



STUDENTS AT EDUCATIONAL RISK POLICY

Rossmoyne Primary School



Policy Statement

Through the implementation of this Students at Educational Risk (SAER) Policy, our school is committed to:

- implementing a uniform approach which is consultative and collaborative;
- ensuring **all** students are supported to engage in the curriculum and meet their full potential, and
- ensuring our SAER processes are supported by the efficient and effective use of school resources.

Our Beliefs

At Rossmoyne Primary School, we believe:

- we are accountable and committed to providing opportunities for all children to learn and achieve to their full potential;
- all children are able to learn when given appropriate time, support and teaching and learning experiences;
- learning is developmental and children learn at their own rate;
- early identification of students at educational risk is critical to meeting their needs;
- students at educational risk are a shared responsibility and a collaborative approach from the school, parents/carers and related agencies is required;
- parents/carers are valued partners in a student's development, and
- reliable research and evidence based programs underpin any strategy for intervention.

Definition

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

(Reference: Students at Educational Risk Policy, WA Department of Education, 2015)

Identification

Students who are identified 'at risk' may not be achieving to their potential for a variety of reasons, and the possibility of being at risk may present at different stages throughout their school life.

Students may be identified at risk if:

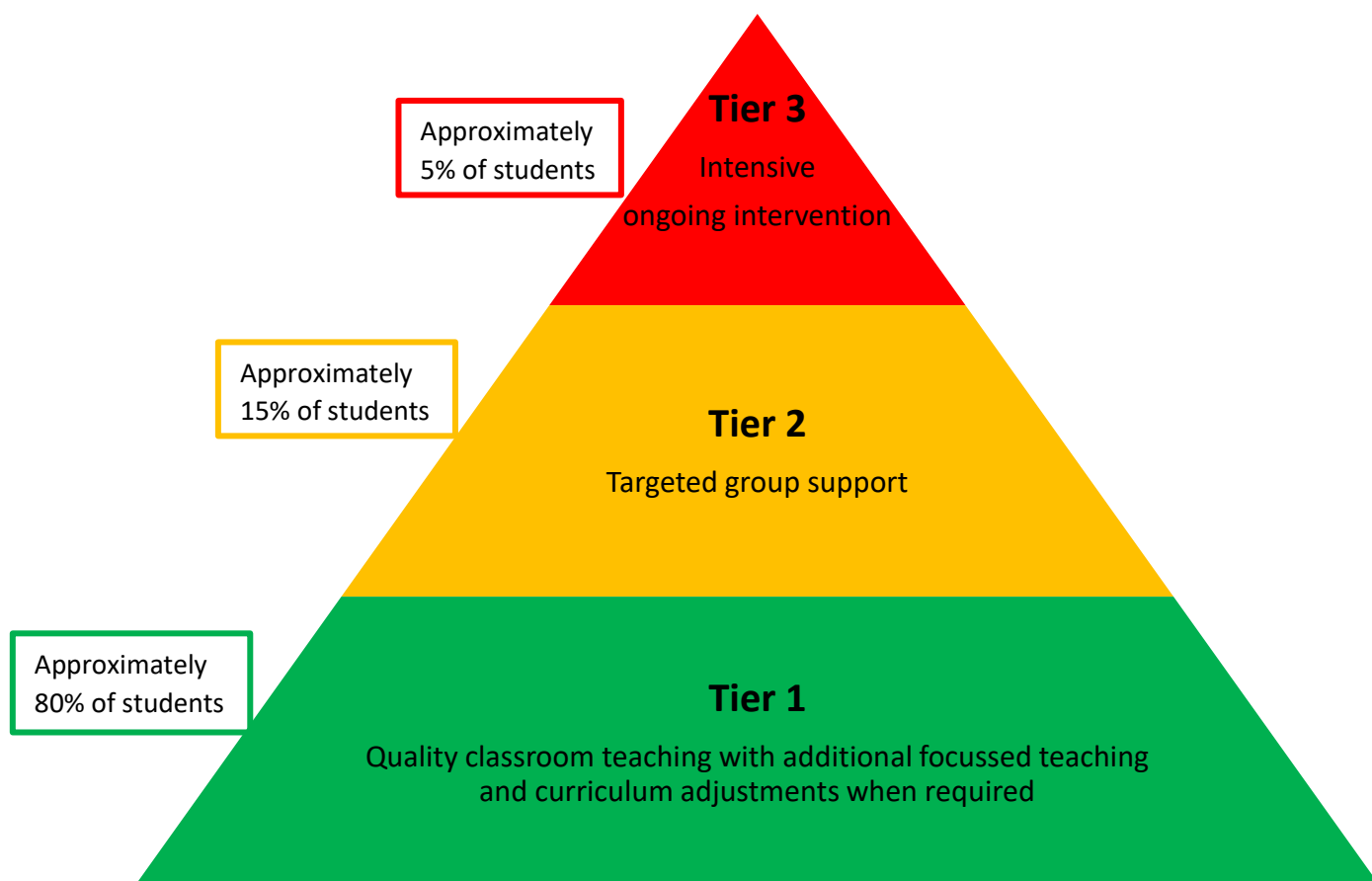
- their achievement level, rate of progress or behaviour differs noticeably from past performance and/ or that of his/her peers;
- they are not engaged in their schooling;
- their performance is at risk due to poor rates of attendance;
- they are underperforming (including gifted and talented);
- their social and emotional state is impacting on their learning;
- their behaviour is hindering their capacity to learn;
- they have a diagnosed disability, and
- they are EAL/D, (English as an Additional Language or Dialect).

