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;
- learning is developmental and children learn at their own rate;
- students at educational risk are a shared responsibility and a collaborative approach from all stakeholders is required, and
- effective targeted intervention is underpinned by quality teaching practices, student performance data, evidence based programs and current research.

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, 2020)

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.

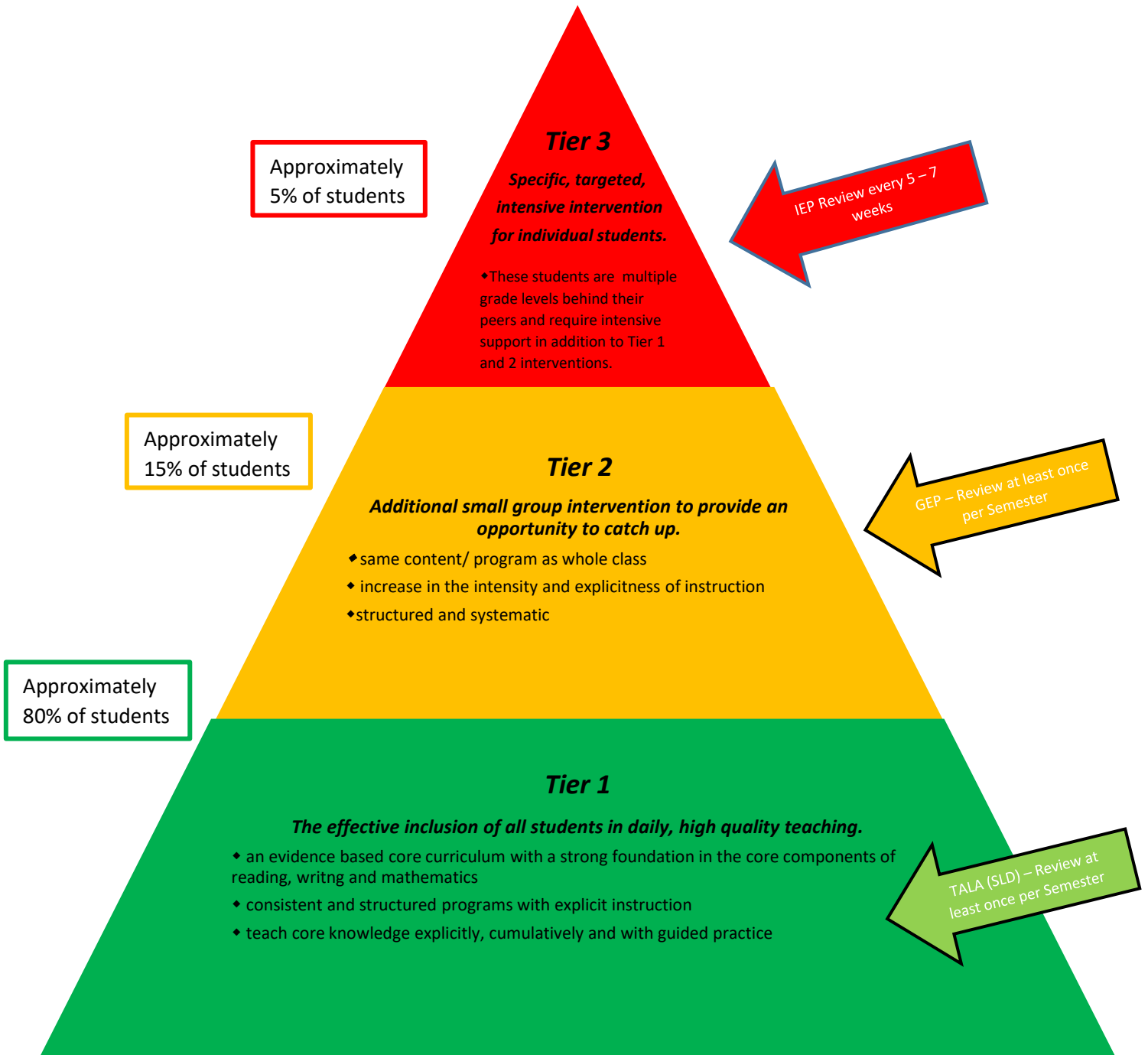Students may be identified at risk if:

- 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 specific learning disorder or disability, or
- 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:

- assessment data;
- professional judgements, 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.

