Students At Educational Risk Policy

Department of Education Policy Statement
The Department of Education identifies, responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum.

Policy Rules
Principals and teaching staff will develop and implement processes to identify, provide for, monitor and report on students who may be 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)
- Individual Behaviour Management Plan (IBMP)
- Risk Management Plan (RMP)

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

Process
1. Students are identified at risk due to
- Poor achievement
- Poor attendance
- Medical issues
- Learning difficulties
- Behaviour issues
- Talented and Gifted Students (North's Extension Program for Students)

These students are identified, monitored and reviewed through school planning process. Assessment data such as: NAPLAN results, PLD (Diana Rigg), On-entry, Words, Grammar Fun, Cracking the Code, CARS and STARS, PM Benchmarks, One Minute Maths Test, PAT Maths and Literacy intervention programs (MiniLit, MultiLit, MacLit and Reading Tutor) will be used.

2. Individual Education Plans, Individual Behaviour Management Plans and Risk Management Plans are developed by the classroom teacher with the assistance of the Learning Support Coordinator (LSC), Students At Educational Risk (SAER) Coordinator, parent(s), Occupational Therapist, School Psychologist, Educational Assistants and Aboriginal Indigenous Education Officer as required, and SMARTER (Specific Measurable Achievable Realistic Timed Evaluated Reviewed) targets are created.

3. Parents are fully involved in the process and are given a plan to sign.

4. The Plan is reviewed at the stated interval and the student(s) progress reassessed.

5. Appropriate plans are developed and the cycle continues if the targets are not met. If targets are met, the student may no longer require a plan.

Responsibilities

The Principal or his / her representative shall:
- Ensure that SAER are identified, monitored and reviewed through the school development planning process.
- Monitor the effectiveness of intervention programs.
- Liaise with teachers, parent(s), school psychologists and other professionals to improve learning outcomes for SAER.
- Provide support and Professional Development for all staff, based on the identified needs of SAER.

SAER (Students At Educational Risk) Coordinator shall:
- Engage appropriate agencies to support SAER students:
  - School of Special Educational Needs (SSEN): Disability
  - SSEN: Medical and Mental Health
  - SSEN: Behaviour and Engagement
  - Local Health Nurse
  - Disability Services
  - Occupational Therapist
- Collate relevant SAER data.
- Organise classroom teacher SAER handover time at the beginning of the year.
- Collate support material specific to SAER needs and discuss with classroom teacher at the beginning of the year.
- Liaise with LSC (Learning Support Coordinator) weekly.
- Organise observations at Nintirri Daycare (or other Daycare providers) for the classroom teacher and SAER coordinator, to collect necessary information to ensure a smooth transition into Kindergarten.
- Assist teachers to develop Transition Plans (if necessary).
- Facilitate PEAC testing of Year 4 students and liaise with PEAC coordinators.
- Analyse whole school data with Literacy and Numeracy Coordinator.
- Organise and manage Case Conferences with classroom teacher, parent(s) and School Psychologist.
- Discuss school psychologist referrals with LSC and School Psychologist at weekly triage meetings.
- Complete online applications for funding through Disability Resourcing.
- Manage and coordinate SAER committee meetings.
- Research and purchase resources that will assist SAER students inside and outside the classroom.
- Coordinate the MIS testing schedule.
- Organise professional learning for staff that address the specific needs of our SAER students.
- Attend IBMP meetings with the teacher and parent(s).

LSC (Learning Support Coordinator) shall:
- Distribute SAER information to the teachers at the beginning of the year and throughout the year as required.
- Compile a list of expected SAER students for the beginning of the year.
- Assist SAER Coordinator to distribute MIS handover documents to relevant classroom teachers at the beginning of the year.
- Collaborate with classroom teachers to write SEN and IEP documents when needed.
- Check over SEN plans and IEP's before they are sent home by the classroom teacher.
- Ensure all teachers have reviewed IEP and SEN documents as well as made parent contact within the specified timeframe.
- Collate relevant SAER data and up-date SAER files at the end of the year.
- Update SAER tracker weekly to be forwarded to classroom teachers and admin staff.
- Discuss school psychologist referrals with SAER Coordinator and School Psychologists at weekly triage meetings.
- Liaise with SAER Coordinator on a regular basis.
- Present SAER Policy information and seek feedback at staff and phase meetings.
- Collate class handover information for teachers.

