



PEG'S CREEK PRIMARY SCHOOL

STUDENTS AT EDUCATIONAL RISK POLICY

Last Updated: 18 February 2019

BACKGROUND

Peg's Creek Primary School has developed its Students At Educational Risk (SAER) Policy based on the requirements and guidelines contained within The Department of Education's Students At Educational Risk policy, and the Australian Human Rights Commissions Disability Discrimination Act (DDA). It recognises that all students who are at risk of not achieving particular standards within education require further intervention, and includes students with a diagnosed disability, and those identified through NCCD.

THE DEPARTMENT OF EDUCATION

The Department of Education's Student's at Educational Risk Policy states that; Western Australian government schools must:

- a) establish and implement procedures for the identification of students at educational risk;
- b) develop and implement appropriate educational programs for individuals and groups of students at educational risk; and
- c) be accountable for the educational progress of individuals and groups of students at educational risk.

DEFINITIONS

A Documented Plan

An umbrella term used to describe a range of ways of catering for the educational needs of individual 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. Documented plans may take a variety of forms, including:

- Individual Education Plans (IEP) which may include CPFS plans;
- Individual Behaviour Support Plans (IBSP) which may include De -Escalation plans;

- Risk Management Plans (RMP);
- Individual Transition Plans (ITP);
- Attendance Plans (IAP).

In addition to Documented Plans, Peg's Creek Primary School has also developed curriculum adjustment checklists for students who require the following:

- Quality Differentiated Teaching adjustments.
- Supplementary adjustments

These differ from a documented plan as they do not require goals.

Students at Educational Risk are defined as those who:

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum. This includes but is not limited to students who are/have:

- capable of achieving beyond the required standard.
- those who have poor attendance.
- a diagnosed or imputed disability which prevents them from accessing the complete curriculum.

The **definition of disability** is drawn from the *Disability Discrimination Act (1992)* which includes a definition of disability which is also adopted in the *Disability Standards for Education (2005)*.

Disability is defined as:

- total or partial loss of the person's bodily or mental functions;
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.

This definition includes a disability that:

- presently exists; or
- previously existed but no longer exists; or
- may exist in the future (including because of a genetic predisposition to that disability);
- is imputed to a person

ROLES AND RESPONSIBILITIES

Responsibilities

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

Teachers are responsible for:

- following due process and identifying Students at Educational Risk and reporting concerns to the SAER team.
- developing and delivering a quality, evidence based 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 adjustments through consultation with the parents or caregivers, students and relevant professionals;
- reporting on the educational progress of students to the principal, parents or 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.
- collecting data and providing evidence of student progress.
- reviewing plans in accordance with the PCPS Documented Plans schedule or the processes and timeline in the appendix.

Principal is 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; and
- reporting to the community and the Director General on the educational outcomes of students considered to be at educational risk.
- Managing students who qualify for Schools Resourcing.

Deputy Principals is responsible for:

- Case management of attendance for students in the severe and moderate categories.
- Coordination of attendance.

Parents are responsible for:

- Be involved in the creation and implementation of Documented Plans and related strategies
- Attend meetings as requested by the teacher or the SAER team.
- Maintain effective communication with the classroom teacher and Principal.

Students are responsible for:

- actively participating in the educational process within the school community; and
- following the school's behaviour expectations.

OTHER ROLES:

In addition to the responsibilities list above, the following people can assist;

School Psychologist:

- Liaise with Administration and/or SAER Team regarding all new referrals and assist in the prioritising of these
- Attend case conferences for all new accepted referrals
- Complete observations
- Conduct assessments including cognitive assessments.
- Provide strategies and assist with the development of Documented Plans
- Provide referrals to outside agencies including Paediatricians and Counsellors
- Support with Schools Resourcing applications

Learning Support Coordinator

- Collate Allied health referrals
- Collect and review school psychologist requests.
- Support teachers to complete School Psychologist Request for Service forms and collect supporting data/documentation.
- Collate forms and present them at SAER meetings.
- Report back to teachers regarding outcomes of requests.
- Support teachers with identified students on the NCCD list (QDTP and Supplementary) through case conferences, class observations and review meetings.
- Conduct case conferences for allocated students with parents, teacher and, when relevant, school psychologist.
- Liaise with the SAER team to develop SAER policies and knowledge of SEN /ABLEWA reporting practices.
- Assist with data collection, e.g. DIBELS as a tool for identification of at risk students.
- Process intervention referrals.