Approximately 5% of students

Approximately 15% of students

Approximately 80% of students

Tier 3
Specific, targeted, intensive intervention for individual students.

• These students are multiple grade levels behind their peers and require intensive support in addition to Tier 1 and 2 interventions.

IEP Review every 5 – 7 weeks

Tier 2
Additional small group intervention to provide an opportunity to catch up.

• same content/ program as whole class
• increase in the intensity and explicitness of instruction
• structured and systematic

GEP – Review at least once per Semester

Tier 1
The effective inclusion of all students in daily, high quality teaching.

• an evidence based core curriculum with a strong foundation in the core components of reading, writng and mathematics
• consistent and structured programs with explicit instruction
• teach core knowledge explicitly, cumulatively and with guided practice

TALA (SLD) – Review at least once per Semester

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 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." WA Department of Education – Students at Educational Risk in Public Schools Procedures. (March 2020)

Documented plans include:
- Teaching and Learning Adjustment (TALA);
- Group Education Plan (GEP);
- Individual Education Plan (IEP);
- Individual Behaviour Plan (IBP);
- Individual Transition Plan (ITP);
- Risk Management Plan (RMP);
- Attendance Plan;
- Individual Health Care Plan, and
- Engagement Plan.

Documented plans are required for students:
- diagnosed with a specific learning disorder (SLD) – (TALA);
- identified as being in Tier 2 (GEP) or Tier 3 (IEP);
- who have been identified in the Nationally Consistent Collection of Data (NCCD) as requiring substantial or extensive adjustments (IEP);
- receiving an Individual Disability Allocation (IEP);
- in the care of Child Protection and Family Support (CPFS Documented Plan or IEP/GEP as required);
- who have persistent absences from school and where school wide policies for engagement have not been successful (Engagement or Attendance Plan);
- with complex and challenging behaviours which cannot be addressed through our school's Positive Behaviour Support and Pastoral Care policy (IBP);
- who need support to transition to a new school or classroom (Transition Plan);
- with chronic or extreme behaviour (Student Suicidal Behaviour and Non-Suicidal Self-Injury) due to emotional distress (RMP), and
- with chronic, long term or significant health care conditions (Health Care Plan).

In addition, GEPs may be required for students who are included in specific intervention groups for short term support.

