

# Inglewood Primary School

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## Student Services

# Students at Educational Risk Guidelines

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## Purpose

To ensure that students who are at risk of not achieving their potential, are identified and appropriate measures are implemented.

Inglewood Primary School identifies, responds to and supports the diverse needs of all students so that they are able to engage with content and standards defined in the Western Australian Curriculum and in accordance with the Western Australian Department of Education *Students at Educational Risk Policy and Procedures*.

## Definitions

**SAER** is the acronym for 'Students at Educational Risk'. It refers to students whose academic, social and/or emotional attributes are a barrier to engagement with the Western Australian Curriculum.

**Risk Factors** are those that may impact a student's ability to achieve their potential. These include but are not limited to:

- Irregular school attendance
- Social/emotional issues
- Medical conditions
- Diagnosed or Imputed Disability
- Environmental factors (school, family, community), including matters of Child Protection and Family Support
- English as an Additional Language or Dialect (EAL/D)

**Differentiation** is the way in which schools tailor education to enable every student to achieve the highest standard possible. The rationale for differentiation is to raise standards by focussing the teaching and learning program on the aptitudes, interests and required level of students.

**Documented plan** is the umbrella term describing a range of ways of catering for the identified education needs of an individual student and/or a small group of students with similar education needs. Documented plans may take a variety of forms including Individual Education Plans (IEP), Individual Behaviour Plans, Individual Attendance Plans, or Risk Management Plans (RMP).

**SEN** is the acronym for 'Special Education Needs'.

## Identification

Identified students may include:

- Students with Disability
- Children in Care
- Students with persistent absence
- Students with Behaviour Concerns
- Students with Significant Health Care Conditions
- Students with Low Grades
- Gifted or high performing students

Staff at IPS will use a range of evidence-based procedures that enable the early identification of students who may be at educational risk.

SAER students are identified in a number of ways including, but not limited to:

- Kindergarten Assessment Tool (KAT)
- On Entry Assessment PP-2
- NAPLAN
- Teacher judgement
- Parent information prior to school age
- EAL/D Progress Maps
- External Support Agencies
- Confirmed diagnoses of disabilities
- Attendance data
- Behaviour data
- PEAC testing
- Community Health Nurse

## Planning and Support

Staff at IPS will implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students. Classroom-based planning will include curriculum differentiation to cater for a range of abilities and learning styles.

### Documented Plans

- **Students with Disability**
  - All students receiving Individual Disability Allocation or identified as requiring 'substantial' or 'extensive' adjustments through *Nationally Consistent Collection of Data on School Students with Disability* (NCCD) require an individual documented plan.
- **Children in Care**
  - Children in care of *Child Protection and Family Support* require an individual documented plan. Where, however, there are no current concerns, the *Documented Education Plan for Children in Care Coversheet*<sup>6</sup> should be completed and emailed to CPFS.

- **Students with Significant Health Care Conditions**
  - Students with chronic, long-term or significant health care conditions often require documented plans to ensure their support needs are managed effectively. If necessary, these plans include emergency response plans.
  
- **Students with persistent absence**
  - The *Student Attendance policy* requires plans to be developed for students with persistent absence but this does not necessarily mean a plan for each individual student. However, in extreme cases a detailed plan for an individual student may be required.
  
- **Students with Behaviour Concerns**
  - Personalised behaviour support adjustments are required for students, where needed, under the Department's *Student Behaviour policy*, but this does not necessarily mean a documented plan for individual students.
  
- **Students with Low Grades**
  - Documented plans are not required for students with low grades. Unless a student has other substantial support needs, adjustments for accessing the curriculum are part of teachers' regular programming for differentiating the curriculum. Additional and timely feedback and targeted in-class support should be provided when a student's progress and/or achievement are consistently below expected standard for their year level. This is consistent with the emphasis on differentiation in the *AITSL Professional Standards for Teachers*.
  - Teachers may choose to develop group education plans (GEP) for selected students in cases where similar needs have been identified.
  - An IEP may still be considered the most suitable response where a student is unable to access the Year level curriculum even with differentiated adjustments.
  - Documented plans will still be developed for students who are at risk of 'E' grades or have previously received an 'E' grade in Mathematics or English.
  
- **Gifted and Talented**
  - Gifted and talented students should be accommodated through differentiated adjustments that meet their needs. In some cases, teachers may choose to develop a Group Education Plan (GEP). In addition, opportunities for extension programs and projects will be explored.

## Process for documented Plans

- The SEN planning tool should be used for IEPs.
- IEPs will be created in consultation with parents who will sign off on the plan during a parent teacher interview.
- A hard copy of the plan will be placed in the students pink folder. Parents will be kept informed of progress and consulted when plans need adjusting.
- IEPs are saved under the students name to the Shared drive in the following pathway:  
S:\AdminShared\All Staff\Documented Plans.