Attendance Officer:

- Monitoring of student's in moderate/severe categories.
- Maintain accurate records in Integris.
- Maintain current school processes and practices such as attendance raffles and home visits.
- Collaborates with teaching staff to construct attendance plans and provide updates.
- Liaise with other schools and interagency involvement (including PERO).

School Health Nurse:

- Assess hearing and/or basic sight tests
- Provide information on nutrition and other health concerns
- Assist in the development of Health Care plans
- Conduct Growth and Development Health lessons.
- Assist and upskill staff on other serious health concerns.
- Screening for all Kindergarten students.

Student Services Team

- Consists of Administration, LSC, Attendance Officer, School Psychologist and Chaplain.
- Meets twice a term to discuss priority and overlapping cases.
- Identify and implement programs to support student wellbeing.

CRITERIA FOR DOCUMENTED PLANS

The following DET policies and programs state that particular students require a Documented Plan:

- The Attendance policy for those students whose attendance requires an individualised approach.
- Student Behaviour Policy for those students with significant behavioural needs who require an individualised support program or who are subject to an exclusion order.
- Schools Resourcing Informed Practice for those students with disabilities who are eligible for or are receiving supplementary resource provision.
- Department of Education SAER policy.

Students in the care of the Chief Executive Officer of the Department of Communities are often vulnerable and at educational risk. It is expected that each of these students will have a Documented Plan that is developed in collaboration with staff from the Child Protection and Family Services. The Documented Plan will form part of the overall Care Plan for the student.

Students with health care needs require a Health Care Authorisation; this is not considered to be a Documented Plan. Students with chronic, long term or significant health care needs will often require a Documented Plan to address their academic and social needs in addition to a Health Care Authorisation. The Student Health Care policy provides further detail about management of students with health care needs.

Please liaise with your line manager in regards to workload and documentation for SAER students when meeting the expectations of Peg's Creek Primary School SAER policy.

WHO REQUIRES AN DOCUMENTED PLAN?

At Peg's Creek Primary School, the following students will automatically require a Documented Plan:

- Students identified as requiring Quality Differentiated Teaching Practices (QDTP) or Supplementary adjustments will have these adjustments documented using the adjustment checklists.
- Students who are identified as requiring Substantial or Extensive adjustments require a Documented Plan. These may be to address educational, behavioural, social or medical needs, and includes all students with a Disability who receive funding via Schools Resourcing. These plans will be developed in SEN planning in liaison with the LSC or Principal and parents.
- Students with an attendance rate of less than 90% may have an IAP developed as an attendance improvement strategy with consideration to reasons for absence and other external factors.
- Students who are able to continuously demonstrate the ability to understand and apply knowledge and skills above the core Curriculum Guidelines for their year level which includes Gifted and Talented Students. These students may have a documented plan or adjustment checklist depending on their individual needs.
- Students under the care of Department for Communities. This is mandated by the Department.
- Students who require a plan due to their behaviour restricting their access to the curriculum which will work alongside the documented plan created by the teacher.
- Students who display social and emotional difficulties which will prevent them from engaging with the curriculum.

Adjustment checklists are to be developed in consultation with the SAER team and then reviewed with parents to make any necessary amendments. Documented Plans are to be developed in cycles in conjunction with the SAER team and parents. Each Documented Plan has its own specific timeline for development and review procedures. Please refer to the timeline in the appendices for further information.

REFERRALS FOR SUPPORT

Some students may also require additional support from specific professions and organisations that is relevant to their own individual requirements.