All documented plans must:
- be realistic and practical;
- be driven by and measurable against relevant data and/or evidence;
- be recorded on school templates on Connect; **or** by using SEN Planning/ SEN Reporting platform on Reporting to Parents on IKON;
- include specific teaching and learning adjustments;
- be shared, modified and signed by parents/ carers, and
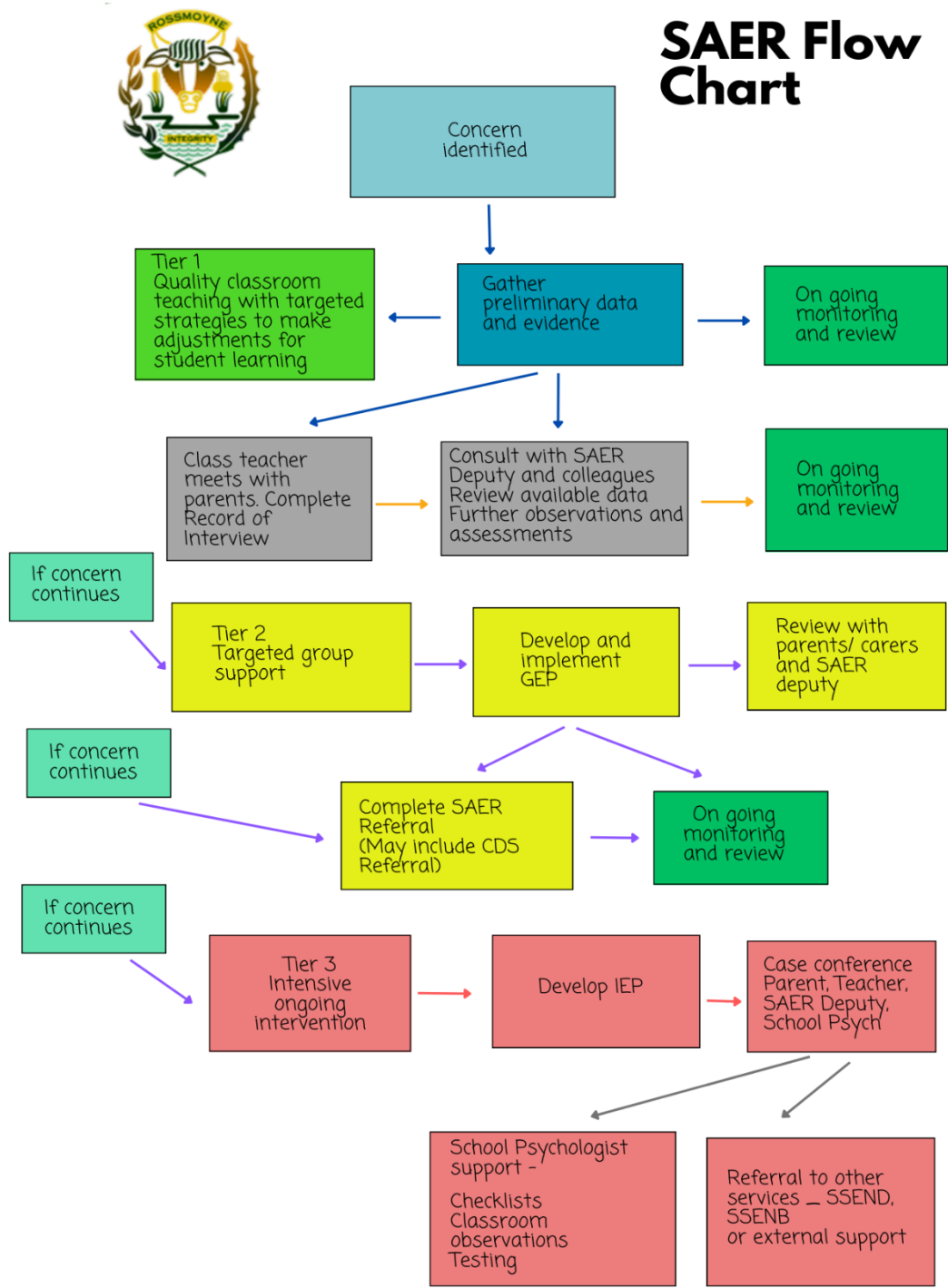- be collaboratively reviewed with relevant stakeholders.

The SAER Referral Process

For Learning:

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, and students with a diagnosed specific learning disorder will be identified on the SAER Profile in Year levels and teachers are expected to continue the SAER Flow Chart process. A newly identified concern from a student will follow that SAER Process through Tier 1.

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

SAER Flow Chart

- Concern identified
- Gather preliminary data and evidence
- Tier 1: Quality classroom teaching with targeted strategies to make adjustments for student learning
- On going monitoring and review
- Class teacher meets with parents. Complete Record of Interview
- Consult with SAER Deputy and colleagues. Review available data. Further observations and assessments
- On going monitoring and review
- If concern continues
- Tier 2: Targeted group support
- Develop and implement GEP
- Review with parents/ carers and SAER deputy
- If concern continues
- Complete SAER Referral (May include CDS Referral)
- On going monitoring and review
- If concern continues
- Tier 3: Intensive ongoing intervention
- Develop IEP
- Case conference Parent, Teacher, SAER Deputy, School Psych
- School Psychologist support – Checklists, Classroom observations, Testing
- Referral to other services _ SSEND, SSENB or external support

For areas other than Learning:

SAER referrals can also be made when there are concerns for a student in the areas of **behaviour, engagement and attendance or social and emotional** issues. Teachers are required to follow the process through Tier 1 to ensure that strategies have been put in place in the classroom. Consultation may be had at any time with the SAER Deputy. Informal consultation with the School Psychologist and Chaplain may also be appropriate in some circumstances. A formal SAER referral is actioned by the SAER Deputy and a course of action can be planned using the steps in the SAER Flow Chart to develop Transition (ITP), Attendance, Behaviour (BMP)and Engagement plans.

A Health Care Plan may be required for a student with a chronic, long term or significant health care condition (including mental health). These plans will likely include goals and strategies for attendance, transition and engagement.

Please note - 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.

