Students at Educational Risk Policy

Rationale
Chidlow Primary School aims to provide a safe, nurturing and sustainable environment where students love learning, respect themselves and others, and endeavour to achieve personal excellence. *Every child has the right to receive educational programs that address their individual needs to assist them in fulfilling their potential.* We employ procedures for the identification of students at educational risk and develop appropriate educational programs for them. We are accountable to monitoring the progress of these students and are committed to keeping their parents fully informed.

Definition:
Students at educational risk are defined as those students who may be at risk of not achieving the major learning outcomes of schooling to levels which enable them to achieve their potential.

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 his/her peers
- Who are under performing
- Who are not engaged in their schooling.

Identification of SAER
At Chidlow Primary School teachers use a wide range of information to identify students at educational risk such as:
- Teacher observation
- Profiling
- K/P/1 checklists
- PP On-Entry Testing
- School written reports (D or E grades)
- Class tests
- Work samples
- Standardised tests including NAPLAN, PAT, Sounds Write, Lexile, etc
- School psychologist
- School nurse
- Parent concerns
- Reports from other schools/ Hand over from previous teacher
- Attendance records
- Behaviour records
- Schools Plus students
- DCP students

Intervention for SAER
- Once identified, documented plans will be put into place for each student
- This may involve individual, small group, whole class strategies or school level intervention programs

- Student is placed on the school SAER Register
- Teacher meets with parents to discuss and sign the documented plan.
- ·Hard copies of documented plans are kept in each child's EFR file, central SAER File, and an electronic copy saved on the shared drive (S:Teaching Staff/SEAR/IEPs/IEPs2017/Room number/Student Name.
- Additional records are to be stored in student files in the Office.

Monitoring of SAER
- Teachers will monitor children within their classroom and a school profile system will track individual's records within the school using the identification process listed above.
- Regular reporting to parents to review progress towards set goals and plan for further action will occur, typically each term.
- The LSC will keep a central file of SAER students and ensure that this is updated, monitored and reviewed regularly
- LSC to meet with teachers twice a year to review progress of SAER students and provide support where required.

ROLES and RESPONSIBILITIES
Administration:
- Overall responsibility to implement the policy.
- Liaise between interested parties, i.e. school psychologist, parents, teachers, students, etc
- Manage the practical support for programs, i.e. budget allocations, salary pool days
- Facilitate time for staff to attend meetings and access professional learning
- Organise EA's timetable according to school needs
- Maintain SAER register and review student progress
- Analyse school level data and cross reference with SAER Register
- Identify whole school strategies/programs to support SAER

Learning Support Coordinator:
- Cost centre manager
- Liaise with support agencies
- Professional development for staff including new strategies
- Induction of new staff
- Attend case conferences and keep written records
- Schools Plus applications
- Facilitate formal case conferences for School Plus/E grade students twice a year
- Review policy and procedures regularly
- Facilitate case management approach
- Support staff in the development of documented plans

Class Teacher:
- Identification of students at risk
- Setting up an appropriate program
- Monitoring and reviewing documented plans regularly (typically each term)
- Meet regularly with parents to develop and review documented plans
- Follow school procedures for filing of documented plans
- In consultation with the administration, access external support
- Manage EA's role and responsibilities

EAs Level 3:
- After consultation with all stakeholders implement and support the documented plan
- In consultation with the class teacher monitor, record, review and consolidate learning program
- Ensure appropriate record keeping of documentation
- Involvement in development, monitoring and review of documented plans

Parents:
- Have an awareness of and support the program running for their child
- Be involved as much as possible with the planning and monitoring of progress including, where appropriate, case conferences
- Assist progress with work at home
- Support school in the issues to do with student participation e.g. attendance, behaviour
- Notify the school of any information obtained from outside agencies relevant to their child's documented plan.

Specialists and Outside Agencies:
- Be accessible when required
- Report back to teachers on findings and make suggestions about programs and strategies teachers can use with students.

PROCEDURES
·**Identify areas of concern**
- Consult school SAER Register for students already identified
- Teacher assessment of area of concern using SAER identification strategies listed earlier
- Check school records e.g. Student Tracking files, Student Profile, Student file.
- Discuss with concerns with LSC/Principal
- Discuss concerns with parents
- Discuss concerns with the child
- Collaborate with previous teachers

Develop Documented Plan (By Week 5 Term 1)
- Conduct further assessment if needed to specifically identify areas of concern.
- Determine if there may be physical factors involved and refer child to school nurse or outside agencies for further investigation after consultation with the Principal
- Collect baseline data and develop documented plan in consultation with parents.
- Identify outcomes that are short term, specific, realistic and achievable
- Seek support/advice from LSC/Principal as required.

Individual Documented Plans
- Determine the *Learning Area target* using baseline data e.g. English, Mathematics, etc
- Set short term *outcomes/goals*, i.e. what you would like the child to achieve by the end of the term.
- Develop *strategies* to achieve the outcome
- Plan for *implementation* of responsibilities for achieving outcome
- A hard copy of the documented plan is kept in the Students Tracking File and central SAER File kept in the Principal's Office
- An electronic copy of the Documented Plan is to be stored on the shared drive: S:/Teaching Staff/SAER/IEPs/IEPs 2017/Students Name.
- Record information on to the appropriate Profile Sheets
- At the end of the year all class Student Record files are to be sent to the office where

they will be placed into the new classes for the following year
- Regularly *review and monitor* for progress of the outcome, typically each term
- Meet with the parents regularly to review student's progress and record the agreed new goals/ outcomes

Monitor and Review (By Week 3 Terms 2, 3 and 4)
- Regularly monitor and review progress towards outcomes of documented plan
- Adjust strategies where required
- Celebrate successes and set new outcomes to ensure continued progress.
- Keep parents informed of student's progress

If progress is still of concern
- Discuss with LSC/Principal to determine further action required.
- Referral to School Psychologist

School Psychologist involvement
- The Principal/LSC will discuss teacher concerns with the School Psychologist and commence case management approach
- Case conference held with school psychologist, parent, teacher and LSC.
- Informed consent from parents gained.
- Establish agreed plan of action.
- Develop documented plan in consultation with the LSC/School Psych appropriate to the information gathered from all agencies involved

If SAER student is no longer of concern
- Discuss with LSC/Principal for removal from SAER Register.
- Inform parents