



STUDENTS AT EDUCATIONAL RISK POLICY

RATIONALE

Staff at Inglewood PS are committed to catering for the learning needs of all students. School staff will develop and implement processes to identify, provide for, monitor and report on students who may be at educational risk (SAER). SAER students can be defined by those whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.

Areas of risk are inclusive of any of the following factors, either individually, or combined.

- Low Academic Achievement
- Gifted and Talented
- English as an Additional Language or Dialect (EAL/D)
- Low Attendance
- Inappropriate Behaviour
- Diagnosed or Imputed Disability
- Matters of Child Protection and Family Support

GUIDELINES

The IPS SAER policy reflects the Department of Education's SAER policy, however it includes school specific procedures for identification, provision, monitoring and reporting.

Identification

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 and this will be complimented by Documented Plans (DPs). DPs take a variety of forms including:

- Personalised Learning Plans (PLPs)
- Individual Education Plans (IEPs)
- Group Education Plans (GEPs)
- Individual Behaviour Plans (IBPs)
- Risk Management Plans (RMP)
- Attendance Plans (AP)

DPs will include Learning Objectives, Strategies and Support, Monitoring and Reporting Timelines. All documented plans will be created in conjunction with parents and parents will be kept informed of progress and adjustments to plans.

Planning for SAER students will be supported by the Learning Support Team (LST), State-wide Services and External Support Agencies, Disability Resourcing for additional support and PEAC.

Learning Support Team

IPS provides a Learning Support Team (LST) to support staff in identification and support of SAER students. The LST is comprised of:

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

Staff refer students to the LST when current procedures, including documented plans are not minimising risk factors for a student. The LST will consider current plans and concerns and develop an action plan for the student. This can include:

- Adjustments to DP
- School Chaplain support
- School Psychologist involvement
- Referral to external agencies
- EAL/D support teacher
- Extension Opportunities
- State-wide Service Involvement

State-wide Services

The Department of Education offers support for SAER students under the umbrella of State-wide Services. Schools are supported in their provision for SAER students with access to services provided by Schools of Special Educational Needs (SSEN). SSEN provide support for students with disabilities and diverse learning needs through the provision of teams of teachers who collaborate with the school to provide effective service provision to school communities in:

- SSEN Disability
- SSEN Sensory
- SSEN Medical and Mental Health
- SSEN Behaviour and Engagement

Child Development Centres

The Child Development Centre is part of the Department of Health, Child and Adolescent Health Service. It provides assessment and treatment services for children experiencing a wide range of developmental and/or behavioural concerns and associated difficulties. The Service focuses on early intervention to ensure the best long term outcomes for children and their families. Services may be provided by one or more staff including paediatricians, speech pathologists, occupational therapists, physiotherapists, social workers, clinical psychologists, audiologists and podiatrists. Services are based on the needs of the child and family. The frequency and duration of intervention is determined by staff in partnership with each family. Services may include initial assessment, individual therapy, group therapy and/or family support and guidance.

Referrals can be made by the school to State Child Development Centres for further assessment.



Gifted and Talented

Gifted and Talented students are supported in line with the Department of Education's Gifted and Talented Policy. Provision at IPS includes:

- Differentiated Curriculum and in class programs
- Documented Plans
- Extension opportunities through state, national and international competitions
- Network extension at Mount Lawley SHS
- Early Years Extension Program Year 1-3
- PEAC – identified through state-wide testing in Year 4, commencing in Year 5
- SIMS
- School based programs E.g. Coding, iPads

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 – see appendix 1.

Documented plans will be reviewed regularly with on-going communication with parents. Formal reporting will take place twice per year as per Department of Education Reporting to Parents Policy. This may take the form of an alternative Special Educational Needs (SEN) Report for students with a diagnosed or imputed disability, or an EAL/D report for students with a language background other than English.

At the conclusion of each year the Learning Support Team will collect and collate information from all classes on SAER. This data is used to assist the placement of students for the following year, as well as assist the schools resourcing structures in relation to financial, physical and human resources, such as Education Assistants.

All staff will receive their new class database at the commencement of each year, reducing the need to identify SAER and allowing them to continue the cycle of early planning and monitoring.

APPENDICES

1. IPS Assessment Schedule
2. The Role of the School Psychologist
3. The Role of the School Chaplain
4. LST Referral Form
5. Templates for GEP and IBP (IEPs created on SEN Planning)