It is imperative that staff follow the procedures outlined in the School Response to **Student Suicidal Behaviour and Non-Suicidal Self-Injury Flow Chart (on Shared Drive and in the Connect Library).** A Risk Management Plan (RMP) will be developed in collaboration with relevant staff if required.

Child protection issues must be immediately reported to the Principal.

Record Keeping and Handover Procedure

In line with the responsibilities outlined in the Department's policy, all staff at Rossmoyne Primary School are expected to implement all aspects of the policy. This includes thoroughly maintaining student records to ensure accountability, transparency and continuous review processes which are in the interest of SAER students and their learning over the course of their primary school life.

Student SAER File	SAER Shared Drive and Connect	Other
Coloured file stored with student's buff folder • SAER Individual Profile • Anecdotal notes • Documented plans – signed by parents • Record of Interview • Copy of SAER Referral • Parent communication • Reports from outside agencies *Keep in secure locked cupboard* Return to SAER Deputy in Term 4, Week 8	Electronic File for each student • *Shared→ Teaching Staff→ SAER→ Year of Graduation folder→ Student folder* • Documented plans • Reports from outside agencies SAER Profiles • *Shared→ Teaching Staff→ SAER→ SAER Profiles→ Year level AND stored in the Library on Connect* Updated and returned to the SAER Deputy, Term 4, Week 8 Forms and Templates • All relevant documents can be found in the Forms and Templates folder in the Connect Library	School Psychologist Files Confidential files – consult with School Psychologist Chaplain's files Confidential files – consult with Chaplain

Handover of SAER Information

- 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).
- A SAER Handover session will be scheduled for the first *staff meeting, Term 1, Week 2* for teachers to discuss any SAER students.
- Year level SAER Profiles and SAER files (coloured) should be updated by class teachers, throughout the year and will be collected by the SAER Deputy in *Term 4, Week 8*.

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, 2020)

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

Classroom Teachers

- 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 2, 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).**
- Complete and/or review TALAs for students with Specific Learning Disorders, **(around Week 5, Term 1)**
- Develop documented plans such as BMPs, RMPs, Engagement and Attendance plans and Transition plans in collaboration with SAER Deputy, parents and other agencies as required.
- Liaise with SAER Deputy about 'newly identified' SAER students and request a SAER file.
- 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.
- Collaborate with external agencies and complete any documentation required in collaboration with the SAER Deputy.
- 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.

 A SAER Referral must include relevant information outlining any data and documentation, anecdotal information, communication with parents and all strategies that have been implemented by the teacher.

- Work collaboratively with others when they are involved, eg: School Psychologist, SSEND 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
- 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.
- Action SAER Referrals received from teachers.
- Arrange for students at risk to receive additional support and resources when available and as appropriate, eg: support teachers, para-professionals, SSEND/ SSENB 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.

School Psychologist
- Work collaboratively with SAER Deputy to plan actions for 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.
- 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
- Work collaboratively with the SAER Deputy, 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 and parents.
- Implement identified programs such as In Real Life and Seasons for Growth.

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.

Involvement of the School Psychologist and YouthCARE School Chaplain

Rossmoyne Primary School has access to a School Psychologist and a School Chaplain. 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 a 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 by following the SAER process. Further information regarding the role of the School Chaplain can be found in the Behaviour Management and Pastoral Care Policy.

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 the details of the SAER Referral.

Forms and Templates

All relevant forms and templates are stored in a folder on the Shared Drive and also on Connect in the Library

SAER Resources

- A variety of learning resources are stored in the Reading Room.
- Connected Learning Hub on IKON – SEN link includes
    - Curriculum and Support materials
    - Teaching and Learning resources
    - Teaching strategies and professional knowledge
- Understanding learning disabilities (DSF document) is available on Staffworks in the SAER folder
- Connect Communities on IKON – Disability and Inclusion: Statewide Services, SLD Support for Schools, The Curriculum Adjustment Toolkit
- SSEND (One Classroom) Professional Learning Dashboard – Online self-paced learning units
- Reporting to Parents User Guide on IKON – Special Education Needs (SEN) planning
- School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury (NSSI) on IKON.

Endorsed by staff on 24th July 2023.
Endorsed by the School Board on 7 August 2023.
Next review: 2026.