



Rosalie Primary School

STUDENTS AT EDUCATIONAL RISK (SAER) GUIDELINES



Department of
Education

Purpose

To ensure that students who are at risk of not achieving their potential, are identified and appropriate measures are implemented. Rosalie Primary School identifies, responds to and supports the diverse needs of all students so that they 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 Educational Needs'.

Student 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 Consistently Low Grades
- Gifted or high performing students

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

SAER students at Rosalie are identified through various processes including:

- On Entry Assessment (Pre-primary)
- 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
- RAT (K-Yr 1)
- Progressive Achievement Tests

Planning and Support

Staff at Rosalie Primary School 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

The Department of Education WA has set out guidelines informing teachers of Documented Plan requirements. Please click on the link to view these guidelines on the DET WA website [Department of Education WA Documented Plans Guidelines](#)

These same requirements are also outlined in the table below:

<u>Plan Required</u>	<u>Plan NOT Required but you may wish to write a Differentiated Learning Plan (DLP)</u>
Students receiving Individual Disability Allocation require an individual documented plan.	Students not currently approved for school/education funding
Students identified as requiring 'substantial' or 'extensive' adjustments through the <i>Nationally Consistent Collection of Data on School Students with Disability</i> (NCCD)	Students identified as requiring 'Quality Differentiated Teaching Practice' or 'Supplementary Adjustments' through the <i>Nationally Consistent Collection of Data on School Students with Disability</i> (NCCD)
Children in care of <i>Child Protection and Family Support</i> require an individual documented plan.	Where there are no current concerns, the <i>Documented Education Plan for Children in Care Coversheet</i> should be completed and emailed to CPFS.
In extreme cases of school absence, a detailed plan for an individual student may be required.	<u>Non-extreme cases of</u> students with persistent absence

Students with extreme behaviours, requiring support/intervention from outside agencies, including SENB and CAMS.	Students with behavioural difficulties which do not require support/intervention from outside agencies
Students who are unable to access the Year level curriculum even with differentiated adjustments.	<p>Adjustments to enable students to access 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.</p> <p>Gifted and talented students should be accommodated through differentiated adjustments that meet their needs.</p> <p>This is consistent with the emphasis on differentiation in the AITSL <i>Professional Standards for Teachers</i>.</p> <p>Teachers MAY choose to develop Group Education Plans (GEP) for selected students in cases where similar needs have been identified.</p>
Students who are at risk of 'E' grades or have previously received an 'E' grade in Mathematics or English only.	

Process for documented Plans

1. The SEN planning tool should be used for IEPs.
2. Documented Plans will be created in consultation with parents who will sign off on the plan during a parent - teacher interview.
3. A hard copy of the plan will be placed in the student's folder. Parents will be kept informed of progress and consulted when plans need adjusting.
4. Documented Plans are saved under the student's name to the Shared drive in the following pathway: Q:\Staff Information\SAER\Documented Plans
5. A Differentiated Learning Plan can be used at any time for any student where curriculum has been differentiated.

Monitoring and Reporting

- Student progress will be monitored in the classroom through diagnostic, formative and summative assessments and as part of the RPS 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. Parents will be informed if their child is to receive a SEN report.
- Identified students who attract a Disability Resource Allocation also require SEN report.
- An EAL/D report will be provided for students who are working on the EAL/D Progress Maps.

Student Services Team

Rosalie Primary School provides a Student Services Team to support staff in the identification and support of SAER students.

The Student Services Team is comprised of:

- Learning Support Coordinator (LSC)
- Learning Support Teacher Leader
- Deputy Principal
- School Psychologist
- Principal
- 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.

The Student Services Team will consider current plans and concerns, and work in consultation with the class teacher to develop an action plan for the student. This can include:

- Creation/Adjustments to IEP or Differentiated Learning Plan
- School Psychologist involvement
- Referral to external agencies
- EAL/D support
- Extension or Remediation Opportunities
- SSEN Involvement
- School Chaplain support

Handover/Transition

As part of a consistent approach towards meeting the learning and personal needs of all students, all Documented Plans will be kept in the student's individual file, which will be passed onto future teachers. All documentation from the Learning Support Team will be kept in the child's folder in the filing cabinet in the Deputies' office.

DET WA Appendices:

Department of Education WA website: [Department of Education WA Documented Plans Guidelines](#)
NCCD; Selecting the Level of Adjustment: [Selecting the level of adjustment](#)

School Based Appendices:

- SAER process flow Chart
- SAER Request Form
- Parent Meeting template
- Request for Outside Agency Support template

SAER Process

- 1 Teacher identifies a concern regarding a student
- 2 Teacher gathers student data including PAT results, past reports, NAPLAN, SAER profile, parent discussion, case conference notes etc
- 3 Teacher initiates strategies to address these. This includes contacting the student's parent(s) and drawing up a Documented Plan (IEP, BSP)
- 4 Teacher completes the SAER Request Form to hand to the SAER coordinator
- 5 SAER coordinators discuss strategies to address these concerns and, together with teacher, puts actions into place to support student at risk
- 6 If suggested actions are not improving the desired outcomes for students, the SAER coordinators will consult with the School Psychologist
- 7 If appropriate, a case conference with the School Psychologist is held to clarify concerns, formulate an intervention plan & set a review date.

