Students at Educational Risk Policy
1. Case Management Procedure
2. Policy Statement
3. Identification
4. Curriculum
5. Planning for Improvement
6. Collaboration
7. Learning Environment
8. Reporting
9. Professional Development
10. Roles and Responsibilities

APPENDICES – Documented Plans

Appendix 1…..Individual Education Plan
Appendix 2…..Group Education Plan
Appendix 3…..Behaviour Management Plan
Appendix 4…..School Contact Record

ABBREVIATIONS:

SAER Students at Educational Risk
LSC Learning Support Coordinator
LST Learning Support Teacher
EALD English as an Additional Language / Dialect

(Reviewed 2015)
CASE MANAGEMENT PROCEDURE FOR STUDENTS AT EDUCATIONAL RISK

Concerns identified by school staff or parents.

Teacher discusses case with parents.

Teacher discusses case (and notes in email) with Learning Support Coordinator / SAER Coordinator

LSC / SAER discusses case with Student Services Team

An action plan is developed and documented by collaborative planning between teacher and parents. LSC / SAER may be involved. Parents are provided with a copy.

Plan working. (Continue, Monitor, Review and keep parents informed.)

Plan not working.

Case formally referred to Student Services Team using Referral Form.

Further input required.

New plan developed after further consultation.

Student Services Team arranges a case meeting of relevant people to develop an agreed action plan.

School Psychologist &/or other student service members informs parents. May gather data.

Plan undertaken.

Review case conference

Outcomes not achieved – review.

Outcomes achieved. Ongoing monitoring &/or new objectives set.
POLICY STATEMENT
Churchlands Primary School will provide an inclusive, safe and stimulating learning environment for students to achieve their potential.

Programs aim to meet the needs of all students including:
- Students at educational risk including Gifted and Talented students
- Students with special education needs
- Students with English as Additional Language/Dialect

Students at educational risk may be characterised as students:
- Who are at risk of not achieving the major learning outcomes
- Whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of their peers
- Who are under performing
- Who are not engaged in their schooling

IDENTIFICATION
Churchlands Primary School has clearly defined processes for the early identification, prevention and intervention of students at educational risk.

WHOLE SCHOOL STRATEGIES
Pre-primary Literacy and Numeracy On-entry assessment data
National Assessment Program Literacy and Numeracy (NAPLAN) data, years 3 and 5 and alternate testing for years 2, 4 and 6.
PEAC Testing year 4
Whole School Reporting and Assessment (Grades)
English as Second Language (ESL) Progress Maps

Identification will also involve:
- Teacher observations
- Anecdotal records
- Student work samples
- Collaboration with parents
- School psychologist
- Attendance data
- BMIS Tracking Sheets
- Review of previous years records
- Health Care Plans
- External agencies
- Transition from year to year
- A colour-coded identification system on Student Progress files.
### ROLES AND RESPONSIBILITIES FOR IDENTIFICATION

<table>
<thead>
<tr>
<th>Classroom Teacher</th>
<th>Learning Support Coordinator</th>
<th>EALD Teacher</th>
<th>SAER Coordinator</th>
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<tbody>
<tr>
<td>Review the previous year’s Students Academic file</td>
<td>Consult and collaborate with teachers</td>
<td>Consult and collaborate with teachers</td>
<td>Coordinate the testing schedule as listed under identification</td>
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<tr>
<td>Review the transition notes from the previous year.</td>
<td>Support teachers in identifying and assessing students experiencing difficulty with learning</td>
<td>Review enrolment and visa data</td>
<td>Analysis of whole school data.</td>
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<tr>
<td>Identify the specific understanding and behaviour to be addressed. Develop a *SMARTER documented plan</td>
<td>Providing appropriate identification tools to assist teachers in identifying SAER</td>
<td>Identify Phase 1 and 2 EALD students</td>
<td>Identify Talented and Gifted Students for PEAC and EYE.</td>
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<tr>
<td>Meet, discuss and sign documented plan with parent/caregiver and student (where appropriate)</td>
<td>Identify and process School Plus applications.</td>
<td>Complete ESL progress map.</td>
<td>Manage Case Conferences and referral to School Psychologist</td>
</tr>
<tr>
<td>Documented plan given to SAER Coordinator</td>
<td>Identifying and coordinating DET Support Services &amp; interagency support for teachers</td>
<td>Provide tools to support class teachers</td>
<td>Liaise with Parents, Staff, School Psychologist, Administration, Interagencies.</td>
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<tr>
<td>DP to be placed in the Student Progress Records File</td>
<td>Liaise and inform SAER Coordinator of identified students</td>
<td>Liaise and inform SAER Coordinator of identified students</td>
<td>Manage and coordinate SAER team meetings.</td>
</tr>
</tbody>
</table>