A variety of methods are used to identify students at educational risk. These include:

- data and records;
- professional judgements;
- observations, and
- relevant information from parents/carers and outside agencies.

Response to Intervention Model

The Response to Intervention (RTI) model is a three tier approach to the identification and support of students at risk. Students are supported with interventions in increasing levels to aid their learning. The RTI model requires identifying and planning for students at educational risk. Quality differentiated teaching will support 80% of students in a classroom. The remaining 20% require intervention that may include evidence based approaches and programs.



Monitoring and Review

Teachers are accountable for the progress and achievement of all students. Students at risk require documentation of the interventions that have been implemented through the use of documented plans.

“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.” WA Department of Education Director General’s Statement (2017).

Documented plans include:

- Teaching and Learning Adjustment profile (TALAs) – Appendix 3
- Group Education Plan (GEP) – Appendix 4
- Individual Education Plan (IEP) – Appendix 5
- Behaviour Management Plan (BMP) – Appendix 6
- Risk Management Plan (RMP) – Appendix 7
- Attendance Plan
- Individual Health Care Plan

Documented plans are required for students:

- identified as being in Tier 1 who require ongoing and significant adjustments to prevent them from moving to Tier 2;
- identified as being in Tier 2 (TALAs and GEP) or Tier 3 (TALAs and IEP);
- who have been identified in the Nationally Consistent Collection of Data (NCCD) as requiring substantial or extensive adjustments;
- receiving an Individual Disability Allocation;
- in the care of Child Protection and Family Support, (see Appendix 10);
- have persistent absences from school and where school wide policies for engagement have not been successful;
- with complex and challenging behaviours which cannot be addressed through our school's Behaviour Management and Pastoral Care Policy, and
- with chronic, long term or significant health care conditions.

All documented plans should:

- be student centred;
- build on the current knowledge and skills of the students;
- focus on strengths and educational needs;
- be realistic, practical and give consideration to teacher workload;
- be recorded on the templates provided in the appendices of this policy;
- be discussed with parents/carers and adjusted to incorporate parent feedback;
- be signed by parents/carers, and
- be collaboratively reviewed with the student (where appropriate), relevant staff and parents/carers. TALA profiles for students in Tier 1 should be reviewed once per semester. TALA profiles and GEPs (or SEN plans) for students in Tier 2 should be reviewed at least once per semester. TALA profiles and IEPs (or SEN plans) for students in Tier 3 should be reviewed every 5 to 7 weeks).

Filing of documented plans:

- an electronic copy of all plans should be stored in the student's electronic SAER file on the school's shared drive. (Admin Shared→ Teaching Staff →SAER→SAER profiles).
- a hard copy of the TALA profiles for Tier 1 students receiving significant and ongoing adjustments to be signed by the parents/carers and filed in the relevant student file (buff file).
- a hard copy of the TALA profile, GEP or IEP that has been signed by the parents/carers and annotated by staff to be filed in the student's SAER file (coloured file).

Students in Tiers 2 and 3 should have reference of their documented plans in their Semester 1 and 2 formal reports.

Note: It is also acceptable for teachers to develop plans for students through **Reporting to Parents – SEN planning** and provide a printed copy for parents to sign. The signed copy should be included in the student's SAER file.

Record Keeping and Transition Procedures

Year Level SAER Profiles

- At the beginning of each year, a SAER profile for all year levels (see Appendix 1) will be collated by the SAER Deputy. They will be distributed to class teachers and specialist teachers and also saved on the Shared Drive (Admin Shared→ Teaching Staff →SAER→SAER profiles).

