



West Byford Primary School

Students at Educational Risk Policy

(SAER)

Updated May 2018

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West Byford Primary School
Students at Educational Risk Policy (SAER)
Policy Updated 2018

Students at Educational Risk (SAER) are:

“Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.”
(Department of Education, 2015).

Students at educational risk are those students who *may*:

- Be at risk of not achieving the outcomes described in the Western Australian Curriculum.
- Have an achievement level, progress rate or behaviours which noticeably differ from either past performances, performances of his/her peers or both.
- Be under-performing.
- Not be engaging in their schooling.
- Have a low attendance rate.
- Have a diagnosed disability.
- Be engaging in challenging behaviour.

At West Byford Primary School, we believe in responding to, and supporting the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum. We will do this by supporting the academic and behavioural needs of all students using evidence-based procedures such as:

- Early identification of students at educational risk commencing at Kindergarten and continuing through a student's schooling.
- Communicating educational concerns clearly to parents and guardians in a timely manner.
- Ongoing collaboration between stakeholders, including parents, teachers, school administration, School Psychologist, School Chaplain, School Social Worker and other external agencies (Occupational therapists, Physiologist, Speech Therapists).
- Planning and implementing individual education programs which are responsive to the needs of students.
- Regular and consistent monitoring of student progress and performance.
- Professional development of staff and support for evidence-based methodology to ensure best practice.

Roles and Responsibilities

Principal:

- Oversee effective implementation of the West Byford Primary School SAER Policy.
- Ensure adequate provision of personnel and resources for the effective implementation of the West Byford Primary School SAER policy.
- Negotiate a Service Plan with the School Psychologist, Chaplain and Social Worker, based on school priorities and the West Byford PS SAER Policy.
- Ensure there is a school based case manager (such as SAER Deputy) to co-ordinate West Byford PS SAER Policy.
- Ensure staff are available for case conferences and meetings, whilst causing minimal disruption to classrooms.

SAER Deputy:

- Monitor the implementation of the West Byford Primary School SAER Policy and outlined procedures.
- Manage and maintain an effective Student Services Team.
- Receive “Request for Learning Support” forms (see Appendix A) from teachers and investigate, prioritise and delegate each case with the Student Services Team.
- Negotiate and organise case conferences as required with relevant stakeholders.
- Support staff and students.
- Ensure appropriate and confidential SAER records are stored safely.
- Liaise and communicate student needs with all stakeholders involved in individual cases.
- Familiarise him/herself with case histories and previous interventions.
- Monitor case progress and ensure school staff follow-up on agreed outcomes.
- Refer students to outside agencies when appropriate.

Teachers:

- Follow SAER Process (See Page 6) to identify students at educational risk and take appropriate action.
- Utilise assessment and monitoring tools to inform the teaching and learning cycle and development of individualised plans.
- Communicate with parent/s and caregivers when students are identified as being ‘at risk’ and collaborate with stakeholders (parent/s or caregivers and other relevant professionals) in the development of individual educational programs.
- Document individual learning/ behaviour programs using SEN Planning in a timely manner, as required by school administration.
- Develop and deliver an inclusive curriculum, responsive to the individual needs of students, and at a level that enables the student to experience success.
- Implement negotiated teaching and SAER learning adjustments.
- Evaluate and monitor progress of individual education plans using performance data, and report on the educational progress of students.
- Refer students to Child Development Service where appropriate.
- Complete “Request for Learning Support” if student unsatisfactory progress is being made through targeted classroom intervention.
- Ensure all relevant documentation is placed in the Student Record File.
- Communicate professional learning needs to the Principal, SAER Deputy, Student Services Team and/or Learning Support Coordinator so that resources can be effectively used to meet the needs of teachers and student/s at educational risk.
- Liaise with the SAER Deputy and/ or Student Services Team on student progress or difficulties.

Education Assistants:

Please note: there are both Mainstream and Special Needs Education Assistants at West Byford PS.

- Implement documented plans as directed by the teacher / SAER Deputy.
- Provide additional information and observations for the teacher/ case manager.
- Carry out appropriate assessments and evaluations and provide supporting evidence, as directed by the teacher.
- Support students to work independently.
- Liaise with the classroom teacher on progress or difficulties.

