

Balga Primary School



STUDENTS AT EDUCATIONAL RISK POLICY

2019

RATIONALE

Balga Primary School is committed to identifying students at risk and addressing the needs of students as early as possible to ensure that every student achieves to their full potential. Please refer to Department of Education SAER policy - <http://www.det.wa.edu.au/policies/detcms/portal/>

OUR BELIEFS

- We are accountable for providing opportunities for all children to learn and to achieve their full potential.
- All children can learn.
- Intervention is most effective when it meets the targeted and specific needs of children.
- Intervention is most effective when it is in collaboration with parents/family and other agencies.
- Intervention is most effective when it occurs in the early years of a child's schooling.
- SAER students are a shared responsibility and they need a collaborative response from parents, the school and related agencies.

DEFINITION

The term '*At risk*' refers to a student who may not achieve his/her potential for a variety of reasons and each student has the potential to be at risk at different stages throughout their school life.

At risk students typically are students:

- Who are not achieving the major learning outcomes;
- Who are high achieving students who require extension
- Whose achievement level, rate of progress or behaviour differs noticeably from the past performances and/or that of peers;
- Who are underperforming (including talented and gifted);
- Who are not engaging in their schooling;
- Whose performance is at risk due to poor rates of attendance.

At risk may affect all or some of the following areas:

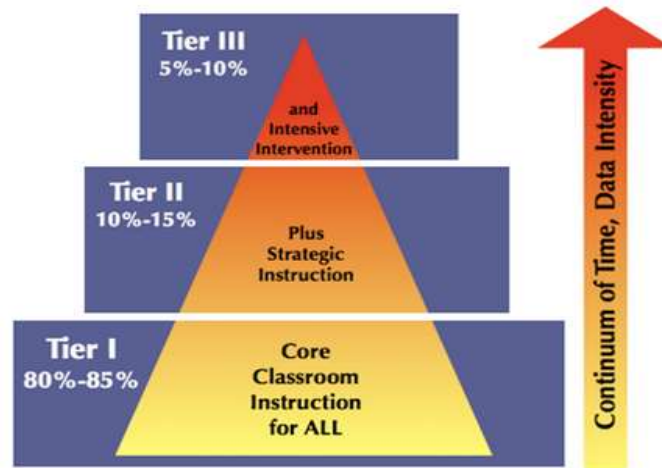
- Academic learning
- Speech & Language skills
- Social & emotional development
- Health & physical development
- Behaviour

These risk factors may include:

- Culturally and Linguistically diverse background
- Language delay and/or disorder
- Behaviour disorders
- Lack of pre-requisite knowledge for formal learning
- Specific learning difficulties
- Low attendance
- Frequent changes of school
- Ineffective educational programs and instruction
- Physical disabilities

Risk factors can alert a teacher to the possibility that a student may have difficulties with learning. The difficulties are rarely the result of a single factor or influence. It is often the combination of interacting factors that result in under-achievement.

STUDENT SERVICES MODEL FOR INTERVENTION



The student services model below demonstrates the continuum of services provided by Balga Primary School, either as a whole school program, phases of learning groups, class programs or individual support.

Tier 1 Prevention: Core classroom Instruction for ALL

Includes whole-school evidenced based strategies that target all students in the school and/or classroom building student capacity. Universal screening to target at risk students. These include:

- *Implementation of the Explicit Teaching Model*
- *Reflective Behaviours and Zones of Regulation*
- *School based Curriculum*
- *Whole school approaches to the teaching of Literacy & Numeracy*
- *Integration of ICT*
- *Regular and ongoing monitoring and assessment to inform planning for intervention or extension*

Tier II Intervention: Strategic Instruction

Classroom Level: Adjustments to the teaching and learning programs are required to meet these students' needs. Interventions supplement classroom instruction but do not replace it. These identified students may be on a Group Education Plan.

School Level: The analysis of whole school data and the SAER register guides the development of short term, targeted intervention programs.