## Monitoring and Reporting

- Student progress will be monitored in the classroom through diagnostic, formative and summative assessments and as part of the IPS Assessment schedule.
- Formal reporting will take place twice per year as per *Department of Education Reporting to Parents Policy*.
- Where a student is working below their year level curriculum, parents will be informed of this by the teacher at a parent meeting.
- A SEN Report will be provided for students who require a substantial or extensive level of adjustment as described on the Nationally Consistent Collection of Data website, or who are on a SEN plan as a result of previous 'E' grades. Parents will be informed if their child is to receive a SEN report.
- Identified students who attract a Disability Resource Allocation may also require a SEN report.
- An EAL/D report will be provided for students who are working on the EAL/D Progress Maps.

## Student Services Team

IPS provides a Student Services Team to support staff in identification and support of SAER students. The Student Services Team is comprised of:

- Learning Support Co-ordinator (LSC)
- Principal
- Deputy Principal
- School Psychologist
- School Chaplain

### Referral to the Student Services Team

Referrals to the Student Services Team may be made at any point during the term by class teachers for learning, behaviour or mental health concerns. A formal referral to the team requires the *Student Services Team Support Request* form (blue form) to be completed and handed to the Learning Support Coordinator. The referral will be discussed with the team and prioritised accordingly.

Case conferences are required before any direct assessment and or/intervention can be completed by the School Psychologist. Referral forms for the School Chaplain can be accessed through Connect Library.

The Student Services Team will consider current plans and concerns and develop an action plan for the student. This can include:

- Adjustments to IEP
- School Chaplain support
- School Psychologist involvement
- Referral to external agencies
- EAL/D support
- Extension Opportunities
- SSEN Involvement

## Handover

As part of handover, teachers will be provided with time to discuss students for whom they have concerns. The Learning Support Team will also identify students who may require strategies, such as

social stories, at the end of the year to assist the transition to the next year of schooling. Handover for year 6 students is arranged with the feeder high school or a student's enrolled school.

## **Record Keeping and Storage of Documents**

### ***SAER Planning Folder***

A pink SAER folder for identified students will be stored in classrooms. Student transition profiles, work samples, documented plans and any other information relating to SAER should be kept in this file.