School Psychologist:

- Attend weekly Student Service Team Meetings where active and new cases will be reviewed/ actioned.
- Clarify specific service provision and prioritise cases with the Students Services Team.
- Provide professional, meaningful and evidence-based information or feedback to school staff to inform planning.
- Consult and collaborate with school staff on meeting the educational needs of students.
- Collaborate with stakeholders on actions.
- Provide strategic support to the school for targeted and whole school programs that are evidence-based.
- Maintain appropriate records.
- Provide written reports if appropriate.
- Be accountable to the Principal for work carried out in the school.

School Nurse:

- Routine health screening of all Kindergarten students.
- Carry out additional assessments for SAER students as requested.
- Raise developmental concerns with the SAER deputy, classroom teacher and parents.
- Assist with medical and developmental referrals to outside agencies.
- Liaise and communicate with relevant stakeholders.
- Participate in case conferences if relevant.

Parents:

- Be part of the educational team that works to meet student needs at West Byford PS.
- Ensure their child attends school and participates in the educational opportunities offered.
- Communicate with school staff to ensure understanding of student needs.
- Keep the school informed of developments and provide copies of relevant reports by other professionals.
- Support the school to work as a team with other stakeholders.

Students:

- Actively participate in the educational processes of West Byford PS.
- Behave in an acceptable manner, in compliance with the school behaviour management policy.
- Attend school regularly.

Identification of Students at Educational Risk

Through the regular monitoring of all students at West Byford Primary School, staff are able to identify those students whose participation, educational outcomes, or rate of progress differs from the expected rate of development or from that of previous years.

The staff at West Byford Primary School use the following tools in the early and ongoing identification of any Students at Educational Risk:

- School Entry Age Health Assessment (School Nurse)
- Diana Rigg Pre and Early Literacy Screening Tool – ECE
- Numeracy Baseline and Advance Test – (Kindergarten students)
- Oral Language Assessment- (Kindergarten students)
- On Entry Assessment (Pre-Primary Students)
- SoCS Test (Screen of Communication Skills)
- Literacy Net
- Waddington Diagnostic Reading Test
- Spelling age tests (such as Waddington, Soundwaves or SA Spelling Age test)
- Soundwaves Diagnostic Placement Test
- PM Benchmarking
- PAT Testing (Reading, Maths, Spelling/Punctuation/Grammar, Science)
- NAPLAN Student Reports and Data (Year 3 and 5 only)
- Documented Plans from previous years (available in Student Record File or SEN Planning)
- School Reports from previous years (held on SIS and in Student Record File)
- Year level moderation tasks
- PEAC Testing and identification
- Attendance Data
- Behaviour Data
- Teacher Observations and Checklists
- Reports from external agencies
- Australian Early Development Census (Every 3yrs - PP)
- Literacy Toolkit- (A variety of English assessment tasks, located in the Library)

SAER Documentation

All paperwork that relates to students **MUST** be put in their Student Record File.

It is important to maintain accurate documentation of actions taken in regard to SAER. School staff need to be aware of the following documents:

Request for Learning Support: (see Appendix A)

Completed by the classroom teacher to refer a student to the Student Services Team via the SAER Deputy for support and assistance. Once a case is closed, the forms will be filed in Student Record Files.

Parent/ Case Conference Record: (see Appendix B)

Completed by the SAER Deputy during a case conference. All parties present will receive a copy and a hard copy will be kept in the Student Record File. Teachers may also use this form when holding parent meetings (formal or informal) but must ensure the form is signed by all parties and dated.

Individual, Group and Behaviour Plans

Many students at educational risk need individual planning, which is documented on an Individual, Group or Behaviour Documented Plan in SEN Planning. Plans are a working document and must be completed, reviewed and updated at least twice a year. Teachers must make genuine attempts to meet with parents to have plans signed at the beginning of Term One and at the review date in Term Four. All plans are accessible through SEN Planning and in Student Record Files. A document has been created to help you identify if a student requires a Documented Plan and you can locate this on the Shared Drive:

S:\AdminShared\All Staff\750 - Social Justice\757 - Learning Difficulties and Students at Educational Risk\SAER\SAER Adjustments 'Curriculum Adjustment Ladder'

