



STUDENTS AT EDUCATIONAL RISK POLICY

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BACKGROUND

The Student Services team at Tambrey PS 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 (WA Curriculum), require further intervention, and includes students with a diagnosed disability, and those identified through NCCD.

THE DEPARTMENT OF EDUCATION

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

- Establish and implement procedures for the identification of students at educational risk;
- Develop and implement appropriate educational programs for individuals and groups of students at educational risk; and
- 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 Support Plans (ISP) which outlines outcomes for students in English, Mathematics, Behaviour and/or Social Emotional.
- Escalation Profiles based on the 5 Point scale. These plans highlight individual triggers and strategies for managing student behaviour and emotional wellbeing.
- Trauma profiles to gain a better understanding of triggers for these students and strategies to support them in the classroom.
- Risk Management Plans (RMP) for Behaviour or Suicidal and Non-Suicidal Self-Injury
- Individual Transition Plans

- Individual Attendance Plans (Students below 60%)
- CPFS documented plans and Cover page.
- Special Educational Needs Plan (SEN plan on Reporting to Parents)
- Reduced Attendance Plans (These must be signed off by Lead School Psychologist and Regional Education Director)
- EAL/D Progress Map
- Health Care Plans

In addition to Documented Plans, Tambrey Primary School has implemented 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

These are identified 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.
- Students who have poor attendance.
- A diagnosed or imputed disability which prevents them from accessing the complete curriculum.

Disability

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

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 their line manager and the Student Services Team/Deputy.
- 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/line manager, their own professional development requirements to assist in meeting the needs of Students at Educational Risk.
- Collecting data and providing evidence of student progress.
- To review plans in accordance with the Tambrey PS Documented Plans schedule or the processes and timeline in the appendix.
- Saving the documents on the shared drive and in the filing cabinets in the print room.

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.

Parents are responsible for:

- Being involved in the creation and implementation of Documented Plans and related strategies
- Attending meetings as requested by the teacher or the Student Services team.
- Maintaining 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 (PBS).

OTHER ROLES:

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

School Psychologist is responsible for:

- Liaising with Administration and/or Student Services Team regarding all new referrals and assist in the prioritising of these

- Attending case conferences for all new accepted referrals
- Completing observations
- Conducting assessment including cognitive assessments.
- Providing strategies and assist with the development of Documented Plans
- Providing referrals to outside agencies including paediatricians and counsellors
- Supporting with Schools Resourcing applications

Student Services Deputy is responsible for:

- Collating Allied Health referrals (WACHS).
- Collecting, actioning and reviewing school psychologist requests.
- Supporting teachers to complete Students at Educational Risk – Identification Checklist, as well as collecting supporting data and documentation.
- Supporting teachers with developing documented plans.
- Supporting teachers to complete School Psychologist Request for Service forms as well as collecting supporting data and documentation.
- Collating forms and presenting them at Student Services meetings.
- Reporting back to teachers regarding outcomes of requests.
- Supporting teachers with identified students on the NCCD list (QDTP and Supplementary), through case conferences, class observations and review meetings.
- Conducting case conferences for allocated students with parents, teacher and, when relevant, school psychologist/ external agencies.
- Assisting external agencies with service agreements to provide therapy on school grounds.
- Liaising with the Student Services team to develop SAER policies and knowledge of SEN /ABLEWA reporting practices.
- Assisting with data collection, as a tool for identification of at risk students.
- Processing intervention referrals.
- Supporting intervention team with time tabling, data collection and reporting.
- Setting up and managing SEN Planning and Reporting.
- Collating referrals to SSEN: Medical and Mental Health, Sensory, Behaviour and Disability.
- Collating documentation and data for Disability Resourcing applications.
- Conducting Risk assessments and developing/implementing RMP plans for SI/NSSI.
- Collecting and collating data for Reduced Attendance Plans.

Attendance Officer is responsible for:

- Monitoring of student's in moderate/severe categories.
- Case management of attendance for students in the severe and moderate categories.
- Coordination of attendance meeting with attendance team
- Maintaining accurate records in Integris.
- Maintaining current school processes and practices, such as attendance assemblies and home visits.
- Collaborating with teaching staff to construct individual attendance plans (IAP) and provide updates.
- Liaising with other schools and interagency involvement (including PERO/Community Youth Police/WACHS).