Classroom teachers shall:
- Review of the previous year's data to develop a class profile of SAER.
- Participate in transition meetings at the beginning of the year.
- Participate in case conferences and action the negotiated plans.
- Monitor and record student progress on a regular basis. This process may include: teacher observation, records, work samples, checklists, standardised tests, curriculum based assessment, timed reading and specialised assessment from other professionals.
- Notify parent(s) as soon as there are any academic, behavioural or social concerns or whether a student is a high achiever (A grade in any strand of English, Mathematics or Science).
- Select appropriate teaching strategies to support further development.
- Place identified students on an IEP. Teachers, parent(s) relevant professionals and, where appropriate, the students will be involved collaboratively in the implementation of the IEP.
- Place student's signed IEP or SEN document in the office filing system, enter parent contact on Integris and regularly update student's file path.
- Liaise with SAER Coordinator if they would like a child to be considered for intervention (Psychologist, Speech Therapist or Occupational Therapist).
- Regularly inform parent(s) about child's intervention program.
- Keep IEP files for the identified students.
- Develop a transition program for their SAER student(s) for the beginning of the next year and with the High School as needed.
- Attend IBMP meetings with SAER Coordinator and parent(s).
- Read over MIS handover information provided by the LSC at the beginning of the year.
- Read over individual student handover information provided by the SAER Coordinator at the beginning of the year.
- Provide feedback to LSC when required.
- Seek support and strategies from ASA Cross School meetings.
- Follow the specified timeline to review IEP and SEN documents.
- Further details for teachers in Appendix A.

Monitoring and Review

This policy will be review within two years and maintained by teaching and administration staff.

This policy was ratified by staff on 13 June 2019

This policy was noted by the School Board on

APPENDIX A

Outline of Process

DP – Differentiated Planning is for students receiving a D grade in any strand that require extra work to improve learning. Differentiated Planning should be shown through each classroom teacher's short term and long term planning. Classroom teachers will need to be able to explain how they are catering for these students at any time.

IEP - Individual Education Plan is for a student whose deficiencies are significant and a different tailored curriculum has to be implemented (e.g. E grade student, 2 years behind). Individual Education Plans are also administered to students excelling in any strand and receiving an A grade that requires extension work.

SEN – Special Education Needs (Plan) is to be used for any student we receive government funding for and support from Disability Services. If a parent requests a SEN Report to be written for their child, consult Admin staff for further instructions.

<u>Students achieving a D Grade for any Strand of English, Mathematics or Science:</u>

DP	*IEP*	*SEN*	*Parent Contact (Integris)*	*Parent Sign*	*Hard Copy in Cabinet*	*Saved on Shared Drive*	*Email Names to LSC*
✓			✓				✓

<u>D Grade process and Timeline:</u>

Term 1		*Term 2*		*Term 4*	
Week 8-10	**Parent meeting**/contact to discuss concerns of D grade. Meeting/contact to be recorded on Integris.	*Week 5-9*	Prior to reports going home a **parent meeting/contact** is to be made to discuss progress and report results. Meeting/contact to be recorded on Integris.	*Week 5-9*	Prior to reports going home a **parent meeting/contact** is to be made to discuss progress and report results. Meeting/contact to be recorded on Integris.

*Contact parent(s) if a student's grade declines from a C grade to a D grade and enter it into Integris.