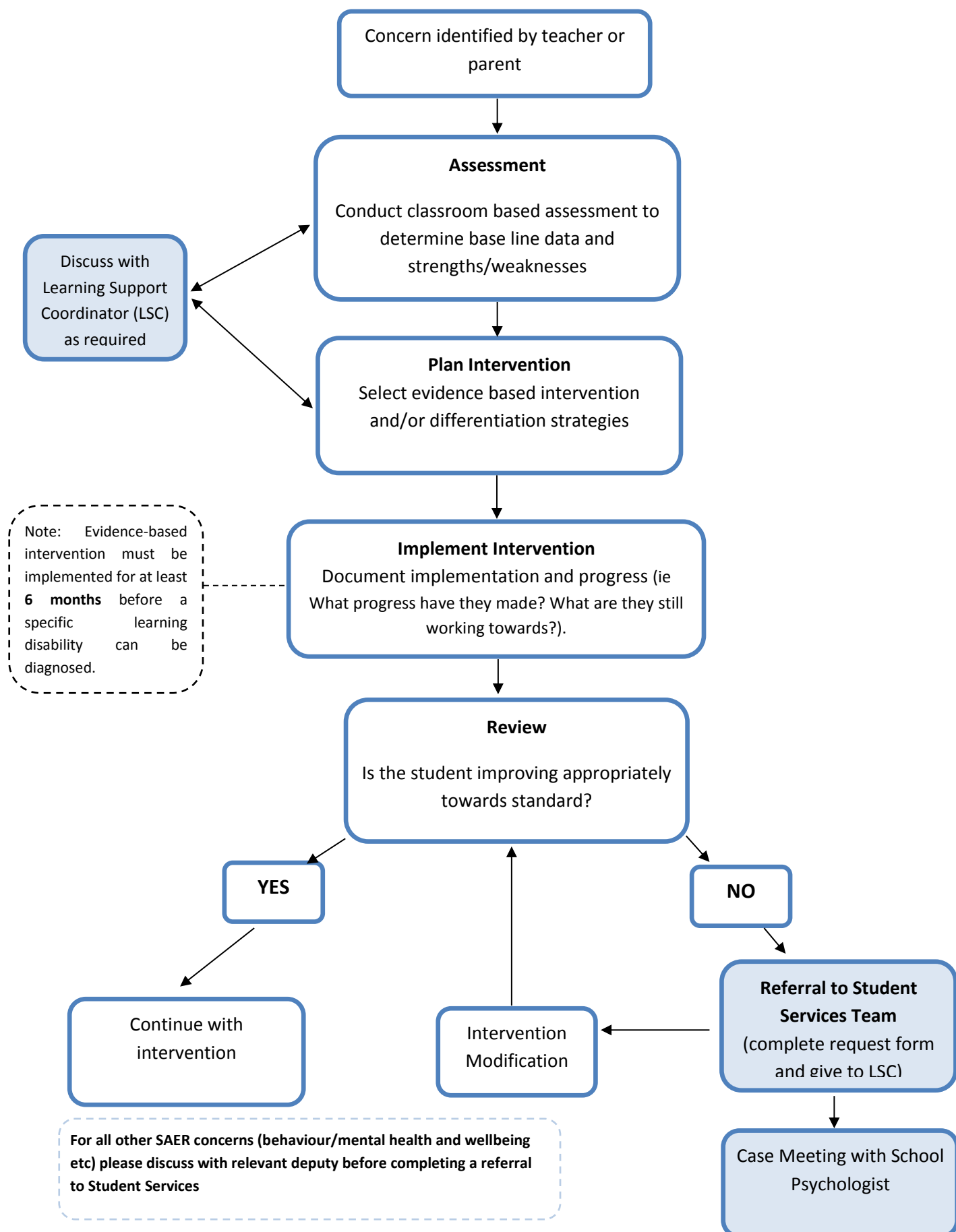
### ***Student Services File***

Records that are considered highly confidential (e.g., external reports, case conference records, letters written by class teachers to external professionals and school psychologist reports) will be stored in orange student folders that are kept in the front office. Please note not all students will require a Student Services File.

## **APPENDIX**

- 1. *Responding to Students at Educational Risk – flow chart***
- 2. *Student Services – Support Request Form***
- 3. *Documented Education Plan for Children in Care Coversheet***

## Responding to Students at Educational Risk (Learning Concerns)







## Student Services - Support Request Form

Please consider the following before completing the referral form.

Background	Yes/No	Action to Complete
Has vision been checked?		School nurse referral
Has hearing been checked?		School nurse referral
Is there a documented plan? (there should be a documented plan in place for all learning referrals)		Do documents need review?
Have you consulted with the Student Services Team?		
Is attendance an issue?		
Is English a second language?		
Have I accessed previous teachers notes/documented plans?		Check student class file/student folder on S drive
Have I checked the Student Services file?		Check Student Services file in admin
Are external agencies involved? Have they made recommendations? If so have strategies been implemented?		
Do they require OT/speech assistance?		Referral to Child Development Service via school
Have I discussed the concerns with parents?		
What assessments have been completed to see where the student is at?		Discuss with LSC what assessments can be completed – SPAT, NEALE etc.
What observations/frequency charts can I complete?		
Have I got adequate work samples providing an overview of the problem? (if academic)		

If following completion of the above checklist, you believe a formal referral to the Student Service Team is necessary, please complete the following page and submit to Deputy Principal. The referral will be discussed during the next Student Services Team meeting. Suggested actions will be documented at the bottom of the form. The form will be returned to you for storage in the Student's Record File.

**STUDENT DETAILS**

Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Year: \_\_\_\_\_

Date: \_\_\_\_\_


**Brief description of area requiring support:**

**Interventions that have been already tried:**

**Current achievement levels from diagnostic information (if an academic referral):**

**Actions:** (completed by Student Services Team)

## Documented education plan for children in care coversheet

 <p><b>Department of Education</b></p>	Date of document: █/█/█ Student name: _____ DOB: █/█/█ Year level: _____ School: _____ Diagnosed disability: <input type="checkbox"/>	Principal/Deputy: _____ <input type="checkbox"/> Teacher: _____ <input type="checkbox"/> Child protection worker: _____ <input type="checkbox"/> Carer(s): _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> (Please indicate who was consulted)
<b>Planning</b>		
<b>Academic</b>	<b>Wellbeing</b> (For example: attendance; social skills/relationships; behaviour)	
<input type="checkbox"/> There are no current concerns relating to the student's learning needs. Individual teaching and learning adjustments are not required at this time.	<input type="checkbox"/> There are no current concerns relating to the student's wellbeing. Individualised strategies are not required at this time.	
<input type="checkbox"/> The student requires curriculum adjustments and an individual plan is necessary (see attached)**.	<input type="checkbox"/> The student requires adjustments to meet their personal and/or social needs. An individual plan is necessary (see attached)**.	
Scheduled review date: █/█/█		

\* This document is to be forwarded to the Department of Communities, Child Protection and Family Support (CPFS) as required under the *Memorandum of Understanding between the Department for Child Protection and Family Support and the Department of Education 2013*

\*\* An individual documented education plan must be attached and forwarded to the child protection worker.