Student SAER Files

- Any student who is identified as 'at risk' (Tier 2 and 3) will have a coloured file that is kept in the child's classroom. (Provided by SAER Deputy, on request).

- Teachers will complete and regularly update the Individual SAER Profile Sheet (see Appendix 2) for each student which is stored at the front of the file.
- Teachers will store all signed and annotated documented plans, referral forms, Record of Interview sheets, reports from outside agencies or any relevant information in the relevant student's SAER file.
- Each student on a GEP, requires a separate document and only their name should be on the documented plan.

Electronic SAER File

- An electronic SAER file is available for students on the Shared drive (Admin Shared→ Teaching Staff→ SAER→ SAER profiles→ Student files included in *Year of Graduation* folder).
- This file can be used for electronic records such as documented plans, parent emails, communication and reports from outside agencies. As above, students on a GEP each require a separate document and only their name should be on the plan.

SAER Deputy Files

- Any information or notes recorded by SAER Deputy are stored in a drop file in the School Psychologist's office.
- The SAER Deputy can provide any additional information from these files to the teacher on request.

School Psychologist Files

- The School Psychologist is responsible for record keeping for students who have accessed the School Psychology Service.
- These files are confidential and are managed in accordance with the parameters of the School Psychology Service.

Handover of SAER Information

- Year level SAER Profiles (see Appendix 1) to be updated by class teachers throughout the year and delivered to the SAER Deputy in Week 8 of Term 4.
- All student SAER files to be updated and delivered to the SAER Deputy in Week 8 of Term 4.
- Time is allocated on the Professional Development Day on the final day of Term 4 for teachers:
 - to receive student files (buff) and SAER files (coloured) for the following year;
 - meet with the current teachers to gain relevant information regarding students in Tier 1 on a TALA Profile (see Appendix 3), and
 - meet with the teacher to discuss TALAs, GEPs (see Appendix 4) and IEPs (see Appendix 5) for students at risk, ie: students in Tiers 2 and 3.
- It is expected that teachers will take in to consideration any TALAs, GEPs and IEPs that have been implemented for the student and continue these until a full review is completed for the current year.
- Teachers are expected to view files early in first term in order to review all relevant information and data provided for the 'at risk' students and seek clarification from the SAER Deputy and previous teachers (if available).

Roles and Responsibilities

'Implementation of the policy is the responsibility of the principal and teaching staff. Compliance is the responsibility of line managers.' (WA Department of Education Students at Educational Risk Policy, 2015)

The school community must take responsibility and actively and collaboratively contribute to improving outcomes for all students at educational risk.

Classroom Teachers

- Ongoing and active implementation of the SAER policy.
- Review the relevant SAER Year Level Profile and all documented plans. Gather further information from previous teachers, para-professionals, SAER Deputy and parents/carers. (around Week 1, Term 1).

- Review and implement TALAs for identified students in Tier 1, (around Week 3, Term 1).
- Communicate with SAER Deputy and colleagues to discuss possible strategies and adjustments for students at risk.
- Use performance data, diagnostic assessment and intended educational outcomes to develop Documented Plans (eg: GEP, IEP) for students in Tiers 2 and 3, (around week 5, Term 1).
- Liaise with SAER Deputy about 'newly identified' SAER students and request a SAER file. Complete an Individual Profile Sheet for that child.
- Work with SAER Deputy to refer students to external agencies when required. Securing early intervention is essential. The Child Development Service Referral Forms and Checklists are stored in the SAER folder in the Connect library. It is important that staff remember that we are not trained to diagnose students (eg: with dyslexia, giftedness, autism etc.) Additionally, staff should not direct parents to a particular clinician or specialist, eg: speech therapist, occupational therapist etc.
- Collaborate with external agencies and complete any documentation they require.
- Work collaboratively with support teachers and para-professionals to implement strategies outlined in documented plans.
- Work with parents/carers to support their child/ren through ongoing communication.
- Complete a SAER referral form when efforts to address a child's needs have not been effective
- Complete a SAER referral form when they would like to request a child be referred to the school psychologist or chaplain.
- Work collaboratively with others when they are involved, eg: school psychologist, SEND visiting teachers.
- Work collaboratively with SAER Deputy to complete Disability Resourcing applications when required.
- Actively seek further personal professional learning through a variety of avenues to improve knowledge of SAER with support of Line Manager as part of Performance Management.

Line Managers

- Monitor and ensure each staff member's implementation and compliance of the SAER policy for all students included on the appropriate Year Level SAER Profile sheet through Performance Management processes.
- Assist individual staff to improve their knowledge of catering for students at risk through Performance Management processes, eg: professional reading, professional learning opportunities.