Students achieving an E Grade for any Strand of English, Mathematics, Science, Art, Health, Phys. Ed., H.A.S.S or T&E:

DP	IEP	SEN	Parent Contact (Integris)	Parent Sign	Hard Copy in Cabinet	Saved on Shared Drive	Email Names and Plans to LSC
	✓		✓	✓	✓	✓	✓

E Grade Process and Timeline:

Term 1		Term 2		Term 3		Term 4	
Week 5	Completed IEP saved on the Shared Drive (unlocked) and email sent to LSC for checking.	Week 3	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in red.	Week 3	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in green.	Week 3	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in orange.
		Week 4	Once IEP is returned, a parent meeting/ contact can be arranged. **Parents to sign a copy** of the IEP to be filed.	Week 4	Once IEP is returned, a parent meeting/ contact can be arranged. **Parents to sign a copy** of the IEP to be filed.	Week 4	Once IEP is returned, a parent meeting/ contact can be arranged. **Parents to sign a copy** of the IEP to be filed.
Week 6	Once IEP is returned, a **parent meeting**/ contact can be arranged. Parents to sign a copy of the IEP to	Week 8	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in purple.	Week 8	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in blue.	Week 8	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in pink.

be filed in the storeroom filing cabinet.	**Week 9**	Once IEP is returned with edits made, a copy can be sent home to parents with accompanying note.	**Week 9**	Once IEP is returned with edits made, a copy can be sent home to parents with accompanying note.	**Week 9** Once IEP is returned with edits made, a copy can be sent home to parents with accompanying note.

Students achieving an A Grade for any Strand of English, Mathematics or Science:

EP	*IEP*	*SEN*	*Parent Contact (Integris)*	*Parent Sign*	*Hard Copy in Cabinet*	*Saved on Shared Drive*	*Email Names to LSC*
	✓		✓	✓	✓	✓	✓

A Grade Process and Timeline:

Term 1		*Term 2*		*Term 3*		*Term 4*	
Week 5	Completed IEP saved on the Shared Drive (unlocked) and email sent to LSC for checking.	**Week 5**	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in red.	**Week 5**	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in green.	**Week 5**	Updated IEP saved on the Shared Drive and email sent to LSC for checking. Review in orange.
Week 6	Once IEP is returned with edits made a **parent meeting**/ contact can be arranged. Parents to sign a copy and file in cabinet.	**Week 6**	Once IEP is returned with edits made a parent meeting/ contact can be arranged. **Parents to sign a copy** and file in cabinet.	**Week 6**	Once IEP is returned with edits made a parent meeting/ contact can be arranged. **Parents to sign a copy** and file in cabinet.	**Week 6**	Once IEP is returned with edits made a parent meeting/ contact can be arranged. **Parents to sign a copy** and file in cabinet.

Students Receiving SEN Funding:

EP	IEP	SEN	Parent Contact (Integris)	Parent Sign	Hard Copy in Cabinet	Saved on Shared Drive	Email Names and Plans to LSC
		✓	✓	✓	✓	✓	✓

Process and Timeline

	Term 1		Term 2		Term 3		Term 4
Week 5	Completed IEP saved on the Shared Drive (unlocked) and email sent to LSC for checking.	Week 3	Reviewed SEN saved on the Shared Drive and email sent to LSC for checking.	Week 3	Reviewed SEN saved on the Shared Drive and email sent to LSC for checking.	Week 3	Reviewed SEN saved on the Shared Drive and email sent to LSC for checking.
		Week 4	Once SEN is returned, a **parent meeting**/ contact can be arranged. **Parents to sign a copy** of the SEN to be filed.	Week 4	Once SEN is returned, a **parent meeting**/ contact can be arranged. **Parents to sign a copy** of the SEN to be filed.	Week 4	Once SEN is returned, a **parent meeting**/ contact can be arranged. **Parents to sign a copy** of the SEN to be filed.
Week 6	Once IEP is returned, a **parent meeting**/ contact can be arranged. **Parents to sign a copy** of the IEP to be filed in the storeroom filing cabinet.	Week 8	Reviewed SEN document saved on the Shared Drive and email sent to LSC for checking.	Week 8	Reviewed SEN document saved on the Shared Drive and email sent to LSC for checking.	Week 8	Reviewed SEN document saved on the Shared Drive and email sent to LSC for checking.
		Week 9	Once SEN is returned with edits made, a copy can be sent home to parents with accompanying note. **Parents to sign** and return for SEN plan to be filed.	Week 9	Once SEN is returned with edits made, a copy can be sent home to parents with accompanying note. **Parents to sign** and return for SEN plan to be filed.	Week 9	Once SEN is returned with edits made, a copy can be sent home to parents with accompanying note. **Parents to sign** and return for SEN plan to be filed.