SAER Procedures and Processes at West Byford Primary School

<p style="text-align: center;">Step 1:</p> <p>Teacher, Parent and/or Education Assistant have identified a student may be at educational risk. Factors could include: behavioural, emotional, social, academic and/or developmental concerns.</p>
<p style="text-align: center;">Step 2:</p> <p>View Student File and collect/document relevant information that includes: assessment results, past interventions, speaking to former teacher/EA and speaking with the parent or carer.</p>
<p style="text-align: center;">Step 3:</p> <p>Develop a Documented Plan with appropriate SMART strategies. This resource may assist you: <i>S:\AdminShared\All Staff\750 - Social Justice\757 - Learning Difficulties and Students at Educational Risk\SAER\DSF resources</i></p>
<p style="text-align: center;">Step 4:</p> <p>Hold a Parent/Teacher meeting to discuss the concerns and strategies you have implemented to assist the student. Ensure the Documented Plan is signed and dated by all parties.</p>
<p style="text-align: center;">Step 5:</p> <p>Teacher evaluates the student's progress over a period of 6-10 weeks.</p> <ul style="list-style-type: none"> • Progress made: continue to monitor and update Documented Plan- Step 3 • No progress made: Step 6
<p style="text-align: center;">Step 6:</p> <p>Teacher completes a detailed Request for Service form found at: <i>S:\AdminShared\All Staff\750 - Social Justice\757 - Learning Difficulties and Students at Educational Risk\SAER\Request for Service Forms</i> Hand this form to the SAER Deputy Principal. The Student Services Team will then determine an appropriate course of action. The Students Services Team meets on a weekly basis.</p>

Note: Any concern that is not affecting the student at school, refer the parent to a GP for support. If you have any questions about the SAER process, do not hesitate to contact the SAER Deputy.

Planning for Students at Educational Risk

Meeting the needs of Students at Educational Risk at West Byford Primary School is a whole-school responsibility. The staff, students and school community work collaboratively to provide a positive, welcoming, encouraging and supportive learning environment that is responsive to the needs of all students.

Strategies used to enhance the planning process at West Byford Primary School are:

- Documented Plans via SEN Planning
 - Individual Education Plans
 - Group Education Plans
 - Individual Behaviour Management Plans
 - Risk Management Plans
 - Medical Plans

Documented plans are to be completed on the time schedule decided by WBPS Administration in Term One and Term Four.

- “Understanding Learning Difficulties” File (Dyslexia SPELD Association) is great resource for strategies to help with a variety of learning difficulties and disabilities. There is a copy of this file in each classroom.
- Reading Intervention programs to target students identified as being at risk in Literacy.
- Collaboration with outside agencies and Departmental staff.
- School of Special Educational Needs visiting teachers.
- Working with parents and outside agencies.

It is recommended that all staff use a ‘team approach’ to identifying and meeting the needs of students at educational risk. Teachers should meet regularly with stakeholders to ensure that educational needs are being addressed.

Reporting

Parents and Caregivers at West Byford Primary School are provided with regular, accurate and relevant information about their child's achievement and rate of progress and/or behaviours.

Reporting methods at West Byford Primary School include:

- Formal Semester One and Two Reports
- Oral and written communication with parents
- Formal parent interviews
- Communication books
- Documented plans
- Parent information evenings/ nights
- Work sample books
- Class Dojo

Special Education Needs Reporting (SEN Reporting)

SEN reporting is available using Department of Education Reporting to Parents. At West Byford PS SEN reporting will be used for:

- A student with a diagnosed disability receiving additional funding that would receive an E grade for more than one learning area.

Planning for transition

During Term Four, current teachers and the next year's teacher will be contacted to attend a case conference to ensure an effective transition on and to build rapport with parents and external agencies. As a minimum, teachers will meet with the SAER Deputy and classroom teacher. Special Needs students will be placed in classes according to student need, school staffing requirements and student numbers. Classroom teachers will work with parents, EAs and special needs students to ensure a smooth transition to new classes.

Conclusion

The West Byford Primary School SAER Policy is to operate within the guidelines of the Western Australian Curriculum and all Department of Education policies and procedures. Meeting the needs of students at educational risk is a whole school responsibility which is reflected in school planning.

