



Yanchep Beach Primary School

Students at Educational Risk (SAER) Policy

Policy Name: Students at Educational Risk

Issue Date: March 2016

Review Date: March 2018

SAER POLICIES AND PROCEDURES

DEFINITIONS

STUDENTS AT EDUCATIONAL RISK

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum. Students at educational risk may be characterised as students whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers.

PROTECTIVE FACTORS

Promote resilience and help to buffer groups and individuals against the adverse effects of stressful situations or risk factors. They refer to anything that prevents or reduces vulnerability for the development of a disorder.

RISK FACTORS

Risk factors impact on individual and groups of students who are at educational risk. Irregular school attendance, apart from being an indicator of other forms of risk, is a critical factor that can impact on student engagement, educational achievements and social integration within the school community. Other risk factors may include, but are not limited to: socio economic status, family structures, medical/biological/genetic/cognitive factors, environmental factors (school, family and community), cultural and linguistic diversity (CaLD), and geographic location.

POLICY

Yanchep Beach Primary School's Policy is to work with families to develop a positive, encouraging, inclusive work environment for all students. The teachers tailor education to enable every student to achieve the highest standard possible. The rationale for **personalised learning** is to raise standards by focusing the teaching and learning program on the aptitudes and interests of students. YBPS is committed to identifying students at educational risk and addressing their needs as early as possible in the hope of minimising the number of students at risk.

The **Response to Intervention** model is an essential component of the SAER process at YBPS. RTI links assessment and instruction and therefore informs decisions about how to best teach students. RTI practices promote high quality instruction and evidence-based interventions across the whole school.



PROCEDURES

1. IDENTIFICATION

Staff use a range of evidence-based procedures that enable the early identification of students who may be at educational risk (including Gifted and Talented students).

Relevant data may include:

- On Entry Assessment data and school-based tools;
- attendance and behaviour data;
- anecdotal data from families;
- reports and records from classroom teachers;
- educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent), School Psychology Service reports; and/or
- academic achievement data, such as NAPLAN, Special Educational Needs (SEN) Planning, Assessment and Reporting.

The teacher, with support, collects all relevant data and meets with the Associate Principal to discuss the student's needs.

Teachers will notify parents after the initial identification of the student and invited to be in partnership with the school. Partnerships formed between home and school should ensure that learning is supported in both contexts.

2. PROVISION

The student, teachers and parents/carers will be involved in the collaborative planning process (SAER Coordinator, School Psychologist and external agencies if necessary). Teachers need to record this contact.

The teacher then develops a concise documented plan for the student at risk in small achievable segments. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans (see YBPS proforma) may take a variety of forms, including:

- Individual Education Plans (IEP);
- Group Education Plans (GEP);
- Individual Behaviour Plans (IBP);
- Risk Management Plans (RMP).

The teacher advises parents/carers of the documented plan and how they can help with implementation. Parent meetings to take place by Week 6 Term 1 and reviewed at 3Way Conferences in Week 9 Term 3. Parents to meet and sign follow-up plan by Term 3 Week 2.

A copy of all documented plans must be given to the SAER Coordinator immediately following parent meetings. The SAER Coordinator will keep a record of students who have documented plans and will file documented plans.

Available resources are allocated by Administration and appropriate agencies engaged to support individuals and groups of students at risk.

The Response to Intervention model promotes high quality literacy instruction to all children. YBPS uses a structured synthetic phonics approach, which should be effective for 80% of students (Tier 4 and 5).

Small group intervention is offered to every child identified as at risk of literacy failure and documented in a Group Education Plan (Tier 3). These students continue to engage with the core curriculum, and participate in additional adult-led small-group instruction typically 3 times per week until their progress is satisfactory (15% of students).

The remaining minority of students who do not benefit from small group interventions are offered more intensive, individual instruction (Tier 1 and 2). These are the students on Individual Education Plans (5% of students). If an individual student fails to make progress despite targeted intervention, a referral to the School Psychologist is appropriate to determine the presence of a Specific Learning Disability.

All children in care of DCPFS (Department for Child Protection and Family Support) are recorded on Integris and are required to have documented education plans.