This could include but is not limited to:

School Psychologist
School Health Nurse
Allied Health
Chaplain
NDIS providers

Please refer to appendix list for comprehensive list of available support to access. Copies of the forms required can be located in the Connect Library or through the Peg's Creek P.S. Shared Drive.

STORAGE OF INFORMATION

Pegs Creek Primary School has four different levels of storing student information. Below is a list of what information is kept at each level, and where school staff can go to access this information.

***Electronic** – this is kept on the shared drive at:

- S:\AdminShared\Teaching Staff\Teaching staff folders\850 Students\864 INDIVIDUAL\SAER
- S:\AdminShared\Administration Staff\750 Social Justice\757 Learning Difficulties and Students At Educational Risk

***Hard Copies**

The **Student File** is located in a lockable cabinet in the Administration Office.

SAER Student Folder – This is red and attached behind the Manila Folder. This is **not** to be removed from the Administration Office where it is kept. These folders contain confidential documents such as referrals, reports from professionals and case conference notes.

Teacher Student File – This is a working document with documented plans and non-confidential assessments on a child. This includes but is not limited to reports, parent meeting notes and is kept in class in readiness for handover at the end of each year.

When a student is no longer on a plan please advise your line manager who will archive documentation.

In addition to the Teachers file the documented plans will be stored on the manila student file in the office and electronically on the shared drive.

END OF YEAR HANDOVER

At the end of the year teachers will complete a brief table that will indicate to the following year's teacher if a student has been identified as a SAER students that year and the relevant area of need. The teacher is then to go into the administration office and read the students file, previous reports and valid information to inform their teaching at the beginning of the year.

Teachers can also access information such as behaviour, disability/medical issues, attendance and custody access through Integrus. Red SAER file information can only be accessed from the file in the administration office.