Appendices

Appendix A	Request for Learning Support <i>S:\AdminShared\All Staff\750 - Social Justice\757 - Learning Difficulties and Students at Educational Risk\SAER\Request for Support & Service Forms</i>
Appendix B	Hints, Tips and Question Suggestions for Parent Meetings
Appendix C	Parent/ Case Conference Record <i>S:\AdminShared\All Staff\750 - Social Justice\757 - Learning Difficulties and Students at Educational Risk</i>



Request for Support

Referral Requested:

- ☐ **School Psychologist** (e.g., learning, behaviour, mental health & critical incidents)
- ☐ **Chaplain** (e.g., mental health & pastoral care – emphasis on one-on-one student support)
- ☐ **Social Worker** (e.g., student and family support)
- ☐ **EAL/D Coordinator** (e.g., students with English as an additional language/ dialect)

Name of Student: _____ **DOB:** _____

Gender: _____ **Year:** _____ **Class:** _____ **Teacher:** _____

Parent/Guardian: _____

Telephone: _____ / _____

Address: _____

Teacher Availability for Consultation (DOTT time/Before/After School):

Monday _____ **Tuesday** _____ **Wednesday** _____

Thursday _____ **Friday** _____

Reason for Concern (State Specifically):

Please describe previous interventions to address this concern and the outcomes:

Please complete the reverse side of the Request for Learning Support Application.

Please sign and date the request prior to submitting to the SAER Co-ordinator.

Background Information Checklist:

Please indicate if any of the following apply:	✓	Additional Information
Step 1: Date and result of Visual Assessment (If tested more than 2 years ago- please request school nurse to assess before handing in this form.)		
Step 2: Date and result of Auditory Assessment (If tested more than 2 years ago- please request school nurse to assess before handing in this form.)		
Previous school Psychologist involvement		
Student is on IEP (Please Attach)		
Student is on GEP (Please Attach)		
Student is on IBMP (Please Attach)		
Attendance Issues		
Diagnosed Disability		
EALD Student		
Canning Behaviour Centre Involvement		
Speech/language assessment/therapy		
Occupational Therapist assessment/therapy		
DCP involvement		
Student is under the care of DCP		
DET involvement (VT, WAIDE, VIS etc.)		
Other agencies involved: CDS, DSC, CAMHS, Paediatrician		

Teacher Name: _____ Signature: _____ Date: _____

Hints, Tips and Question Suggestions for Parent Meetings

Be prepared:

- Summarise academic results. Please remember you can't show academic results on a sheet containing the names and results of other students. Be prepared to indicate the child's level in comparison to the rest of the class, and also the Year Level expectations.
- Summarise behavioural and social/emotional observations.
- Check attendance and the number of days late (see the office if you need help with this).
- **Do a file review** – look through the Student Record File to see what has previously occurred. Parents should NOT have to repeat themselves year after year.

Be ready to listen:

An important part of any parent meeting is **listening** to parents.

Start with questions that require you to listen, such as:

- How do you feel that (child's name) has settled into (year level)?
- What progress have you noticed so far this year?
- Is there anything about previous years or medical information I need to know?
- Have you accessed any therapy services (such as Speech or Occupational Therapy) for your child? (If so ask what it was in relation to and if they felt the therapy was successful)
- Have you ever taken your child to a paediatrician? (If so ask what it was in relation to.)

Talk about your observations:

- Let parents know how their child is progressing academically. Make sure you are clear about how this compares to the expected level.
- Let parents know about any behavioural/social/emotional concerns and observations you have.
- Ask parents if your observations are consistent with what has occurred before, or what they have noticed.
- Ask parents if they are aware of anything that may be the cause of current issues.

Prepare an Action Plan:

- Work out together what the issues are, and develop a plan for action (see second page of Parent Meeting Record – Appendix F). This is where teachers can note that an IEP will be developed.
- It is imperative to put in actions that parents can contribute to, such as helping with homework.
- You can put in actions that need further research or investigation. For instance, you can put in that you will investigate strategies to assist with working memory.

At your next meeting, start with the Action Plan – did we all do what was planned?



WEST BYFORD PRIMARY SCHOOL
Confidential Case Conference Record 2018

NAME OF STUDENT: _____ **Date of Meeting:** ____ / ____ /2018 **Year Level:** _____

PRESENT:

Name	Position

Purpose of Meeting:

Background / Main points:

[illegible]

ISSUES	ACTION (If applicable include: by whom and when)

Name: _____ Signed: _____ Date: _____

Name: _____ Signed: _____ Date: _____

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