SAER Deputy

- Lead the ongoing implementation and review of the SAER policy and report to, and collaborate with, the Principal.
- Support and work collaboratively with teachers and parents/carers, Chaplain, and School Psychologist to support students at risk, eg: identifying students, developing documented plans, identifying appropriate strategies and resources.
- Promptly action SAER Referrals received from teachers.
- Lead case conferences to discuss, review and adjust documented plans.
- Arrange for students at risk to receive additional support and resources when available and as appropriate, eg: support teachers, para-professional, SEND visiting teachers.
- Provide teachers and parents/carers with information regarding support that may be available from other outside agencies and support services.
- Support teachers through individual mentoring, phase of learning groups, arranging professional learning and providing relevant information from websites, publications and learning resources.
- Develop, maintain and account for the expenditure of the SAER budget.
- Manage Disability Resourcing applications.
- Use school SAER records to complete Nationally Consistent Collection of Data (NCCD) requirements.

- Update SAER records and electronic files.
- Lead weekly SAER meetings involving the Chaplain and School Psychologist, and provide minutes to the Principal.

School Psychologist

- Actively participate in the weekly SAER meetings.
- Liaise with SAER Deputy regarding SAER referrals.
- Participate in case conferences, as required.
- With informed consent, complete observations of SAER students to determine student needs.
- Work collaboratively with staff and parents/carers to report on observations and suggest suitable strategies and interventions.
- Liaise with outside agencies to gather information that will support teachers in their planning for individual students.
- Share knowledge and current research.
- Complete psychometric assessments (when requested by the SAER Deputy).
- Where deemed relevant and permissible, provide information regarding students, to the teacher.

Support teachers and Para-Professionals

- Work collaboratively with classroom teachers to plan and implement appropriate teaching and learning adjustments and activities outlined in documented plans.
- Facilitate targeted individual and small group intervention sessions.
- Monitor progress of students and report back to teachers.
- Record observations of students when required.
- Attend case conferences (when required).

Chaplain

- Participate in weekly SAER meetings.
- Work collaboratively with the SAER Deputy, School Psychologist, teachers and parents/carers to support identified students.
- Feedback information regarding students to classroom teachers and to parents/carers (as appropriate).
- Provide a weekly update to the SAER Deputy regarding interventions.
- Share knowledge and resources with staff.

Parents/Carers

- Be involved in the creation and implementation of documented plans and related strategies.
- Attend and actively participate in meetings and case conferences as requested by classroom teachers or the SAER Deputy.
- Maintain positive and effective communication with the school.
- Provide documentation when outside agencies are involved.