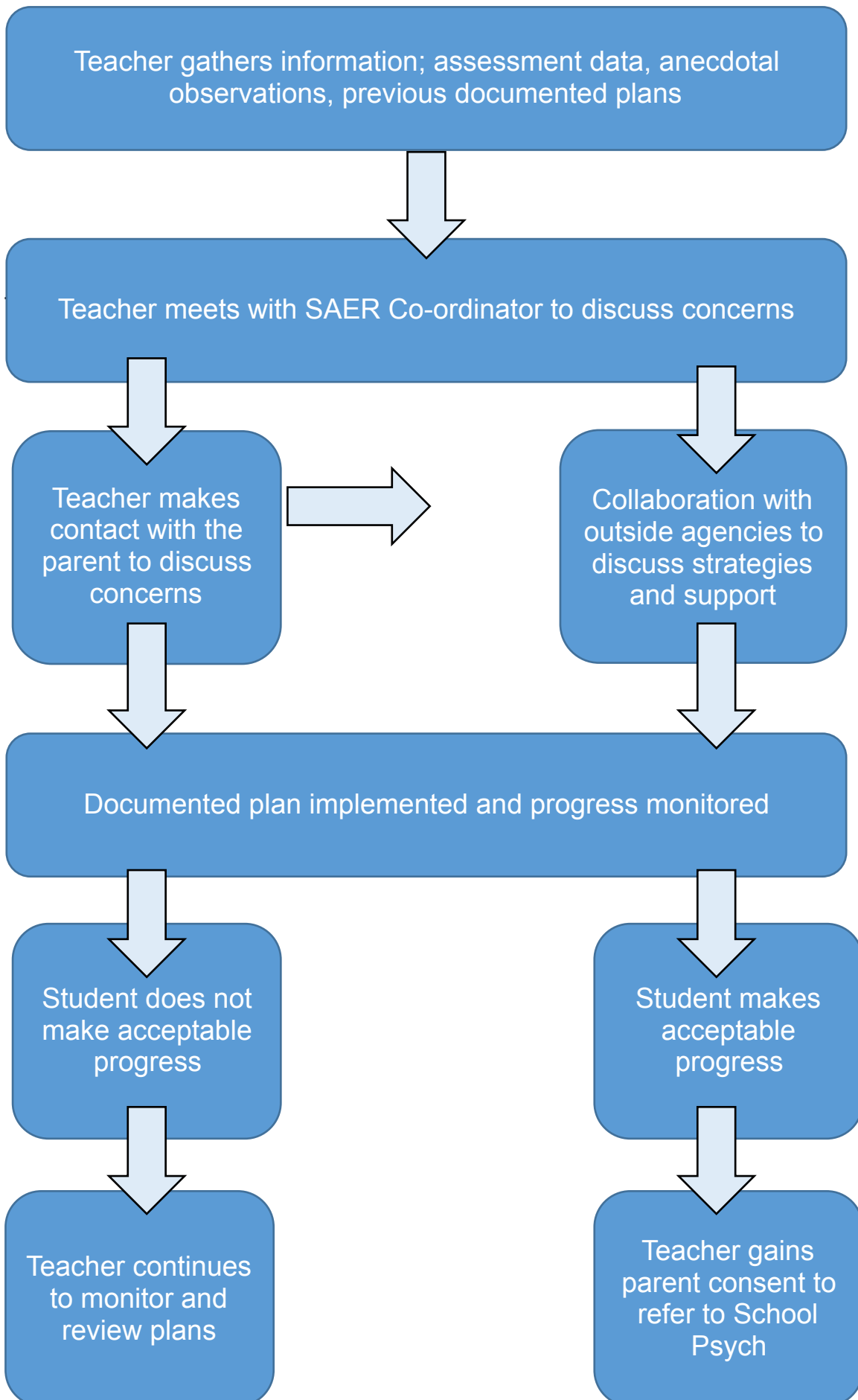
3. MONITORING AND REPORTING

Teaching staff will use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at risk.

Teaching staff will provide parents with ongoing, accurate and relevant information about their child's progress. Effective reporting requires a broad range of formal and informal, oral and written communication strategies.

Where appropriate SEN (Special Education Needs) Planning, Assessment and Reporting will be used for Tier 1 students. The SAER Coordinator will support teachers in implementing this framework.

SAER PROCESS



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:

- developing and delivering a quality 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 programs through consultation with the parents/caregivers and relevant professionals.
- referring students to speech and occupational therapy. Please find the link to make a referral to the Child Development Service (CDS). Use checklists on this website to provide additional information to CDS: http://www.pmh.health.wa.gov.au/services/child_development_service/hp.htm
- filing copies of referrals to relevant services in the student file.
- filing copies of reports from medical professionals in the student file.
- reporting on the educational progress of students to the principal, parents/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.

Principals are 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;
- confirming that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;
- confirm that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students; and

- reporting to the community and the District Director on the educational outcomes of students considered to be at educational risk.

The SAER Coordinators is responsible for:

- Facilitating the SAER process by working collaboratively with all stakeholders;
- Consulting with teachers in relation to all teaching and learning;
- Supporting teachers to follow the SAER process;
- Assisting teachers in implementing documented plans and monitoring their use;
- Setting review dates for all teaching staff to ensure documented plans are a working document;
- Providing teachers or parents/caregivers with information on support that may be available from other service providers;
- Approving all referrals to the School Psychologist and working collaboratively with the School Psychologist to achieve best outcomes for students;
- Co-ordinating Case Conferences between staff and parents;
- Overseeing the process of managing Disability Resourcing applications;
- Gathering a record and maintaining a database of all students at educational risk in the school, including up to date records of individualised planning.

School Psychologists are responsible for:

- Ensuring the SAER process is followed whenever there is a concern for a particular student;
- Being approachable to consult with staff on all behavioural, emotional and educational matters (although not necessarily for individual students);
- Participate in case management processes and attending Case Conferences;
- Gaining informed consent from the parent/caregiver before engaging in any formal observations, consultations and assessments;
- Keeping a record of all contact that involves an individual student;

- Providing timely and accurate feedback to parents and teachers;
- Liaising with outside agencies to gather information that will support teachers in their planning for individual students;
- Planning preventative whole-school, group and individual interventions;
- Sharing knowledge and current research with teaching staff;
- Strategic input into SAER policy as requested by school leadership.