### CURRICULUM

Churchlands Primary School facilitates students learning and development by:
- Providing educational programs that are inclusive and differentiated for students with special educational needs.
- Being sensitive to cultural differences and values and utilize the ESL Progress Maps, strategies and scaffolding for EALD learners will be developed cross-curricula.
- Providing curriculum that is relevant and challenging for Students at Educational Risk including Gifted and Talented
- Recognizing and responding to factors that impact on literacy and numeracy learning.
PLANNING FOR IMPROVEMENT
This is an ongoing process that forms an integral part of the school plan. It is a whole school responsibility to meet the needs of Students at Educational Risk.

Education Department policy requires all identified Students at Educational Risk to have a documented plan, which describes educational program adaptations and/or modifications to instructions, curriculum, specific skill areas and/or assessment method(s).

Documented Plans may include:
- Individual Education Plans (IEP)
- Group Education Plan (GEP)
- Individual Behaviour Management Plan (IBMP)
- Risk Management Plan (RMP)

Documented Plans are mandatory for students with a disability receiving School Plus resourcing. They type of documented plan is to suit the student’s special educational need.

IEPs are mandatory in literacy and numeracy when a child scores:
(a) Below Reading 0.2 VELS and /or Writing 0.1 in On-entry assessment
(b) Below satisfactory (D grade) in a student reports
(c) Below, at or very close to, the benchmark in NAPLAN.

IEPs contain short term goals, targets and strategies that are reviewed prior to a new IEP being implemented. They are developed collaboratively between student, parent, and teacher.

Supported with input from; EALD Teacher, LSC, SAER Coordinator, Administration, and relevant professionals e.g. School Psychologist, Speech Therapist, Occupational Therapist etc.

IEPs for years K-6 are submitted to the SAER Coordinator in Week 4 of each term.

Identification: It involves gathering baseline data (see Identification table) and identifying specific needs. Teachers will focus on specific, achievable, short term targets.

Planning: Teachers will select strategies and resources and will identify the support required to implement their IEP. A Parent/Caregiver meeting will be arranged to explain and sign the IEP.

Response to Intervention: (RTI): A multi-tiered approach to the early identification and support of students with behavioral and learning needs Student progress will be monitored, measured and evaluated against short term goals.

Review: Short term goals are reviewed and new short term goals and strategies identified. For ongoing IEPs a review meeting is arranged with the teacher, parent and students, new short term goals identified and the IEP is signed by all parties.

Finalisation: Teachers are to notify the SAER Coordinator if the student has demonstrated satisfactory achievement and no longer requires an IEP.
COLLABORATION
Churchlands Primary School collaborates with key stakeholders in the development of documented plans for students at educational risk. This is accomplished by:

- Professional learning communities (PLCs) to facilitate collaboration.
- Class teacher collaborating during common DOTT time with teachers of like year groups to develop IEPs/GEPs.
- Consulting and discussing intervention strategies with Parents/Caregivers.
- Discussing the strategies to be implemented with the student.
- Liaising with School Psychologist and consulting with outside agencies.
- Facilitating Case Conferences with all stakeholders.
- SAER team liaising with the leadership team.

LEARNING ENVIRONMENT
Churchlands Primary School provides an environment that is welcoming, encouraging and offers support which promotes effective teaching and learning in an inclusive environment for all students.

- Implementing an effective Behaviour Management in Schools (BMiS) policy
- Implementing a Bullying Prevention Policy linked to the BMiS Policy.
- Encouraging a student centre approach to learning.
- Developing a positive and shared vision for all students and staff.

REPORTING
Churchlands Primary School will provide key stakeholders with meaningful information to improve learning outcomes. Using a variety of reporting methods formal and informal, written and oral the school will communicate with all concerned in the following ways:

- Notifying and meeting with parents as soon as there is an indication that their child’s achievement, progress, behavior or attendance is cause for concern.
- Providing ongoing communications to parents/caregivers on student progress.
- Parents/Caregivers participate and are informed of the process to develop documented plans.
- Facilitate Case Conferences.
- Implementing whole school procedures for the management of SAER including, colour code student files,
- Maintain SAER, EALD, data bases
- SAER Committee liaises with the leadership team.
- Reporting to the school Board on the school’s management of the SAER policy and procedures
PROFESSIONAL DEVELOPMENT
Professional Development is an important factor in assisting teachers and education assistants to help students at educational risk.