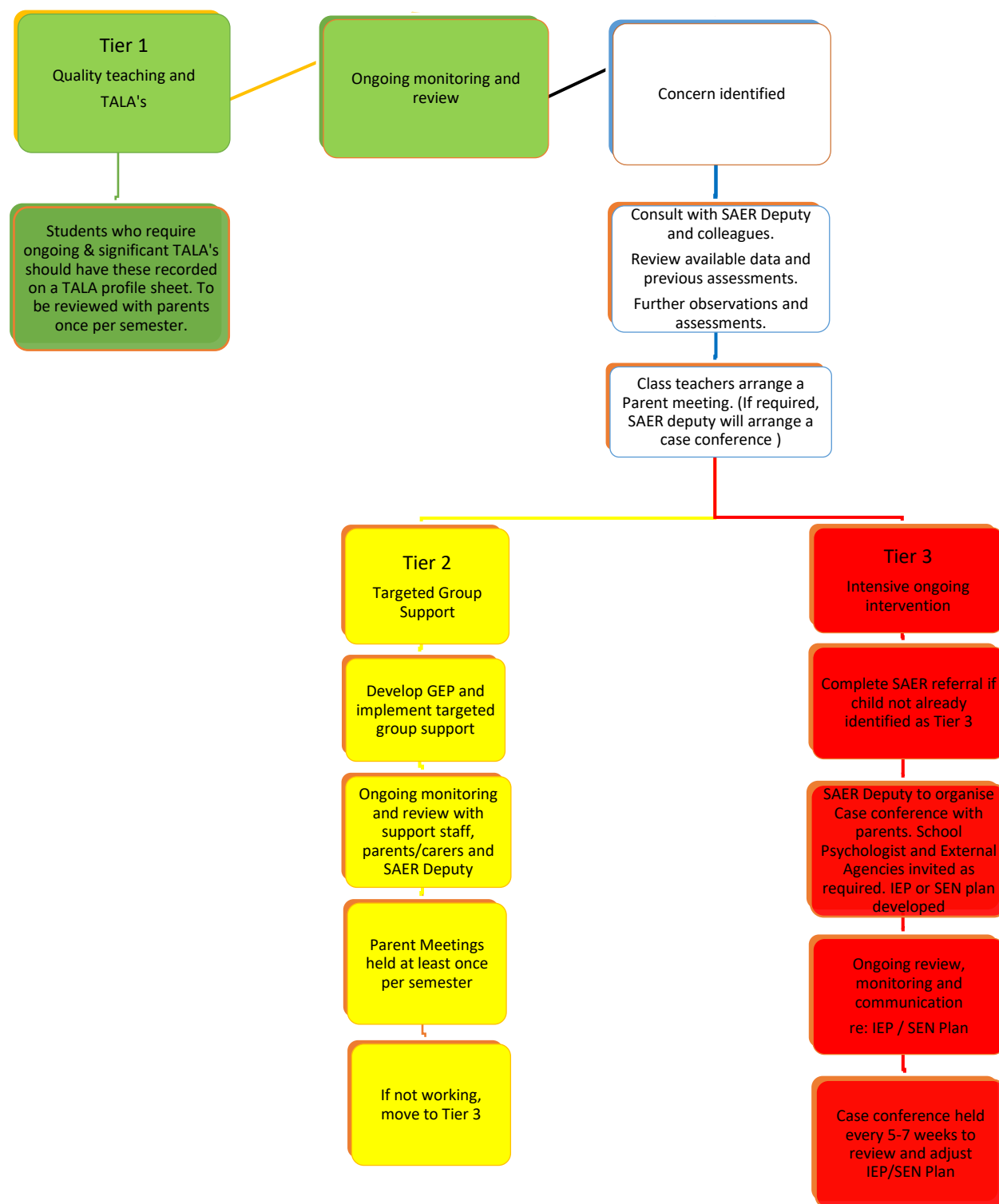
Students

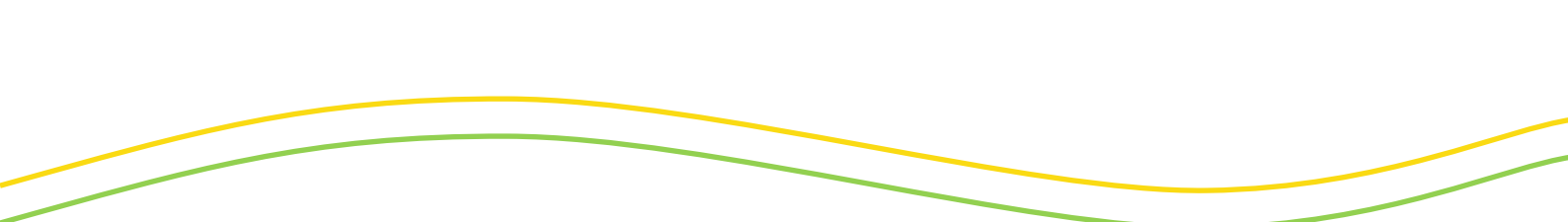
- Actively participate in the educational process within the school community.
- Reflect on their educational goals and commit to a positive mindset for growth.

The SAER Referral Process

The SAER referral process ensures that our school has a transparent, collaborative and multi-faceted approach to meeting the needs of all students who are identified at risk (Tier 2 and 3 students).

Quality classroom teaching and some TALAs will cater for 80% of students. However, when assessments and monitoring identify a concern, teachers will implement the SAER referral process outlined below.





Referrals can be made at any stage by class teachers for learning, behaviour or mental health concerns after discussion with the parent/carer. Consultation may be had at any time with the SAER Deputy. Informal consultation with the school psychologist may also be appropriate in some circumstances, eg: generic discussions about strategies. A formal referral requires the SAER Team Referral Form (Appendix 7) to be completed and handed to the SAER Deputy. The referral will be discussed by the SAER team (SAER Deputy, School Psychologist and Chaplain) and prioritised accordingly. Suggested actions will be documented at the bottom of the form and returned to the class teacher for storing in the child's SAER file.

Involvement of the School Psychologist and YouthCARE School Chaplain

Rossmoyne Primary School has access to a school psychologist (currently three days per fortnight) and a school chaplain (currently two days per week). These personnel support our school to effectively cater for the needs of our students. Parents and teachers can not directly refer to the School Psychologist or the Chaplain. Parents need to discuss their concerns and/or request for referral with their child's class teacher. If deemed appropriate, teachers will then complete a referral form and forward it to the SAER Deputy. Before the Deputy will refer to the School Psychologist or Chaplain, the class teacher has to demonstrate that they have already attempted to resolve the issue/concern. All referrals will be discussed by the SAER Team who will determine the appropriate actions. Further information regarding the role of the School Chaplain can be found in the Behaviour Management and Pastoral Care Policy.