School Health Nurse is responsible for:

- Assessing hearing and/or basic sight tests
- Providing information on nutrition and other health concerns
- Assisting in the development of Health Care plans
- Conducting Growth and Development Health lessons.

- Assisting and upskilling staff on other serious health concerns.
- Screening for all Kindergarten students.
- Advising the school in relation to any health info required.

The Student Services Team:

- Consists of the Principal, Student Services Deputy, Attendance Officer and School Psychologist.
- The team meets twice a term to discuss priority and overlapping cases.
- The team identifies and implements programs (Friendly Schools Plus/In real life – Strong and Connected) 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 Tambrey Primary School SAER policy.

WHO REQUIRES A DOCUMENTED PLAN?

At Tambrey 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 (ISP/RMP/REP/Escalation profile/Trauma profile/SEN Plan/Health Care 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.
- Students with an attendance rate of less than 60% may have an Individual Attendance Plan (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 (ISP/Adjustment Checklist).
- Students under the care of Department for Communities. This is mandated by the Department for Term 1 and Term 3 (CPFS Documented Plan/Cover page).
- 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 (ISP/Escalation Profile/RMP/RAP/Trauma Profile).
- Students who display social and emotional difficulties which will prevent them from engaging with the curriculum (ISP/Escalation Profiles/RMP/RAP/Trauma Profile).
- Students who receive targeted intervention (ISP for each Phase).

Adjustment checklists are to be developed in consultation with the Student Services team and then reviewed with parents to make any necessary amendments. Documented Plans are to be developed in cycles in conjunction with the Student Services 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 (WACHS)
- School of Special Educational Needs (SSEN)
- NDIS providers (Connect/Pilbara OT)

Please refer to appendix list for comprehensive list of available support to access. Copies of the forms required can be located on the Tambrey Shared Drive or Student Services One Note.

STORAGE OF INFORMATION

Tambrey Primary School has five 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
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Hard Copies

The **Student Files** are located in a cabinet for each year group in the Administration Office/Print Room. These files are not to be removed from the print room.

Student Services Files

The Student Services team will create a file for students with disabilities and students who gets referred to the team. These files are purple and kept in a lockable cabinet in her office. These files are **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.

School Psychology Services Files

The school psychologist student files are in a lockable cabinet in the print room. These files are **only** to be accessed by the school psychologist. 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, signed documented plans will be stored in the 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 student. It will outline the student's relevant area of need. The table and hand over data will be collected by the Student Services team in Week 8 of Term 4 every year.

At the commencement of each year, it is expected that each teacher will read the students file (print room), previous reports and valid information to inform their teaching. When new students arrive the front office staff will notify teachers of relevant information contained in student files.

Principal will notify staff of any relevant information after her initial welcome interview.

Teachers can also access information such as behaviour, disability/medical issues, attendance and custody access through Integris.

