Ellenbrook Primary School

Students at Educational Risk Policy

January 2021

PURPOSE

- ➤ To establish and implement procedures for the identification of students at educational risk.
- ➤ To develop and implement appropriate educational programs for individuals and groups of students at educational risk.
- ➤ Be accountable for the educational progress of individuals and groups of students at educational risk.

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

DEFINITIONS

SAER is the acronym for 'Students at Educational Risk'. It refers to students whose academic, social and/or emotional attributes are a barrier to engagement with the Western Australian Curriculum.

Risk Factors are those that may impact a student's ability to achieve their potential. These include but are not limited to:

- ➤ Irregular school attendance
- ➤ Social/emotional issues
- ➤ Medical conditions
- ➤ Diagnosed or Imputed Disability
- ➤ Environmental factors (school, family, community), including matters of Child Protection and Family Support
- ➤ English as an Additional Language or Dialect (EAL/D)

Differentiation is the way in which schools tailor education to enable every student to achieve the highest standard possible. The rationale for differentiation is to raise standards by focussing the teaching and learning program on the aptitudes, interests and required level of students.

Documented plan is the umbrella term describing a range of ways of catering for the identified education needs of an individual student and/or a small group of students with similar education needs. Documented plans may take a variety of forms including Individual Education Plans (IEP), Individual Behaviour Plans, Individual Attendance Plans, or Risk Management Plans (RMP).

SEN is the acronym for 'Special Education Needs'.

NCCD is the acronym for 'Nationally Consistent Collection of Data on School Students with Disability' and it identifies the extant of modifications to a child's learning. * For a table explaining the different levels of adjustment, typical adjustment examples and student characteristics follow the below link.
https://www.nccd.edu.au/sites/default/files/h5p/content/167/docs/endorsed_levels_of_adjustment.pdf

Learning Support Team (LST) includes the SAER Coordinator, School Psychologist Coordinator, Case Manager and School Psychologist.

ROLES AND RESPONSIBILITIES

In providing for students at educational risk each level of the school must take responsibility for its contribution to improving outcomes.

Teachers are responsible for:
- developing and delivering a quality curriculum, which is responsive to the individual needs of students at educational risk;
- using performance data and intended educational outcomes as the key elements of planning for students at educational risk;
- planning educational programs through consultation with the parents/caregivers and relevant professionals.
- filing copies of reports from medical professionals in the student file.
- reporting on the educational progress of students to the principal, parents/caregivers, and students themselves; and

➢ communicating to the principal their own professional development requirements to assist in meeting the needs of students at educational risk.

Principals are responsible for:

➢ ensuring the implementation of the Students at Educational Risk policy and procedures;

➢ establishing processes for the identification of students at educational risk;

➢ establishing a communication process with parents of students at educational risk which is open and based on mutual respect;

➢ confirming that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;

➢ confirm that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students; and ☐

➢ reporting to the community and the District Director on the educational outcomes of students considered to be at educational risk.

SAER Coordinators are responsible for:

➢ Facilitating the SAER process by working collaboratively with all stakeholders;

➢ Consulting with teachers in relation to all teaching and learning;

➢ Supporting teachers to follow the SAER process;

➢ Assisting teachers in implementing documented plans and monitoring their use;

➢ Setting review dates for all teaching staff to ensure documented plans are a working document;

➢ Providing teachers or parents/caregivers with information on support that may be available from other service providers;

➢ working collaboratively with the School Psychologist to achieve best outcomes for students;

➢ Gathering a record and maintaining a database of all students at educational risk in the school, including up to date records of individualised planning.

School Psychologists are responsible for:

➢ Ensuring the SAER process is followed whenever there is a concern for a particular student;

➢ Being approachable to consult with staff on all behavioural, emotional and educational matters (although not necessarily for individual students);

➢ Participate in case management processes and attending Case Conferences;

➢ Gaining informed consent from the parent/caregiver before engaging in any formal observations, consultations and assessments;

➢ Keeping a record of all contact that involves an individual student;

➢ Providing timely and accurate feedback to parents and teachers;

➢ Liaising with outside agencies to gather information that will support teachers in their planning for individual students;

➢ Planning preventative whole-school, group and individual interventions;

➢ Sharing knowledge and current research with teaching staff.