Things to know

Parent Contact on Integris:

Parent Contact
1/1/11 spoke with mother, advised her MP is working below expected level for reading and writing. Teacher and EA support is being provided. AT

Attempt to contact

1/1/11 Phoned mum to book an appointment for IEP term review. No answer left a message. MP

Close of an IEP once targets have been achieved

1/1/11Phoned mum to tell her IEP targets have all been achieved. Mum did not want a meeting and is happy for IEP to be sent home and returned. MP

1/1/11 Phoned mum to tell her all IEP targets have been achieved. I will be meeting with her on 3/1/11. MP

*Always initial your entry on Integris

Saved on Shared Drive:

Save each students IEP/SEN (landscape) document into their graduating year folder, under the student's name. Create a folder for 2019.

Make sure all IEP/SEN documents are saved unlocked (no author) so that small edits can be made by LSC if needed.

Save in: S:\AdminShared\Teaching Staff\Student File Paths

Reviews:

IEP documents are to be saved as one continuous document for the year.

IEP updates are to be done in colours specified in the timeline table.

Once an IEP target has been met, the row will be shaded grey to indicate 'Achieved', as well stated in the 'Monitoring Target' column.

SEN reviews need to be completed online in SEN Reporting and saved as a landscape document in the Student File Path.

North Tom Price
PRIMARY SCHOOL

Room:	Year:	Teacher:	
Student Name:			**D.O.B.:**
Implementation Date: Term 1 Week 5	**Reviewed:** Term 2 Week 3 Term 2 Week 8		**Next Review:** Term 3 Week 3

Target Outcome for Satisfactory Grade	Current Achievement	Strategies	Review of Target/Outcome		
			Monitoring Target Achieved Developing	**Assessment Results**	**Next Assessment Target**
Spelling- PLD Stage 2 80% achievement	PLD Stage 2 30% achievement	- Diana Rigg Promoting Literacy Development program - Use of word flash cards daily to practice blending and segmenting sounds - Explicit teaching of spelling rules - Spelling routine in class every day - LSCWC, two-tone, pyramid words and template sound writing - Spelling words and activities to be completed each night for homework - Weekly Spelling tests reviewing previous weeks words and sounds	Developing Developing	12.03.18- PLD Stage 2, 37% of words correct 20.05.18- PLD Stage 2, 50% of words correct	PLD Stage 2 at 50% PLD Stage 2 at 80%
Sight Words- Rapid and instant recognition of the first 25 sight words	13/25 words known	- Sight word flash cards - PLD sight word bingo - Sight word 'read, find and write' - Morning sight word write and wipe - iPad- PLD Eggy Words - MiniLit reading intervention	Developing Achieved	14.03.18- 21/25 words known 19.05.18- 25/25 words know with rapid and instant recognition	25/25 words known

Reading- PM Benchmark level 5 at 90% accuracy (Independent reading level)	PM Benchmark level 2 at 89% accuracy (Difficult reading level)	- Guided reading rotations with a focus on:
		   o Predicting
		   o Sounding out
		   o Chunking
		   o Re-reading
		- Reading Eggs library
		- Home reader practice
		- MiniLit reading intervention
			Developing
			
			Developing
				19.03.18- PM Benchmark level 3 at 95% accuracy (Independent reading level)
				19.05.18- PM Benchmark level 4 at 75% accuracy (Difficult reading level)
					PM Benchmark level 4 at 50% accuracy (Difficult reading level)
					
					PM Benchmark level 4 at 95% accuracy (Independent reading level)

*Teacher Sign*_____ *Date* _____   *Parent Sign* _____ *Date* _____

What happens when a student moves from a E grade to a D grade?