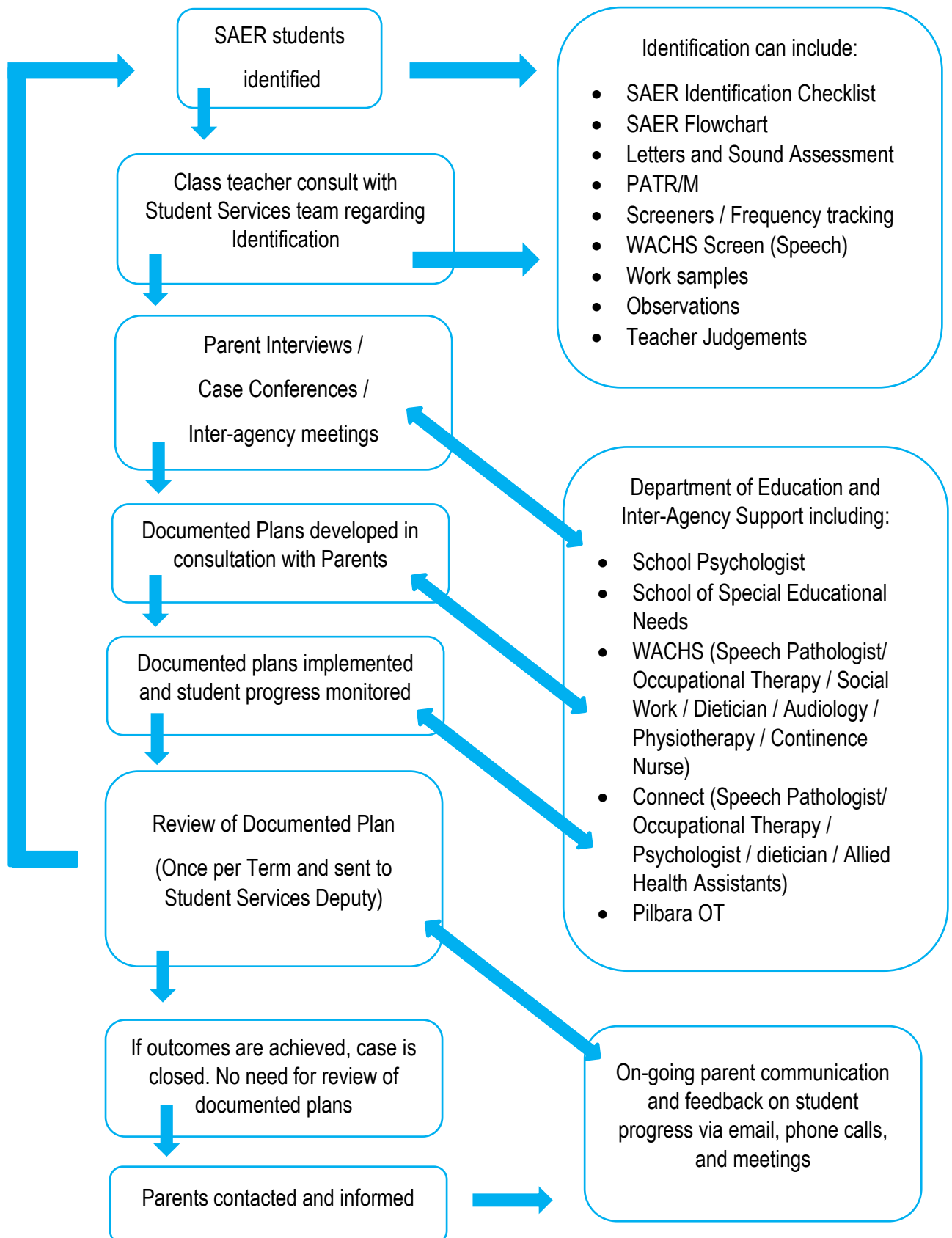
At the commencement of each year the Student Services team will conduct a handover meeting with teachers (during DOTT) regarding the students on the school psychology case load/system. At the meeting relevant reports, planning and strategies will be shared to inform teacher and documented planning.

PROCESSES AND TIMELINES

SAER Implementation Timeline

	Term 1	Term 2	Term 3	Term 4
Week 1	SAER induction with Student Services team. Read Handover Table –. seek further information as required.	AEDC Census (2021)		
Week 2	Case conferences and meetings for previously identified students (Schools Resourcing/Student Services)	Review and development of Documented Plans for Term 2. Filed electronically and in student file	Develop Documented Plans for Term 3 Filed electronically and in student file	Develop Documented Plans for Term 4. Filed electronically and in student file
Week 3	Case conferences and meetings for previously identified students (Schools Resourcing/Student Services)		NCCD Census.	
Week 4	Student Services Deputy to start adjustment checklist process. These require signatures from parents/guardians.	Curriculum adjustment plan review.		
Week 5	NCCD Planning/Implementation	NCCD Validation		NCCD Reflection
Week 6	Documented Plans due – Parents to be included. Filed electronically and in student file (Substantial and Extensive + CPFS)	PEAC Testing.		
Week 7	CPFS Plans emailed and entered on Integris.		CPFS Plans emailed / noted on Integris.	Class Lists developed using Handover Template
Week 8				Copies of Documented Plans to be filed electronically and in student file Handover document complete and given to Student Services Team.
Week 9		Review Documented Plans.	Review Documented Plans.	Review Documented Plans.
Week 10				All documentation filed in Student Files