THREE TIERS OF SUPPORT

Tier III - intensive

Tier II - targeted

Tier I - core

Multi-Tiered System of Supports

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. Teachers are to use Universal screening to target at risk students in order to prevent Tier 2 action. These include:

➢ Implementation of the Explicit Teaching Model
➢ Reflective Behaviours
➢ 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 2 Intervention: Strategic Instruction

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

School Level: The analysis of whole school data and the SAER register 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.

Tier 3 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 by or under the close supervision of teachers. This requires collaboration with external agencies and the development of an Individual Education Plan. An EPS red SAER folder is required.

These agencies include (but are not limited to):

- ➢ School Psychologist
- ➢ Therapy Focus
- ➢ Speech and Occupational Therapists
- ➢ Intensive Autism Centres.

- ➢ Dyslexia SPELD Foundation.
- ➢ Inclusive School of Education
- ➢ Western Australia Institute of the Deaf
- ➢ Vision Education Service

IDENTIFICATION OF STUDENTS 'AT RISK'

Staff at Ellenbrook Primary School will implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students. Classroom-based planning will include curriculum differentiation to cater for a range of abilities and learning styles. The following categories identify who requires a Documented Plan.

Students with Disability
- ➢ All students receiving Individual Disability Allocation or identified as requiring 'substantial' or 'extensive' adjustments through *Nationally Consistent Collection of Data on School Students with Disability* (NCCD) require an individual documented plan.

Children in Care
- ➢ Children in care of *Child Protection and Family Support* require an individual documented plan. Where, however, there are no current concerns, the *Documented Education Plan for Children in Care Coversheet*6 should be completed and emailed to the Deputy Principal [DP] in accordance with the timeline in Appendix B.

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 plans.

Students with persistent absence

➢ The Department's *Student Attendance policy* requires plans to be developed for students with persistent absence, but this does not necessarily mean a plan for each individual student. However, in extreme cases a detailed plan for an individual student may be required.

Students with Behaviour Concerns

➢ Personalised behaviour support adjustments are required for students, where needed, under the Department's *Student Behaviour policy*, but this does not necessarily mean a documented plan for individual students.

Students with Low Grades

➢ Documented plans are not required for students with a D grade. Unless a student has other substantial support needs, adjustments for accessing the curriculum are part of teachers' regular programming for differentiating the curriculum. Additional and timely feedback and targeted in-class support should be provided when a student's progress and/or achievement are consistently below expected standard for their year level. This is consistent with the emphasis on differentiation in the AITSL *Professional Standards for Teachers.*

➢ Teachers may choose to develop group education plans (GEP) for selected students in cases where similar needs have been identified.

➢ An IEP may still be considered the most suitable response where a student is unable to access the Year level curriculum even with differentiated adjustments.

➢ Documented plans will still be developed for students who are at risk of 'E' grades or have previously received an 'E' grade in Mathematics or English.

Gifted and Talented

> ➢ Gifted and talented students should be accommodated through differentiated adjustments that meet their needs. In some cases, teachers may choose to develop a Group Education Plan (GEP). In addition, opportunities for extension programs and projects will be explored.

SAER PROCEDURE (ACADEMIC/SOCIAL)

Tier 1 (Classroom Level)

These students are operating at level and participate in an unmodified program. Teacher to use whole school approaches to literacy and numeracy to target students who are at risk of Tier 2.

Tier 2 (SAER Coordinator involvement)

Students who have a report grade of E in Literacy/Numeracy, who are below Benchmark in NAPLAN, whose academic progress differs noticeably from past performances.

1. Notify SAER Coordinator
2. Case conference with Parent, Class Teacher and SAER Coordinator (if required) to implement IEP / GEP plan.
3. Create an IEP / GEP with goals developed in the SMART format (Appendix A).
4. IEP / GEP signed off by parent and SAER Coordinator and then uploaded to shared drive. Hard copy is to be kept with the classroom teacher and used to track progress.
5. Monitor and review progress regularly and discuss with SAER Coordinator and Line Manager at Performance Management meetings.

Tier 3 (Intensive Intervention)

If the student is not making noticeable progress at Tier 2 action, then the student will proceed to Tier 3 of the SAER process at the discretion of LST.

1. Teacher to continue IEP until modifications have been advised.
2. Discussion with SAER Coordinator, where necessary, to determine if School Psychology intervention is required.
3. Order of need assessed by LST.

