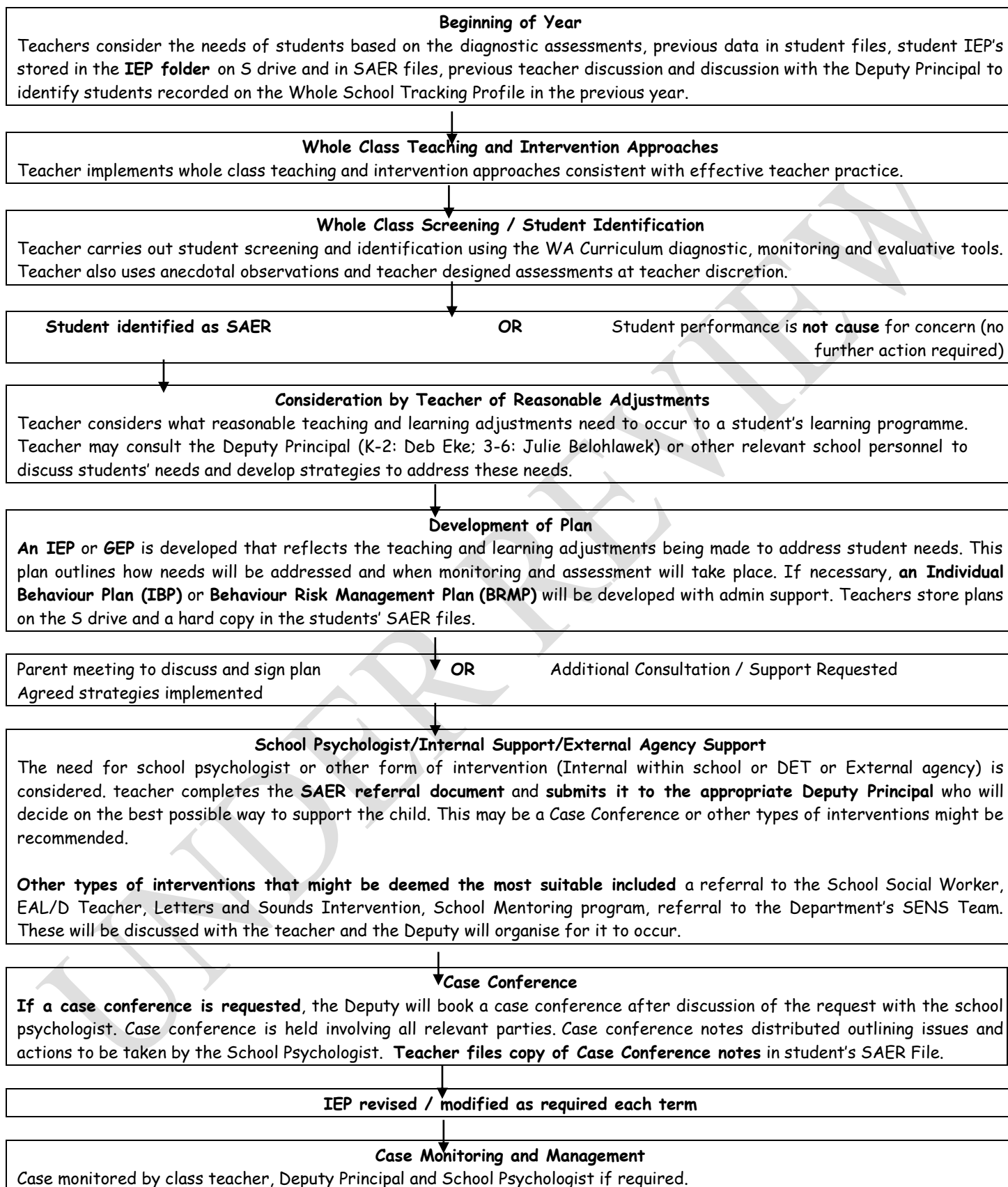
STUDENTS AT EDUCATIONAL RISK POLICY

Students at Educational Risk - Procedures

Copies of these documents are available on the S drive in the Student Services Folder.

Beginning of Year

Teachers consider the needs of students based on the diagnostic assessments, previous data in student files, student IEP's stored in the **IEP folder** on S drive and in SAER files, previous teacher discussion and discussion with the Deputy Principal to identify students recorded on the Whole School Tracking Profile in the previous year.

Whole Class Teaching and Intervention Approaches

Teacher implements whole class teaching and intervention approaches consistent with effective teacher practice.

Whole Class Screening / Student Identification

Teacher carries out student screening and identification using the WA Curriculum diagnostic, monitoring and evaluative tools. Teacher also uses anecdotal observations and teacher designed assessments at teacher discretion.

| **Student identified as SAER** | **OR** | Student performance is **not cause** for concern (no further action required) |

Consideration by Teacher of Reasonable Adjustments

Teacher considers what reasonable teaching and learning adjustments need to occur to a student's learning programme. Teacher may consult the Deputy Principal (K-2: Deb Eke; 3-6: Julie Belohlawek) or other relevant school personnel to discuss students' needs and develop strategies to address these needs.