Guidelines for Targeted Intervention Programs:

- Information from screens and assessments informs programs
- Programs developed to target specific skills
- Ongoing training provided for staff delivering these programs
- Programs developed in consultation with classroom teachers
- Intervention strategies reinforce what is being taught in the classroom
- Parent support is encouraged

- Pre and post assessment conducted to determine the effectiveness of programs
- The use of evidence based programs and resources.

3. Tier III Case Management (Intensive Intervention)

For students who require specific and intensive support. Strategies are designed to address limited progress in areas of targeted intervention (major modifications may be required). Programs may replace and are additional to class instruction. These are delivered in small groups or individually. This requires collaboration with external agencies and the development of an Individual Education Plan.

These agencies include (but are not limited to):

- | | |
|--------------------------------------|---|
| ➤ School Psychologist | ➤ Dyslexia SPELD Foundation. |
| ➤ Therapy Focus | ➤ On Call Psychology Services |
| ➤ Speech and Occupational Therapists | ➤ Western Australia Institute of the Deaf |
| ➤ Intensive Autism Centres. | ➤ Vision Education Service |
| ➤ School Chaplain | ➤ 12 Buckets Mentor Program |

Referral Processes

There are a number of referral processes for students considered to be at educational risk:

Ongoing referrals

Students within the school who have previously been referred to the Deputy Principal will continue to be supported or followed-up unless the student is no longer considered to be at educational risk.

Teacher referral

Teachers may refer a child at any stage during the year if they consider them to be at educational risk in any identified area. Teachers are required to have evidence to support the referral.

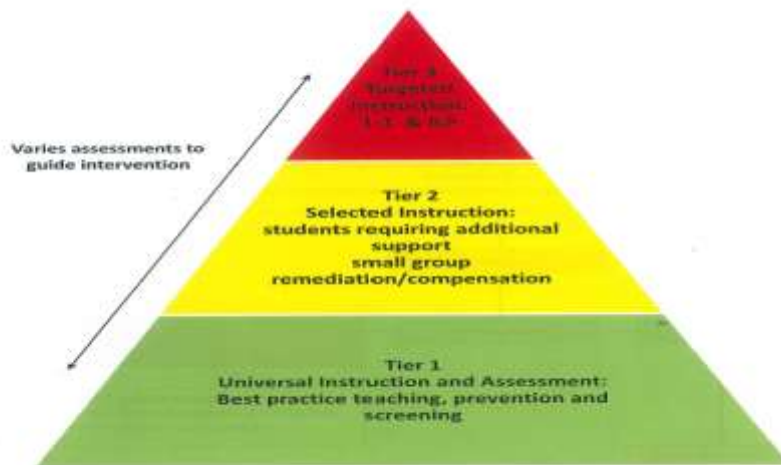
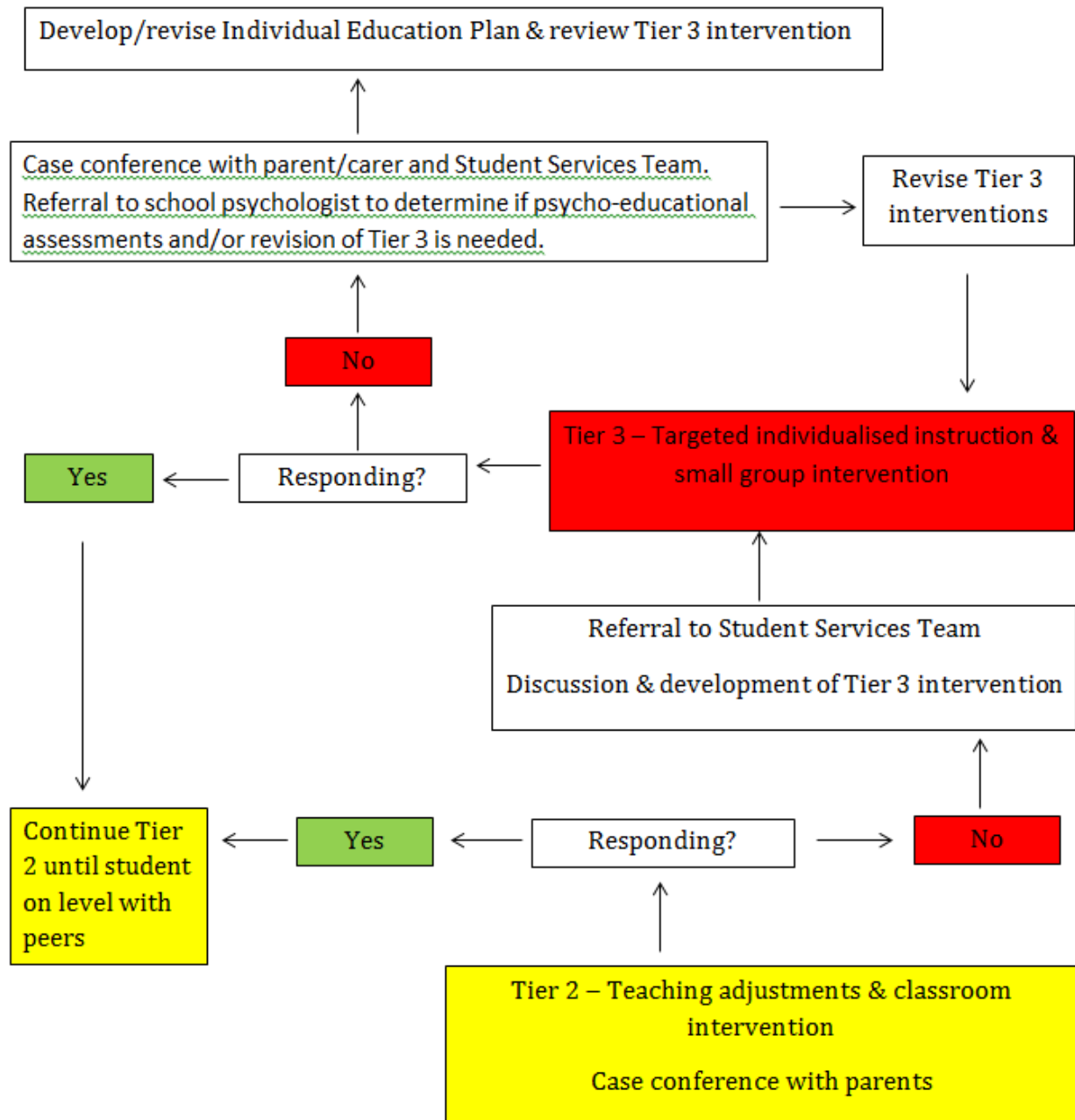
Parent Referral