Should the SAER team determine that a student will be referred to the School Psychologist, the SAER Deputy will organise a case conference for the parents/carers, the class teacher and the School Psychologist to gain informed consent and to develop an action plan based on negotiated outcomes and strategies.

However, if there are serious concerns regarding a student's emotional well-being, safety or a student exhibits extremely challenging behaviour, staff must immediately consult the SAER Deputy or the Principal to ensure the referral to the School Psychologist is prioritised and immediate actions are taken. Child protection issues must be immediately reported to the Principal. A Risk Management Plan (RMP) will be developed in collaboration with relevant staff if required.

SAER Resources

SAER resources are available in Room 1 and on Connect. These resources include:

- Understanding learning disabilities (DSF document)
- SEND – Curriculum adjustment Toolkit –A guide for teachers
- SEN planning and reporting videos and cheat sheet

Appendices

Appendix 1 – Year Level SAER Profile

Appendix 2 – Individual SAER Profile

Appendix 3 – TALAs (Teaching and Learning Adjustments)

Appendix 4 – Group Education Plan (GEP)

Appendix 5 – Individual Education Plan (IEP)

Appendix 6 – Behaviour Management Plan (BMP)

Appendix 7 – Risk Management Plan (RMP) & School Response to Student Suicidal Behaviour and NSSI

Appendix 8 – Record of Interview

Appendix 9 – SAER Team Referral Form

Appendix 10 – Documented Plan for Children in Care

Endorsed by staff on 29 July 2019. Endorsed by the School Board on 12 August 2019. Next review – 2022.

Appendix 1



Year Level SAER Profile - Year ____, 20____

Student Name	Rm #	DOB	EAL/D	NCCD Category & Level of Adjustment	Risk Area			Condition	Interagency Involvement					Comments
					Literacy (Indicate if on a TALA profile, Tier 2 or 3)	Numeracy (Indicate if on a TALA profile, Tier 2 or 3)	Social, Emotional, Behavioural		School Psych	School Chaplain	Speech	OT	Other	
				Categories: physical, cognitive, sensory and social-emotional. Levels: Supplementary, substantial or extensive.										
			eg: stage 2, speaks Hindu at home	eg: physical – substantial	eg: Tier 2 – reading and writing	eg: Tier 3, working well above year level in N&A.	eg: Anxious, inattentive	eg: diagnosed with ASD in 2017, ADHD, Dyslexia, Gifted, Anaphylactic		eg: 2019	eg: 2017		eg: DSF, CPFS, PEAC, CAMHS	eg: need parents to follow up on speech, parents separated in March 2018, attended ILC in 2017, didn't attend Kindy.
REMOVED AT RISK														eg: removed by AB in Nov 2018.

Appendix 2



Individual SAER Profile

PRIVATE AND CONFIDENTIAL – WITHOUT PREJUDICE

Student Name: _____	Gender: M/F _____
DOB: _____	Year Level [first identified]: _____
Identifying Teacher: _____	

*Please rank student for each category or leave blank if not applicable.
Place the appropriate number in the column relating to the current year level of the student.
1=no cause for concern, 3=some cause for concern, 5=strong cause for concern N/A = no longer applicable*

ACADEMIC	P	1	2	3	4	5	6	BEHAVIOUR	P	1	2	3	4	5	6
Reading								Disruptive							
Writing								Aggressive							
Viewing								Hyperactive							
Speaking & Listening								Lacks concentration							
Numeracy								Defiant							
PERFORMANCE								SOCIAL							
Underachieving								Interaction with peers							
Classwork								Victim of bullying							
Homework								Bullies others							
Organisational skills								Conflict resolution							
Accepts/asks for help								Respect & concern for others							
								Hygiene							
EMOTIONAL								DISABILITIES							
Withdrawn								Visual							
Mood swings								Hearing							
Anger								Motor skills							
Non participation								Intellectual							
Anxiety/stress								Other							
Victim of trauma								MISCELLANEOUS							
								Attendance							
								Punctuality							
								Suspensions							

OTHER INFORMATION								OTHER AGENCIES							
Aboriginal Torres Strait Islander								CPFS (Child Protection and Family Support)							
Non English Speaking Background								Juvenile Justice							
Language Development Centre								Health Department [eg CAMHS]							
Medication:	P	1	2	3	4	5	6	Other:							
RECORDS AVAILABLE															
Psychological				Audiologist				Record of Parent Meetings							
Occupational Therapist				School Nurse				TALAs/Documented plans							
Speech Therapist				Paediatrician											