Development of Plan

An IEP or **GEP** is developed that reflects the teaching and learning adjustments being made to address student needs. This plan outlines how needs will be addressed and when monitoring and assessment will take place. If necessary, **an Individual Behaviour Plan (IBP)** or **Behaviour Risk Management Plan (BRMP)** will be developed with admin support. Teachers store plans on the S drive and a hard copy in the students' SAER files.

| Parent meeting to discuss and sign plan Agreed strategies implemented | **OR** | Additional Consultation / Support Requested |

School Psychologist/Internal Support/External Agency Support

The need for school psychologist or other form of intervention (Internal within school or DET or External agency) is considered. teacher completes the **SAER referral document** and **submits it to the appropriate Deputy Principal** who will decide on the best possible way to support the child. This may be a *Case Conference* or other types of interventions might be recommended.

Other types of interventions that might be deemed the most suitable included a referral to the School Social Worker, EAL/D Teacher, Letters and Sounds Intervention, School Mentoring program, referral to the Department's SENS Team. These will be discussed with the teacher and the Deputy will organise for it to occur.

Case Conference

If a case conference is requested, the Deputy will book a case conference after discussion of the request with the school psychologist. Case conference is held involving all relevant parties. Case conference notes distributed outlining issues and actions to be taken by the School Psychologist. **Teacher files copy of Case Conference notes** in student's SAER File.

IEP revised / modified as required each term

Case Monitoring and Management

Case monitored by class teacher, Deputy Principal and School Psychologist if required.

STUDENTS AT EDUCATIONAL RISK POLICY

Evidence can be collected through tools such as:
- Teacher identification using classroom SAER profiles and diagnostic assessments
- NAPLAN
- On Entry Assessment Pre-primary to year 2
- Behaviour information (Integris)
- Attendance records
- IEPs /GEPs/ Individual Behaviour Management Plans (IBMP)
- School Psychologist reports (accessed through school psychologist/DP)
- Therapist's reports (e.g. Speech therapy, Occupational Therapy)
- External support agency reports
- Risk Management Plans
- EAL/D Progress maps

RECORDING AND STORING INFORMATION

The Deputy Principals, will be responsible for co-ordinating the following:
- collection and analysis of data
- distribution of information (e.g. case conference notes, medical reports e.g. Speech, OT etc) to teachers, EAs and school psychologist
- Point of contact regarding SAER between teachers, EA, parents, school psychologist, external agencies, Curtin social work student and school nurse
- maintaining Student SAER Files in the office
- collating SAER profiles from teachers – whole school data base by year level – saved on S drive
- liaising with external agencies
- regular update of data base
- management of SAER electronic data base stored on S drive

At the end of each school year opportunities will be provided for staff to transition information regarding identified SAER students.

A STUDENT PROFILE FORM will be COMPLETED IN TERM 4 in readiness for the transition meetings and for the following year. See attached SAER Profile.

A master file for each **identified SAER student** (red file for students receiving disability resourcing and green file for a SAER student not in receipt of disability resourcing) containing a copy of any case management notes, school psychologist notes, medical reports (speech, OT, learning difficulties, diagnosed disabilities) will be kept in a **locked cabinet/cupboard in the workroom off the side of the staffroom** and will be regularly updated by each Deputy. To access see Principal or a Deputy. If you receive any copies of medical or therapist reports from parents or caregivers could you, please make sure that the Deputy has a copy for the students SAER file.

Psychologist reports can be accessed through the school psychologist and a copy will be placed in the child's SAER file too.

All staff can access all students' SAER files.

IEP/GEPs - PLANNING FOR IMPROVEMENT

A copy of the IEP/GEP needs to be recorded using the attached template and saved in the S:Drive using the following link **S:\AdminShared\All Staff\Student Services or** alternatively can be developed online using the **SENS Planning Tool in Reporting to Parents** in Term 1 and reviewed regularly in Terms 2, 3 and 4. Any changes to IEP goals/objectives should be communicated with parents. GEP. Please save updated IEP each Term in the appropriate Term folder using the link stated before. Deputy to check IEP/GEP in S:Drive or online as required for case conferences and inputting data on Integris.

STUDENTS AT EDUCATIONAL RISK POLICY

The class teacher, in consultation with support personnel and parent/caregiver, is to adjust curriculum and develop appropriate educational programs necessary to meet the individual needs of all students identified as SAER. Deputy to be informed of any new documented plans (IEPs/GEPs).

Group Educational Plans detailing small group instruction provided to students identified with similar learning difficulties. Individual Education Plans provided to students who require specific intervention and curriculum adjustment. Individual Behaviour Plans implemented as necessary.

Students who need a Documented Plan (IEP)
All students:
- Obtaining a 'D' grade in all or one component of English and/or Maths
- In receipt of Disability Resourcing funding
- Who have a diagnosed learning disability or an imputed (undiagnosed) disability (e.g. Language Disorder, Dyslexia, Dysgraphia, Dyscalculia, ADHD, ADD). **Please note:** when a child is tracking at the appropriate level (c grade or above) and is able to fully participate in the regular classroom program an **IEP/GEP does not need to be written** but quality differentiated practices must be utilised within the mainstream classroom to ensure the students' needs are met.
- In the care of the Department of Child Protection

Essential components of plans could include:
- identification of student's strengths (may include parent/therapist input/questionnaire)
- an assessment of the student's present level of education achievements
- statement of priorities and short-term goals
- specific educational objectives
- goals should be:
    - S   Specific goals
    - M   Measurable
    - A   Achievable
    - R   Realistic
    - T   Time framed
- names of those responsible for the respective parts of the program
- Education Assistants is involved they must be included in both the development/implementation process and ongoing monitoring of all plans for students with whom they work.
- Section to record the student's progress
- teachers must liaise with parents/guardians who must sign off on the plan
- review date

REVIEW
This policy will be reviewed annually.