SAER PROCESSES AND PROCEDURES



APPENDIX

- Disability Discrimination Act (1992)
- Disability Standards for Education (2005)
- Categories of a Disability (NCCD)
- Levels of Adjustment (NCCD)
- NCCD Planning sheet
- SAER Flowchart
- SAER Identification Checklist
- School Psychologist Referral Form
- School Nurse Referral Form – paper copy in nurse’s pigeon hole
- Allied Health (WACHS) Referral form/Speech Screen
- Website list of useful places
- ACRONYM List/SAER Definitions
- Planning templates (ISP, Curriculum Adjustment Checklists, Escalation profiles, RMP, RAP, IAP, Care Plans/Trauma Profiles)
- Parent Meeting Proforma
- Integris Cheat Sheet
- Ear Bus Referral form
- External Services – Service Agreement

The above list will be able to be accessed on the Tambrey PS shared drive or the One Note.



SAER Acronyms

A

- ASD – Autistic Spectrum Disorder
- ABLEWA – Abilities Based Learning Education, Western Australia
- AEDC – Australian Early Development Census
- ACSF – Aboriginal Cultural Standards Framework

B

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C

- CPFS – Child Protection and Family Services
- CAMHS – Child Adolescent Mental Health Services
- CYPO –Community Youth Police Officer

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D

- DRS – Disability Resourcing System
- DOJ – Department of Justice
- DSC – Disability Services Commission
- DDA – Disability Discrimination Act

- DOC – Department of Communities

E

- EP – Escalation Profile
- EAL/D – English as an Addition Language/Dialect
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F

- FBA – Functional Behaviour Assessment
- FSP – Friendly Schools Plus
- FASD – Fetal Alcohol Syndrome/Disorder

G

- GDD – Global Development Delay

H

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I

- ISP – Individual Support Plan
- IEP – Individual Education Plan
- IBP – Individual Behaviour Plan
- IAP – Individual Attendance Plan
- ID – Intellectual Disability

J

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K

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L

- LSC – Learning Support Coordinator

M

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N

- NCCD – National Consistent Collection of Data
- NDIS – National Disability Insurance Scheme
- NAPLAN – National Assessment Program Literacy and Numeracy

O

- OT – Occupational Therapy
- OE – On Entry Assessment

P

- PERO – Pilbara Education Regional Office
- PBS – Positive Behavior Support
- PEAC – Primary Extension and Challenge Centres
- PAT/R – Progressive Achievement Test in Reading
- PAT/M – Progressive Achievement Test in Mathematics

- PAT/S – Progressive Achievement Test in Science

Q

- QDTP – Quality Differentiated Teaching Planning

R

- RMP – Risk Management Plan
- REP – Reduced Engagement Plan

S

- SAER – Students at Educational Risk
- ST – Speech Therapy
- SSEN – School of Special Educational Needs
- SSENBE – School of Special Educational Needs: Behaviour
- SSEND – School of Special Educational Needs: Disability
- SSENS - School of Special Educational Needs: Sensory
- SSENMH &WB– School of Special Educational Needs: Mental Health and Well being
- SSENM - School of Special Educational Needs: Medical
- SS – Student Services
- SSD – Student Services Deputy
- SSPS – State-wide School Psychology Services
- SI &NSSI – Suicidal Ideation and Non Suicidal Self Injury
- SEN – Special Education Needs
- SLD – Specific Learning Disorder
- SAE – Standard Australian English

T

- TCIS – Therapeutic Crisis Intervention - Schools
- TP – Trauma Profiles
- TSI – Torres Strait Islander

U

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V

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W

- WACHS – Western Australia Country Health Services (Allied Health)
- WAIDE –Western Australian Institute for Deaf Education

X

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Y

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Z