COMMENTS AND ANECDOTAL RECORDS

[illegible]



Teaching and Learning Adjustments (TALAs) Profile

Student Name/s		DOB		Year Level			
Teacher/s				Start Date		Review Date	
Student Profile and Background							
General Adjustments							
Activities Adjustments made to activities such as difficulty				Pace Vary the rate at which the teaching takes place, or the rate at which the students are required to work and produce outputs.			
Resources Selection and/or creation of a variety of different texts and support materials for students.				Amount of Assistance Vary the amount of assistance or help given to individuals during a lesson. May encourage peer assistance and collaboration.			
Products Teachers may plan for students to produce different outputs from a lesson, according to individual's abilities, interests and aptitudes.				Testing and Grading Vary the ways of assessing student learning and modify grading to reflect effort and originality as well as standard achieved.			

Environment Adjustments may be made to the environment to support the student to access the curriculum		Classroom Grouping Various ways of grouping students within the class to allow for different activities to take place with different amounts of teacher direction.	
Teaching strategies Particular ways of teaching designed to address the needs of the student (explicit, direct form or instruction, differentiated questioning, revising, practising)		Homework Adjustments to homework that may involve additional practice at the same level of difficulty or application of knowledge and extension	

Signatories			
Parent/Carer:		Date	
Teacher:		Date	
SAER Deputy:		Date	

Appendix 4



Group Education Plan

Student/s		Year Level	
Teacher/s		Start Date	Review Date

SMART Short Term Goal		Teaching and Learning Adjustments		Resources	Responsibilities	Monitoring and Review
Teacher/s	Date:		SAER Deputy		Date:	
Parent/s	Date:		School Psychologist		Date:	

Appendix 5



Individual Education Plan

Student		DOB		Year Level		Room Number	
Teacher/s				Start Date		Review Date	

Long Term Goals:

Current Level	Short Term SMART Target/s	Teaching and Learning Adjustments	Resources	Responsibilities

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Monitoring, Evaluation and Recommendations for next IEP
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Teacher/s:	Date:	SAER Deputy:	Date:
Parents/Carers:	Date:	School Psychologist:	Date:

Appendix 6



Behaviour Management Plan

Student		DOB		Year Level		Room Number	
Teacher/s				Start Date		Review Date	

Current Behaviour (including strengths):

Short Term SMART target/s	Teaching and Learning Adjustments, eg: accommodations, modifications	Responsibilities

Monitoring, Evaluation and Recommendations for next BMP

DRAFT

Teacher/s:	Date:	SAER Deputy:	Date:
Parents/Carers:	Date:	School Psychologist:	Date:

Appendix 7



Risk Management Plan

Highly CONFIDENTIAL: Please keep in a secure place

Student Name:		Date of Birth:		Year Level:	
Room Number:					
Parents/Carers:					
Contact Details:					
Staff Details:	Teacher/s – Para-professional/s - Principal - Deputy Principal -			Contact Details:	9354 4290