Churchlands Primary School is conscious of the need to access a variety of professional development activities and resources to improve teacher and education assistant’s skills, knowledge and understanding for effective intervention and includes:

- Staff consultation and an analysis of student performance data.
- Accommodates and provides support for the needs of individual teachers and education assistants.
- Utilizes DOTT time to support staff in collaboratively meeting the needs of students at educational risk.
- Accessing professional development support for staff within the school, network, education region and the community.
- Allows time for teacher collaboration through professional learning communities.
- LSC and SAER coordinator to provide support with resources and learning strategies.
- Inform staff of professional learning opportunities.
- The Students at Educational Risk policy is to be explained to new staff members as part of our induction process.
- Student Services team to provide support with resources, strategies and school processes.
## ROLES AND RESPONSIBILITIES

### CLASSROOM TEACHER

- Review of the previous year’s data to develop a class profile of SAER.
- Use CPS Assessment and Reporting Schedule
- Plan, implement and review IEPs/GEPs beginning of each term. Due week 4 of terms 1, 2, 3 and 4.
- Maintain individual student profiles eg. checklists, teacher records, observations, student’s work samples.
- Participate in transition meetings
- Liaise and consult with LSC and SAER Coordinator for referral to support agencies.
- Participate in case conferences and action the negotiated plans.
- Liaise with the LSC to assess new students.

### LEARNING SUPPORT COORDINATOR

- Consult and collaborate with teachers.
- Model effective teaching and support classroom teachers who have students requiring significant teaching and learning adjustments.
- Coordinate support for teachers (e.g. SSEND, Interagency, Student Services).
- Participate in the professional learning program.
- Provide support for assessing new students.
- Support -a- Reader: Advertise in-service volunteers, organize roster, contact parents, explain the system to children involved, maintain.
- Assist teachers in locating resources.
- Provide support for assessing new students.
- Process School Plus applications
- Coordinate testing schedule
- Manage SAER data base
- Manage SAER budget and coordinate funding submission for SAER activities.

### SAER COORDINATOR

- Coordinate the implementation of the SAER Policy.
- Manage Case Conferences.
- Manage reports from outside agencies and file.
- Analysis of NAPLAN data identifying SAER.
- Accountability and review of IEPs.
- Identify and support teachers in providing extension for Talented and Gifted Students.
- Liaise with School Psychologist, Administration, Chaplain, outside agencies and parents.
- Coordinate PEAC.
- Review and update policy.

### HEALTH and WELLBEING COORDINATOR

- Implement, manage and review student Health Care Plans
- Provide support to teachers in Behaviour Management Plans
- Monitor student’s attendance.
- Manage Behaviour Management in Schools data

### SCHOOL PSYCHOLOGIST

- Collaborate with staff to improve student outcomes.
- Liaise with parents and caregivers to discuss relevant concerns.
- To provide professional support in assessing students.
- In partnership with the school Development and Review Service Agreement.

### SCHOOL CHAPLAIN

- Collaborate with staff to improve student outcomes.
- Liaise with parents and caregivers to discuss relevant concerns.
- To provide professional support in assessing students.
- Resource to the school
STATEWIDE SUPPORT SERVICES
http://www.det.wa.edu.au/studentsupport/detcms/portal/

SUPPORT AGENCIES TO SCHOOLS
-Student Services Team to refer, Teachers not to contacted directly

Schools of Special Educational Needs (SSEN)

Assistive Technology Education Service

Learning Disability Education Service


Autism Education Service

English as an Additional Language / Dialect
http://det.wa.edu.au/curriculumsupport/eald/detcms/portal/
http://det.wa.edu.au/curriculumsupport/eald/detcms/navigation/program-information/eal-d-school-programs/

Intensive English Centre (IEC) Highgate Primary School
http://www.highgateps.wa.edu.au/contact/

State Child Development Service

Child and Adolescent Mental Health Service
INDIVIDUAL EDUCATION PLAN

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<th>YEAR</th>
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GROUP EDUCATION PLAN

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BEHAVIOUR MANAGEMENT PLAN  
(Social Skill/Relationships - Attendance/Engagement - Behaviour)

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**Long term objective:**

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<th><strong>SUCCESSES</strong> (What is working well?)</th>
<th><strong>CONCERNS</strong> (What are we worried about?)</th>
<th><strong>STRATEGIES/SUPPORT NEEDS</strong> (What needs to happen?)</th>
<th><strong>IMPLEMENTATION</strong> (Who and When?)</th>
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## SCHOOL CONTACT RECORD

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