

# SAER Guidelines

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Coolbinia Primary School

104 Bradford Street

Coolbinia WA 6050

T: +61 (08) 9427 8450

W: [www.coolbiniaps.wa.edu.au](http://www.coolbiniaps.wa.edu.au)

## Intent

Students at Educational Risk (SAER) are defined as *'students whose academic, social, cultural and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum'*.

Coolbinia Primary School 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. This includes but is not limited to; gifted and talented students, students with learning difficulties, students with disabilities, at risk indigenous students, EAL/D students and Department of Child Protection (DCP) students. Irregular school attendance is also a risk factor that can impact on student engagement, educational achievement and social integration within the school community.

Coolbinia Primary School Staff will:

- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for Phase 2 and 3 students with learning difficulties or/and special needs.
- Provide the necessary teaching and learning adjustments to address the diverse needs of all SAER.
- Consult with relevant school-based and external stakeholders when planning for SAER.

For a variety of reasons, many students are at risk of not achieving educational success. Coolbinia Primary School aims to ensure:

- Early identification and intervention for SAER.
- Educational programs or strategies are developed for individuals and groups of students at risk.
- Personalised Learning Plans\* are put into place where appropriate.
- Monitoring of attendance to identify SAER.
- Accountability processes are in place to demonstrate that the needs of identified students are being met.

## Procedures

Teachers will follow the 'Coolbinia Primary Assessment Schedule' and use a variety of information to identify SAER which may include:

- Hand-over information from previous teacher and Learning Support Coordinator, formal reports, NAPLAN testing, On-Entry testing, ACER/PAT testing, work samples, observation and checklists,
- Talented and Gifted Students (TAGS) PCG/teacher identification checklist, PEAC testing, SIS lesson attendance/behavior entries and Personalised Learning Plans.

Teachers concerned about students are required to follow the procedures outlined in the 'requesting support' guidelines.

At the end of the year, the Personalised Learning Plans (complete with highlighting and teacher monitoring and review comments) are placed in the student's individual file. A formal

handover/teacher conference will be conducted prior to the conclusion of each school year, to ensure a smooth transition and program continuity for SAER students.

- Concern identified by teacher or parent.
- Document concerns in individual student file.
- Associate Principal notified (informal).
- Follow 'requesting support' procedures (formal).
- Seek support through Associate Principal for developing Personalised Learning Plans\*.
- Develop Personalised Learning Plans\* following Coolbinia Primary 'Personalised Learning Plans' flowchart. Maximum of three SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound) goals to be used per plan. Developed in the SEN Planning Tool
- Consult parents/care givers in the development of the Personalised Learning Plans\* and obtain parent consent and signature. Hand signed plans to the Learning Support Coordinator.
- Record requests for parent meetings on Student Activity in Integris. If you are unable to contact a parent, inform the Student Services Team (SST).
- Implement Personalised Learning Plans\*.
- Monitor progress and assess effectiveness of intervention strategies.
- Inform parents of progress at review meeting.
- If required, complete the 'requesting support' form seeking a referral to the school psychologist and organise case conference with teacher, school psychologist, Learning Support Coordinator and parents.
- Review of Personalised Learning Plans\* is required every five weeks.
- Identified students are discussed during teacher Performance Management meetings.

## **Student Services Team**

The Coolbinia Primary School Student Services Team (SST) consists of the Associate Principal and the School Psychologist.

## **Responsibilities of the Associate Principal**

- Work collaboratively with the class teacher and parents to support students who may need further intervention as determined through data analysis, paraprofessionals (speech therapist, psychologists etc.) observation and during in-class support.
- Provide support to SAER students if required and provide advice and research to teachers on instructional strategies to meet the needs of students at educational risk.
- Work collaboratively with the class teacher and parents to develop Personalised Learning Plans\* for those students at educational risk.
- Facilitate Phase 2 or 3 intervention with Special Needs Education Assistants
- Provide information on support for teachers and parents which may be available from other service providers.

- Coordinate and negotiate with school psychologist and outside agencies to support SAER e.g. School of Special Educational Needs Disability (SEND)
- Work collaboratively with school psychologist.
- Regularly report progress of the identified students to the Associate Principal.

## **Responsibilities of the School Psychologist:**

- Collaborate with the Learning Support Coordinator regarding SAER.
- Liaise with staff to improve student learning outcomes
- Liaise with PCGs to discuss relevant concerns
- Provide information regarding appropriate monitoring tools
- Provide resources for the whole school and assist in the development, monitoring and review of Documented Plans\*.
- Facilitate workshops and professional learning to staff.

Coolbinia Primary School has the services of a school psychologist once a week. All school psychologist referrals should be communicated through the Associate Principal and will require the 'Requesting Services' form to be completed. The school psychologist cannot see a child or parent without a formal referral first being completed by the teacher and a parent consent form signed. The teacher completes the necessary information on the referral form and discusses this with the Associate Principal.

When considering a child for a referral, check if the child has been referred previously. This referral form will be stored electronically in the teacher shared drive. In such cases previous records will provide valuable information for the teacher. Should a further referral be the result, a new referral form is required in order to reactivate the case.

**Teacher has concern about student**

- Informal meeting with Associate Principal. Advice given/strategies to try
- Parents are informed of concern

Teacher gathers supporting data/information and differentiates the curriculum for 'D' grade students and develops P.L.P. for Tier 2 or 3 special needs students.

Teacher shares Personalised Learning Plan with Associate Principal approval/signature is obtained.

Personalised Learning Plan is discussed with and signed by parent/caregiver

Personalised Learning Plan is monitored and formally revised every Term

Concerns addressed and Personalised Learning Plan continues until student is no longer considered at risk

Continuing Concerns

Teacher completes 'Request for Support' form from Associate Principal

Associate Principal organizes a case conference to be arranged.

Case conference held with relevant stakeholders- Classroom Teacher, Parents and School Psychologist. Future actions/interventions identified.

Actions/interventions identified by the case conference are trialled.

Review case conference held regularly and IEP continues until student is considered not at risk.

## References

1. Students at Educational Risk Policy and Procedures, v2.2, Nov 2016, Western Australia Department of Education.

## Terminology

Term	Meaning
ACER/PAT	<a href="#">Australian Council for Education Research, Progressive Achievement Testing</a>
DCP	<a href="#">Department of Child Protection</a> (Department of Communities, Child Protection and Family Support from 2017-06-01)
EAL/D	<a href="#">English as an Additional Language or Dialect</a>
LSC	Learning Support Coordinator
NAPLAN	<a href="#">National Assessment Program - Literacy and Numeracy</a>
PCGs	Parent(s) and/or Care Giver(s)
PEAC	<a href="#">Primary Extension and Challenge</a>
Personalised Learning Plan	Personalised Learning Plans may take a variety of forms including: Individual Education Plans (IEP), Individual Behaviour Plans (IBP), Individual Transition Plans (ITP) and Risk Management Plans (RMP) [1].
SAER	Students at Educational Risk
SIS	Student Information System
SMART	Specific, Measurable, Achievable, Realistic, Time bound
SSEND	School of Special Educational Needs Disability
SST	Student Services Team
TAGS	Talented and Gifted Students