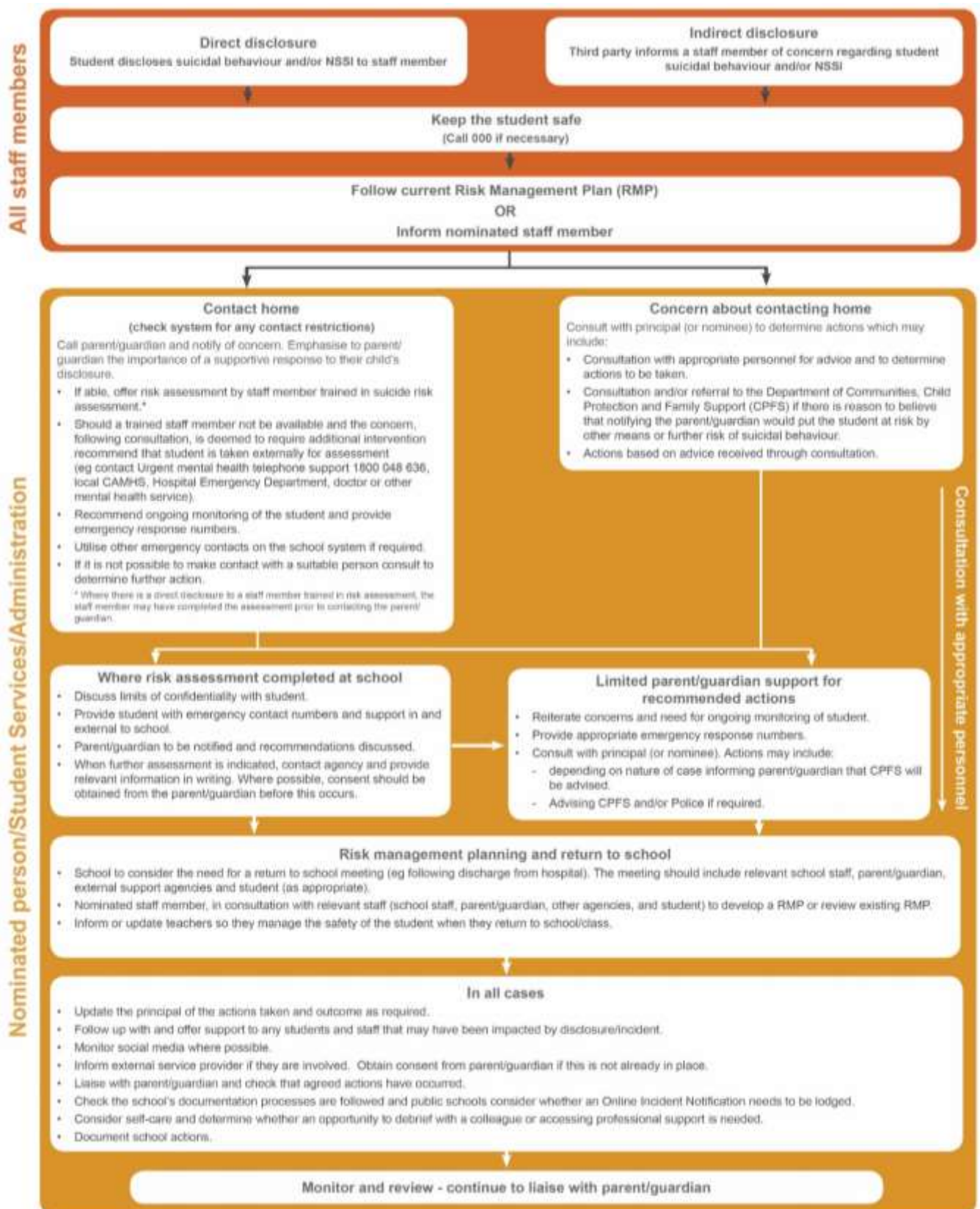
Environment/ Situation	School based strategies to reduce risk	Home based strategies to reduce risk
Absences:		
Class:		
Break Times:		
Peers:		

Self-harm:		
Support:		
Ongoing communication:		

SIGNATURES

Teacher/s:	Date:	Deputy Principal:	Date:
Parents/Carers:	Date:	Principal:	Date:
Other:	Date:	School Psychologist:	Date:

School Response to Student Suicidal Behaviour and Non-Suicidal Self-Injury Flow Chart



Appendix 8



Record of Interview

Date:		Student:		Year Level & Rm No:	
Participants:					
Contact Details:					

Student Profile (include areas of strengths)

Areas of Concern (Teacher)	Areas of Concern (Parent)

Notes: _____

Teacher Follow Up	Parent/Carer Follow Up

Teacher/s:	Date:	Parent/Carer:	Date:
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SAER Team Referral Form

Student: _____ Year: _____ Room: _____
 Referring Teacher/s: _____ Date of Referral: _____

Reason for concern:

- ☐ Social ☐ Medical/health issues ☐ Emotional ☐ Behaviour
☐ Academic – specify learning areas(s):

☐ Other – please specify

Evidence: _____

Is this student's attendance an issue? Yes ☐ No ☐

Is the student accessing support from an external agency or external personnel? Yes ☐ No ☐

Details: (eg: speech therapist) _____

What I have already done:

- ☐ read student's information in buff folder/ SAER file
☐ examined previous school reports, NAPLAN data etc.
☐ had the student's hearing and vision assessed
☐ TALA profile
☐ Individual Education Plan (please attach)
☐ Group Education Plan (please attach)
☐ Individual Behaviour Plan (please attach)
☐ recorded anecdotal records/obs. (please attach)

- ☐ Social/Emot. Plan (please attach)
☐ Parent contact/ interview notes
☐ discussed with colleagues
☐ other – please specify

Details: _____

What support do I require? _____

Teacher/s signature: _____

Referral received by: _____ on: _____

Referral accepted: Yes ☐ No ☐

SAER TEAM MEETING

Date of meeting: _____ Present: _____


Notes from referral meeting: _____

Actions and who responsible: _____

Original Form – to be stored in student’s SAER file
Copy of Form – to be filed with SAER Meeting Minutes



Documented Education Plan for Children in Care

 Department of Education	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: / /		