If a student has been on an IEP throughout the year because they were achieving an E grade, and have progressed to meet the D grade standard, they are no longer required to be on an IEP. These students will continue to be tracked through whole school MIS data and classroom assessments.

Individual Education Plan
Confidential

North Tom Price
PRIMARY SCHOOL

Room: 8	Year: 2	Teacher(s): ****			
Student Name:	****		**D.O.B.:** ****		
Implementation Date: Term 1 Week 6	**Reviewed:** Term 2 Week 3 Term 2 Week 8 Term 3 Week 3		**Next Review:** Term 3 Week 8		

Target Outcome for Satisfactory Grade	Current Achievement	Strategies	Review of Target/Outcome		
			Monitoring Target Achieved Developing	**Assessment Results**	**Next Assessment Target**
Spelling- PLD stage 2 at 80%	25% in PLD Stage 1.3	- PLD letter sound flashcards daily - Targeted PLD sound activities - Daily spelling activities in the classroom from the PLD Spelling Activities workbook - PLD iPad app for CVC and blend sounds - Small group targeted spelling activities twice per week with an Education Assistant	Developing Developing	25% in PLD Stage 1.3 50% in PLD Stage 1.2 50% in PLD Stage 1.3 *** has met the criteria to achieve a D grade in the area of Spelling and will continue to be monitored.	75% in PLD Stage 1.3 (3/4 words) 75% in PLD Stage 1.2 75% in PLD Stage 1.3
Reading- First 200 sight words	22/25 of the PLD First 25 Sight Words test	- PLD sight word flash cards daily - PLD sight word bingo as a part of reading rotations 3 times per week - Complete home reading and sight word practice as part of the homework program	Developing Achieved Developing	59/100 of the PLD First 100 Sight Words 70/100 of the PLD First 100 Sight Words 79/100 of the PLD First 100 Sight Words	70/100 of the PLD First 100 Sight Words 80/100 of the PLD First 100 Sight Words 85/100 of the PLD First 100 Sight Words

Teacher Sign_____ Date _____ Parent Sign _____ Date _____

Steps to follow:
1. On the next review, state in the *Assessment Results* column that the student 'has met the criteria to achieve a D grade in the area of___ and will continue to be monitored'
2. Shade the row grey to indicate it is no longer being tracked on the IEP
3. Contact parents to discuss their child's progress
4. Record the parent contact on Integris
5. Make the LSC aware that the student will no longer be requiring an IEP- <u>ONLY</u> if the student has achieved a D grade for all targets

Individual Education Plan
Confidential

Room:	Year:	Teacher(s):		
Student Name:			**D.O.B.:**	
Implementation Date: Term 1 Week 5		**Reviewed:**	**Next Review:**	

Target Outcome for Satisfactory Grade	Current Achievement	Strategies	Review of Target/Outcome		
			Monitoring Target Achieved Developing	**Assessment Results**	**Next Assessment Target**

Teacher Sign_____ Date _____ Parent Sign _____ Date _____

Individual Behaviour Management Plan 2019

Student: **Year:**

Teacher: **Parents:**

NorthTom Price
PRIMARY SCHOOL

Positive Reinforcement Plan:

Unacceptable Behaviours:

Strategies:

Acknowledgement

Communication with parent

Action Plan

Calm

Trigger

Agitation

Acceleration

Peak

Desired Outcomes

Reward System

Copies to Parents
Teacher   Admin
Casual Folder

Signatures:

Parent/s: _____   Class Teacher: _____

Admin: _____   Date: _____

Review Meeting:_____