From time-to-time parents may have concerns regarding their child and may bring it either to the attention of the teacher or administration staff. This will be treated in a similar fashion to the Teacher Referral above.

SAER Register Referral

The SAER Classroom Register (*see Appendix A*) allows teachers to note trends within a class or for an individual student. Once registers are collected, the Learning Support Coordinator collates information on a whole school database for identification of students in need of targeted intervention.

Referral Process



Response to Intervention

JUL 11

Balga Primary School

SAER REFERRAL GUIDELINES

Our school SAER processes ensure that most of our existing SAER students have already been identified and catered for. However, you might need to refer a student if they:

- are new to the school
- have a recently diagnosed condition
- are not making expected progress after at least 6 months of intervention
- are experiencing or exhibiting difficulty/disability that was not previously apparent

Referrals for Intervention and Support

As a result of your class assessments and observations, you might have students who you believe require adjustments (e.g. teaching and learning, social and emotional, behavioural etc.). Please ensure you follow the correct process before referring them to Student Services.

1. You should have evidence of significant teaching and learning adjustments before considering referral to the Student Services Team.
2. Follow the procedure for Tier 2 adjustments outlined in the document, ***Student Referrals RTI***. Attempt a range of Tier 2 classroom adjustments and monitor progress. See LSC if you need support.
3. Meet with parents to discuss concerns, gain background information and discuss adjustments (IEP/GEP). *If further referral is needed, it should not be a surprise to the parents.
4. If the student is still demonstrating limited progress, they can be referred for Student Services support or Intervention.
5. Complete an Intervention Referral Form for students who are significantly behind the rest of the class, and the concern is only academic. The student must already have an IEP/ GEP.
6. For all other concerns, complete a Student Services Referral Form. The student must already have an IEP/GEP/BMP.
7. Teachers who refer a student without following the given steps will be required to address these processes, but support will be provided to you should you require it.
8. A referral form must be completed before any support can be provided.

