

Students at Educational Risk Policy



2021-2023

Review date: June 2023

Rationale

At Swanbourne Primary School we strive to make every student a successful student. Our belief and expectation is that all students can learn, provided the school delivers inclusive and effective learning opportunities for all. Fostering positive relationships and open communication between parents, students and staff builds strong partnerships and networks which, in turn, help support student learning.

Definition

Students at educational risk are those who may be in danger of not achieving major learning outcomes at a level that enables them to achieve their potential or meet year level expectations. This 'at risk' category includes students who have exceptional abilities (talented and gifted students) at risk of under achieving. We support our students through the following:

- Case Management Plans – curriculum differentiation
- Individual Education Plans (IEPs) – for students requiring broader interagency support
- Case conferences and monitoring of response to intervention

Beliefs

- The individual is valued, encouraged and supported within the learning environment
- Intervention is an integral aspect of the classroom
- The educational program is responsive to and inclusive of, the individual needs of students at risk
- All stakeholders are included (student, parent/carer, teacher, school) in consultative and collaborative processes to facilitate the educational program
- A broad range of formal and informal strategies is used to provide parents/carers with relevant information
- Appropriate professional development is pursued to assist staff support students at educational risk
- Progress will be monitored on a regular basis and will identify those students whose participation, rate of progress or performance is a concern to teachers and/or parents and carers
- Identification commences in Kindergarten and continues throughout the school years
- An emphasis will be placed on early intervention strategies in the junior years

Identifying Students

At Swanbourne Primary School the following criteria may be used to identify students at educational risk:

- Teacher concerns
- Parent/carer information
- Handover notes from previous teacher
- Documented plans - Individual Education Plans (IEPs), Group Education Plans (GEPs) and Individual Behaviour Management Plans (IBMPs)
- Parent questionnaire (K)
- Kindergarten Assessment Tool (KAT)
- Letters and Sounds Tracking booklet (K-2)
- Soundwaves (Yr3-6)
- On-entry assessment Literacy and Numeracy (PP)
- Attendance records (absent and late notes)
- NAPLAN data (Yr3 and 5)
- PEAC testing (Yr4)
- Formal reports (K-6)
- Case conference notes
- School psychologist reports
- External service reports (West Coast Language Development Centre, Child Development Service, Child and Adolescent Mental Health Services, occupational therapists, speech pathologists, audiologists, optometrists, paediatricians, psychologists (clinical, developmental, neuropsychologist)
- School of Special Education Needs Services (SSEN) – sensory, medical and mental health, disability

- Swanbourne Student Screen - emotion and mood, academic, communication and social skills, behaviour, physical and personal
- Year group moderation tasks (K-6)
- Network moderation tasks (K-6)
- Anecdotal records (K-6)
- General observations (K-6)
- Work samples and assessments
- First Steps diagnostic assessments
- Envision mathematics
- PAT testing Literacy and Numeracy Yr3-6
- Nationally Consistent Collection of Data (NCCD)

Nationally Consistent Collection of Data (NCCD)

Students at educational risk may also be identified through the NCCD. All schools in Australia participate in the NCCD annually. The NCCD collects data about school students with disability (or an imputed disability) across Australia in a consistent, reliable and systematic way. In practice, students will receive reasonable adjustments from the school so that they are able to participate in education on the same basis as other students, as required by the Disability Standards for Education. The collection of data for the NCCD is based on the professional judgement of teachers. Teachers determine the level of adjustments provided to students with disability to access and participate in education on the same basis as other students.

Roles and Responsibilities

SAER Coordinator

- Work collaboratively with class teachers to identify students who may need intervention
- Assist teachers to create a documented plan using SMART goals
- File the documented plans in students SAER files
- Inform teachers of agencies that may be available to assist with students' specific needs
- Liaise with the school psychologist and external agencies
- Manage case conferences at point of need with all stakeholders
- Update SAER folders
- Review of documented plans from teachers
- Assist in completing documentation from external agencies
- Prepare school resourcing applications
- File any documentation from external agencies

Teachers

- Review handover notes and documented plans from previous teacher
- Meet with parents and caregivers regarding concerns
- Create an individual Case Management Plan for all students to identify areas for development and inform teaching planning
- Record all conversations and any additional information on the students' electronic record
- Copy any correspondence to Admin team
- Plan, implement and review all documented plans using the SMART goal format and follow the timeline as per the school's assessment schedule
- Refer students to external services if directed by SAER coordinator or school psychologist
- Complete required documentation from external agencies in a timely manner
- Provide thorough handover for next year's teacher

School Psychologist

- Liaise with teachers, SAER coordinators and parents/guardians
- Provide resources and assistance with preparing SMART goals and documented plans
- Attend case conferences as necessary
- Make referrals to external agencies as necessary
- Conduct psychological assessment in the areas of learning, behaviour and mental health to support student learning at school as necessary

Parent/Guardians

- Attend case conferences when scheduled
- Attend/arrange meetings with the teacher as necessary
- Provide the school with any additional information that may assist the teacher
- Ensure strategies that can be implemented at home are consistent with school
- Make all appointments outside school hours where possible
- Consult with SAER coordinator and Principal regarding external tutoring

Students (where appropriate)

- Reflect on their educational goals
- Attend meetings as necessary
- Self-monitor their feelings when required

External Services Available

The following external services may be involved to support students:

- School of Special Educational Needs (SEN) – disability, sensory and medical and mental health
- School of Special Educational Needs Behaviour and Engagement (SENBE)
- Statewide Speech and Language Services
- Paediatricians
- Therapists (speech pathology, occupational therapy, physiotherapy)
- Child Development Services
- Department for Child Protection and Family Support (DCPFS)
- Child and Adolescent Mental Health Services (CAMHS)
- Psychologists (clinical, counselling)

School-Based Services

At Swanbourne, the following school personnel are available to support staff and students:

- Admin, teaching and support staff
- School nurse
- School psychologist
- Defence School Mentor (DSM)
- Dyslexia Speld Foundation in-school tutors
- School-based speech therapist
- School-based occupational therapist

How are Students Monitored?

Documented Plans (IEPs) are reviewed as per the school's assessment cycle. The review is important, as it allows teachers, parents and students to reflect and acknowledge if they have met their educational goals with the strategies implemented. This determines whether or not further goals and strategies are required. Case Conferences are held at point of need to monitor students' progress. SAER co-ordinators, teachers, school psychologist (if involved), education assistants, parents/caregivers and any in-school or external agencies usually attend. This ensures a consistent team approach to an individual student's need. The process is ongoing and monitored regularly.