4. School Psychologist Coordinator to complete School Psychology Contact Request
5. School Psychologist Coordinator presents School Psychology Contact Request to parent and returns it to Case Manager.
6. Case Manager to organise Case Conference
7. Case conference with Parent, Class Teacher and School Psychologist (LS Team involvement where necessary)
8. Establish a red folder

SAER PROCEDURE (BEHAVIOUR)

Tier 1 (Classroom Level)

These students are following whole class/ school behaviour management procedures without modification.

Tier 2 (SAER Coordinator involvement)

1. Teacher to check student record files/SAER file/check student summary.
2. Develop a Behaviour Management Plan. (BMP)
3. Meeting with Parent and Class teacher
4. Plan and deliver appropriate ongoing teaching and learning experiences tailored to individual needs.
5. Teacher to schedule parent/teacher/student interview to negotiate and discuss BMP. Formal BMP review with parent to occur at least once a Semester or as appropriate. BMPs to be signed by all parties and a copy to be provided for the parent and DP.
6. Regular monitoring and review of the child's progress is made. Parents are informed on a regular basis. (Communication books, informal discussions, phone, email etc.)

Tier 3 (Intensive Intervention)

If the student is not making noticeable progress after following Tier 2 action, then the student will proceed to Tier 3 of the SAER process at the discretion of LST.

1. Notify DP.
2. Referral to LST

3. Order of need assessed by LST
4. Update or establish EPS red SAER folder.
5. LST complete School Psychology Contact Request
6. LST presents School Psychology Contact Request to parent and returns it to Case Manager
7. Case Manager to organise Case Conference
8. Case conference with Parent, Class Teacher and School Psychologist (LST involvement where necessary)
9. Action Plan implemented, with regular reviews included.
10. At the discretion of the LST, student returns to Tier 2/ Tier 1.
11. Monitor student progress

MONITORING AND REPORTING

➤ Student progress will be monitored in the classroom through diagnostic, formative and summative assessments.
➤ All academic and social SEN goals must be reported against in accordance with their respective review dates with detailed remarks added to the SEN Planning portal in Reporting to Parents, through Ikon.
➤ Evidence of student achievement is to be kept with the hardcopy IEP/GEP and retained in the student file for T2 and EPS red SAER folder for T3 students.
➤ Adjustments to documented plans are then made on an ongoing basis to meet the students' needs. Parents are to be kept informed of progress, at least once per term, and this is to be recorded in Integris.
➤ Formal reporting will take place twice per year as per *Department of Education Reporting to Parents* Policy.
➤ A SEN Report will be provided for all students who have an IEP/GEP. The SEN report should detail student progress in achieving assigned goals and outline existing areas in need of intervention. This is in addition to their standard curriculum area report entries which outline achievement in all other curriculum areas the student has engaged.

➢ Students who no longer require a documented plan must have the **SAER Status Removal** form completed (Appendix C).

SPECIALIST SUBJECTS AND THE SAER PROCESS

At Ellenbrook Primary School [EPS] the SAER process extends to the specialist subjects of performing arts, physical education, science and ICT. To ensure adequate adjustments are being made for all students to engage in the curriculum, specialist teachers will be required to detail on individual student Documented Plans what adjustments or modifications are being made in the SMART format with detailed strategies.

Appendix A

SMART Goal Framework

The following template can be used to help structure your SMART goals. This is only a general guide as different types of goals may require variations to be made to the below structure. The sentence can also be rearranged to ensure the goal makes logical sense.

Start by stating when the objective will be completed.	By...<insert date> ...[1]
Explain in specific terms what the student will be able to do.	... <Student name> will be able to/demonstrate ...[2]
Describe in what context the skill/knowledge will be demonstrated.	... in <insert context> ...[3]
State how achievement will be measured. E.g. formal assessment, observation etc.	...as measured by <insert measurement tool> ...[4]
Explain how accurate the student must be. What is the pass mark?	... with <accuracy measure> accuracy ...[5]
Consider if any prompts or ques are permitted and include them as necessary.	... with <insert degree of assistance> supports.[6]

Example:

By 26 June 2020 (week 9)[1], Lincoln will select the appropriate homophone there/they're/their[2] and without prompting[6], in his daily Short Burst Writing activities[3], as measured by a collection of three consecutive Friday work samples[4], with 100% accuracy[5].

SPECIFIC MEASURABLE ACHIEVABLE RELEVANT TIME-BOUND

Appendix B

SAER Timeline

TERM 1	Task	Notes

Week 3	Student Assessments due:
	  o Writing Sample
	  o Waddington Reading Test
	  o SA Spelling Test
	
	Cross Set Groups finalised
		Results saved to shared drive
		
		All staff > 01. Student Assessment
		
		Cross Set group lists given to DP for reporting.