PROCESSES AND TIMELINES

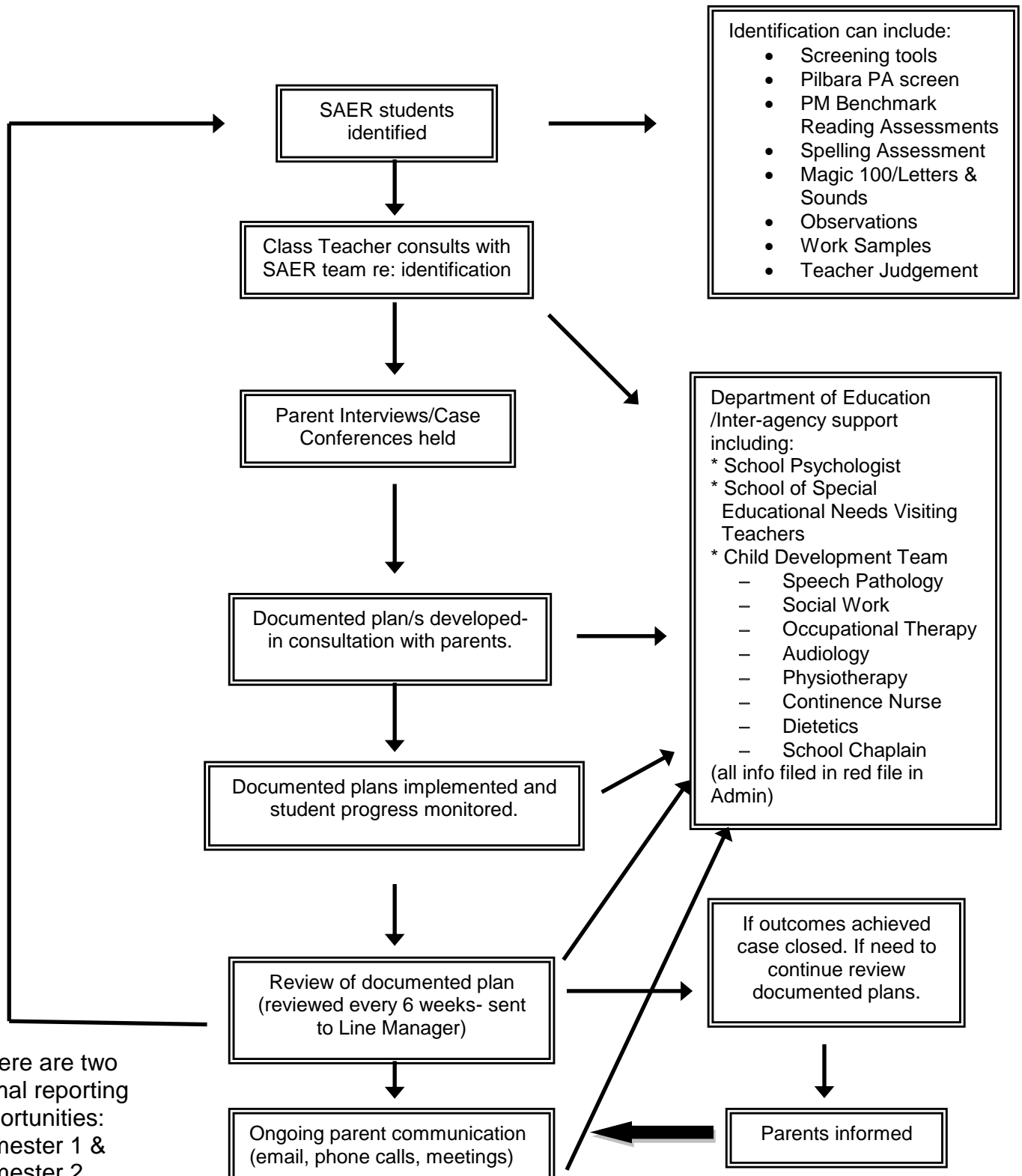
SAER Implementation Timeline

| | | | | |
|---------|---|--|--------------------------------------|--|
| Week 10 | | | | Handover document complete. Classroom files to office for grouping in readiness for next year. |
| Week 9 | | Review Documented Plans. | | ↓ |
| Week 8 | | | | Copies of documented plans in Student File |
| Week 7 | CPFS Plans due. | | CPFS plans due. | Class Lists developed using Handover Template |
| Week 6 | Documented Plan due – Parents to be included. Filed electronically and in student file (Substantial and Extensive + CPFS) | PEAC Testing. | | |
| Week 5 | | | | |
| Week 4 | LSC to start adjustment checklist process. These require signatures from parents/guardians. | Curriculum adjustment plan review. | | → |
| Week 3 | Case conferences for previously identified students (Schools Resourcing) | | NCCD Census. | |
| Week 2 | Case conferences for previously identified students (Schools Resourcing) | Documented Plan Review and development of Documented Plans for Term 2. Feedback to parents. Store on SD electronically | Develop Documented Plans for Term 3. | Develop Documented Plans for Term 4. |
| Week 1 | SAER Induction Read Handover Table –collect class file from office which will contain student material. Seek further information as required. | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 |

NB: if students arrive through the term, there is a 6 week timeline for IEP implementation.



PEG'S CREEK PRIMARY SAER FLOWCHART



*There are two formal reporting opportunities: Semester 1 & Semester 2.

APPENDIX

- Disability Discrimination Act (1992)
- Disability Standards for Education (2005)
- Categories of a Disability
- School Psychologist Referral Form
- School Nurse Referral Form – paper copy in nurses pigeon hole
- Allied Health
- Website list of useful places
- ACRONYM List/SAER Definitions
- Plan templates (IEP, Curriculum Adjustment Checklists, Escalation profiles, IBMP, Care Plans)
- Parent Meeting Contact Pad
- Calmer Classrooms
- Transition End Of Year Handover Notes
- Categories of Disabilities
- SAER Responsibilities

The above list will be able to be accessed through Connect and Peg's Creek P.S. shared drive.