SAER Implementation Plan 2018

Term 1

Weeks 1 - 4

- Look at students' individual SAER files and your class SAER Database list.
- Look at previous year's PAT results and DataHub Tool for class-based assessments.
- Observe and assess students using whole school assessment tools (PA, Words Their Way, PM Benchmarks etc.).
- Determine students who require an IEP, GEP, BMP or Teaching & Learning adjustments.
- Start formulating strategies to address each student's particular learning needs.

By Week 5

- All SAER students need an IEP, GEP or BMP. ***Refer to the SAER Guidelines.***
- Plans need to be written by teachers and linked to specific, short term goals. ***Refer to the IEP Goals - Resources folder on the Shared drive / or Understanding Learning Difficulties: Guide Recommended Teaching Strategies (library).***
- If required, the LSC will assist with the writing of plans.
- Have plans reviewed and signed by Deputy Principal.
- Meet with parents to communicate and sign off plans. File signed copy in student's SAER file.
- Save completed plans to the Shared drive at the beginning of week 6.
- Update your class on the SAER Database via LSC
- Touch base with LSC to discuss SAER students and intervention.

By Week 10

- Update student progress on the digital copy of the plan on the Shared drive - S:\AdminShared\All Staff\850 STUDENT MANAGEMENT\851 Assessment\SAER 2019
- Reprint reviewed document and file in student's SAER File.
- Generate plans for the next period and make adjustments as necessary.
- If required, the LSC will work collaboratively with teachers to provide collegial support and assistance with writing reviewing and revising plans.
- Save plans to the Shared drive for review by LSC. File a copy of the plan in the student's red SAER file.

Term 2

By Week 5

- Review student progress on the digital copy of the plan. Print and file a copy in the student's SAER file.
- Plans are to inform reporting process. An IEP Report might need to be written ***Refer to the SAER Guidelines.***
- Generate/Update plans (IEP's/GEP's) for the next period.
- Meet with parents to inform and sign off on plans.
- Save plans to the Shared drive for review by Learning Support Coordinator. Put a copy in the student's SAER file.
- Collaboration and support if required.

By Week 10

- Update student progress on the digital copy of the plan on the Shared drive - S:\AdminShared\All Staff\850 STUDENT MANAGEMENT\851 Assessment\SAER 2019
- Reprint reviewed document and file in student's SAER File.
- Generate plans for the next period and make adjustments as necessary.
- If required, the LSC will work collaboratively with teachers to provide collegial support and assistance with writing reviewing and revising plans.
- Save plans to the Shared drive for review by LSC. File a copy of the plan in the student's red SAER file.

Term 3

By Week 5

- Review student progress on the digital copy of the plan. Print and file a copy in the student's SAER file.
- Plans are to inform reporting process. An IEP Report might need to be written ***Refer to the SAER Guidelines.***
- Generate/Update plans (IEP's/GEP's) for the next period.
- Meet with parents to inform and sign off on plans.
- Save plans to the Shared drive for review by Learning Support Coordinator. Put a copy in the student's SAER file.
- Collaboration and support if required.

By Week 10

- Update student progress on the digital copy of the plan on the Shared drive - S:\AdminShared\All Staff\850 STUDENT MANAGEMENT\851 Assessment\SAER 2019
- Reprint reviewed document and file in student's SAER File.
- Generate plans for the next period and make adjustments as necessary.
- If required, the LSC will work collaboratively with teachers to provide collegial support and assistance with writing reviewing and revising plans.
- Save plans to the Shared drive for review by LSC. File a copy of the plan in the student's red SAER file.