Week 4	Categorise all students according to Tier System. Ensure evidence is available to support Tier 3 allocation. Complete hard copy *SAER Profile* for Tier 2/3 students	Email list to SAER Coordinator so SAER Register can be updated. Return SAER Profiles to SAER Coordinator
Week 5	Semester One IEPs/ GEPs completed via SEN Planning. BMPs established.	Seek family input towards the creation of student objectives. Meet with parents and have IEPs/ GEPs/ BMPs signed by parent. IEPs/ GEPs/ BMPs signed must be signed by SAER Coordinator.
Week 6	Signed IEPs/ GEPs/ BMPs scanned and uploaded to shared drive. [1]	*All staff > 03. SAER FILE > IEPs> 20XX*
Week 7	Implement strategies to achieve objectives. [2]	
Week 8		
Week 9	IEPs / GEPs/ BMPs are reviewed and parents notified of progress. Review comments are added on SEN Planning with dates next to them. New goals added if needed and saved onto shared drive after parents have signed additions.	Parents must be informed about progress of Documented Plans and recorded on Integris. Amendments to Documented Plans to be signed by DP.

[1] SAER profiles to be scanned with documented plans. Any IEPs / GEPs/ BMPs that have not been signed by parents need to be signed by Admin and uploaded to shared drive with a comment explaining why the parents have not signed the plan.
[2] Use hard copy IEP/GEP/BMP to record notes and indicators of achievement.
[3] Building relationships with the families of the SAER is crucial. Keep them informed throughout the semester and update the IEP/GEP/BMP as necessary.

TERM 2	Task	Notes
Week 1	Continue to monitor IEPs/GEPs Gather evidence for Semester 1 RTP / SEN Report	
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7	SEN Report to be completed for all students on an IEP/GEP under Reporting to Parents. Review comments to be added to all T2/T3 student objectives under SEN Planning.	
Week 8		
Week 9	IEPs / GEPs/ BMPs are reviewed and parents notified of progress. Review comments are added on SEN Planning with dates next to them.	Semester 1 IEPs / GEPs/ BMPs with handwritten notes scanned and uploaded to shared drive.

TERM 3	Task	Notes
Week 1	Develop Semester 2 IEP's via SEN Planning.	Continue or modify Semester 1 objectives.
Week 2	Formal parent interview to discuss and sign Semester 2 IEPs / GEPs/ BMPs.	IEPs/ GEPs/ BMPs signed must be signed by SAER Coordinator.
Week 3	Signed IEPs/ GEPs/ BMPs scanned and uploaded to shared drive.	*All staff > 03. SAER FILE > IEPs> 20XX*
Week 4	Implement strategies to achieve objectives.	Record progress on hard copy IEPs / GEPs/ BMPs.
Week 5		
Week 6		
Week 7		
Week 8		
Week 9	IEPs / GEPs/ BMPs are reviewed and parents notified of progress. Review comments are added on SEN Planning with dates next to them.	

TERM 4	Task	Notes
Week 1	Continue to monitor IEPs/ GEPs Gather evidence for Semester 2 RTP / SEN Report	
Week 2	Complete ACER testing.	
Week 3		
Week 4		
Week 5		
Week 6		
Week 7	SEN Report to be completed for all students on an IEP/GEP under Reporting to Parents. Review comments to be added to all T2/T3 student objectives under SEN Planning.	

Week 8	Update student SAER files.
	
	Student Assessments due:
	   o Writing Sample
	   o Waddington Reading Test
	   o SA Spelling Test
		Results added to T1 file in shared drive
		
		All staff > 01. Student Assessment

Week 9	Final parent meeting held to inform them of the student's progress against the Semester 2 Documented Plans and overall annual achievement. Class profiles completed for the following year. Confirm book level placements with Admin.	Semester 2 IEPs / GEPs/ BMPs with handwritten notes scanned and uploaded to shared drive. The IEP should include comments relating to final parent meeting.

Appendix C

SAER Status Removed

[Date]   [Student Name]

On _____, it was determined that _____ is achieving at the expected

level for his/her year level and no longer requires to be placed on a documented plan.

Comments:

Teacher

Signature: _____

Name: _____

Date: _____

Parent/Guardian

Signature: _____

Name: _____

Date: _____

Administration

Signature: _____

Name: _____

Date: _____