Term 4

By Week 5

- Review student progress on digital copy and save plans. File a copy in student's SAER file.
- Plans inform reporting process. An IEP Report might need to be written - *See SAER Guidelines document*
- Have final meetings with parents to inform of student's progress.
- Update student's individual SAER file ready for handover. Ensure that all documentation and reports are filed.

STUDENT SERVICES TEAM ROLES 2017

ROLE OF STUDENT SERVICES TEAM:

Members: Anthony Chiappalone Deputy Principal
Kelsey Currie School Psychologist (*every Monday*)
Di Norris School Chaplain
Balga Primary School Representative 12 Buckets
Emma Lawrence Learning Support Coordinator
SAER EA

STUDENT SERVICES TEAM Roles & Responsibilities:

- Schedule regular meetings (minimum 2 per term)
- Prioritise new Learning Support referrals and decide on course of action
- Feedback and updates on progress of current referrals
- Update Referral database
- School Psychologist update re: case load
- Intervention: updates, proposed changes, data analysis, overview of programs and student allocations (start of each term).
- Analyse whole school data to assist in the identification of SAER.
- Monitor and improve whole school SAER processes and procedures

ROLE OF STUDENT SERVICES MANAGER Anthony Chiappalone

- Coordinate the screening of new students to the school, flag already identified SAER students and disseminate relevant information to LSC, teachers etc.
- Manage School Psychologist, school nurse, school chaplain and Student Services team.
- Coordinate & attend case conferences
- Manage whole school implementation timeline
- Monitor Schools Plus allocations & review dates.
- Coordinate Student Services Team meetings (agenda & minutes)
- Manage whole school Social Emotional Program: Friendly Schools Plus.
- Case management & critical incident management for identified high needs students.
- Oversee the development of an Operational/ Implementation plan each year (including projected budget expenditure in consultation with LSC/ SAER Coordinator.
- Manage budget
- Non – compliance SAER deadlines (address with individual teachers or as part of line management)
- Coordinate release time for SAER planning support

ROLE OF SCHOOL PSYCHOLOGIST Kelsey Currie

- Manage referrals & case management
- Classroom observations and individual assessments
- Case conferences with parents
- Coordinate inter-agency support
- Provide system level support to the Student Services team with a focus on literacy curriculum
- Work with Learning Support/Deputy Principal to identify and address staff professional learning needs
- Mentor new School Psychologist
- Work with Student Services Manager to review whole school social emotional learning program and incorporate social emotional learning into the school culture

ROLE OF LEARNING SUPPORT/ SAER COORDINATOR Emma Lawrence:

- Assist teachers in the monitoring and assessment of SAER
- Coordinate primary Intervention: screening of SAER, pre & post testing and timetables for intervention programs (Yrs PP-3).
- Update, monitor and maintain SAER database (whole school & class folders)
- Analyse whole school data to assist in the identification of SAER.
- Provision of classroom support
- Liaise with School Psychologist, Visiting Teachers and external agencies.
- Develop & monitor whole school student tracking procedures for SAER students
- Support classroom teachers and Education Assistants with IEP/ GEP development & teaching and learning adjustments.
- Monitor IEP development and review dates. Report non-compliance to DP.
- Identify professional learning needs for staff
- Coordinate and attend case conferences
- Monitor teacher SAER/ IEP implementation timeline
- Feedback to teachers re: progress & outcomes of referrals

- Identify, coordinate and provide targeted professional learning re: Three Tier Response to Intervention & IEP development.
- Conduct SAER planning, reporting & IEP development meetings with identified teachers

ROLE OF INTERVENTION TEACHERS (Education Assistant):

- Implement pre & post testing (week 1 & 9 of each term)
- Record testing data on whole school database
- Regular formative assessment (ongoing monitoring) of students
- Informal feedback to teachers (ongoing)
- Have access to students' class IEP's (teachers to provide)
- Brief documented feedback to teachers on individual teachers (when requested)
- Meet with LSC & student services manager at the start and end of each term to provide data and report on student progress. This will inform the refinement of groupings and make decisions regarding students re-entering mainstream (supported by data).
- Identify & order SAER resources, in consultation with Deputy.