



Students at Educational Risk

Policy and Procedures

Reviewed December 2024

RATIONALE:

Wembley Downs Primary School is committed to the provision of educational programs to meet the developmental needs of all students at the school.

At WDPS we believe that students learn best when...

- Their individual needs are explicitly catered for in a supportive and collaborative environment.
- They are engaged in a collaborative, supportive and reflective environment where effective learning enables all to achieve their potential.
- Individuality is acknowledged and catered for through collaboration between students, teachers, parents and the community.
- In a nurturing school environment that actively supports and models positive and productive relationships.

DEFINITION:

Students who are at educational risk are:

‘Students whose academic, social, and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.’

Students at educational risk may be characterised as students:

- whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers.
- who are under-performing e.g. Below National Minimum Standard in NAPLAN or under-achieving according to standard progress in NAPLAN.
- who are not engaged in their schooling.
- who demonstrate a ‘cluster of traits’ in a certain area, not a typical pattern of behaviour.
- who clearly demonstrate outstanding potential academically.

CATEGORIES OF STUDENTS AT EDUCATIONAL RISK

1. **Academic:** Learning disability, learning difficulty, underperformance, Gifted and Talented
2. **Social/Emotional:** absenteeism, lateness, poor engagement, depression, trauma, in care
3. **Behavioural:** aggression, attention seeking, inconsistent behaviour
4. **Physical:** diabetes, epilepsy, hearing impairment, vision impairment

PURPOSE:

The purpose of the Wembley Downs Primary School SAER Policy and Procedures is to articulate school practices which support students at educational risk to develop their understandings, skills and confidence to achieve their individual potential.

Student Services Team

The Student Service Team at WDPS encompasses the Principal, Deputy Principals, School Psychologist and School Chaplain when appropriate. The school uses a collaborative, case management approach involving key stakeholders, Department of Education services and external agencies when required.

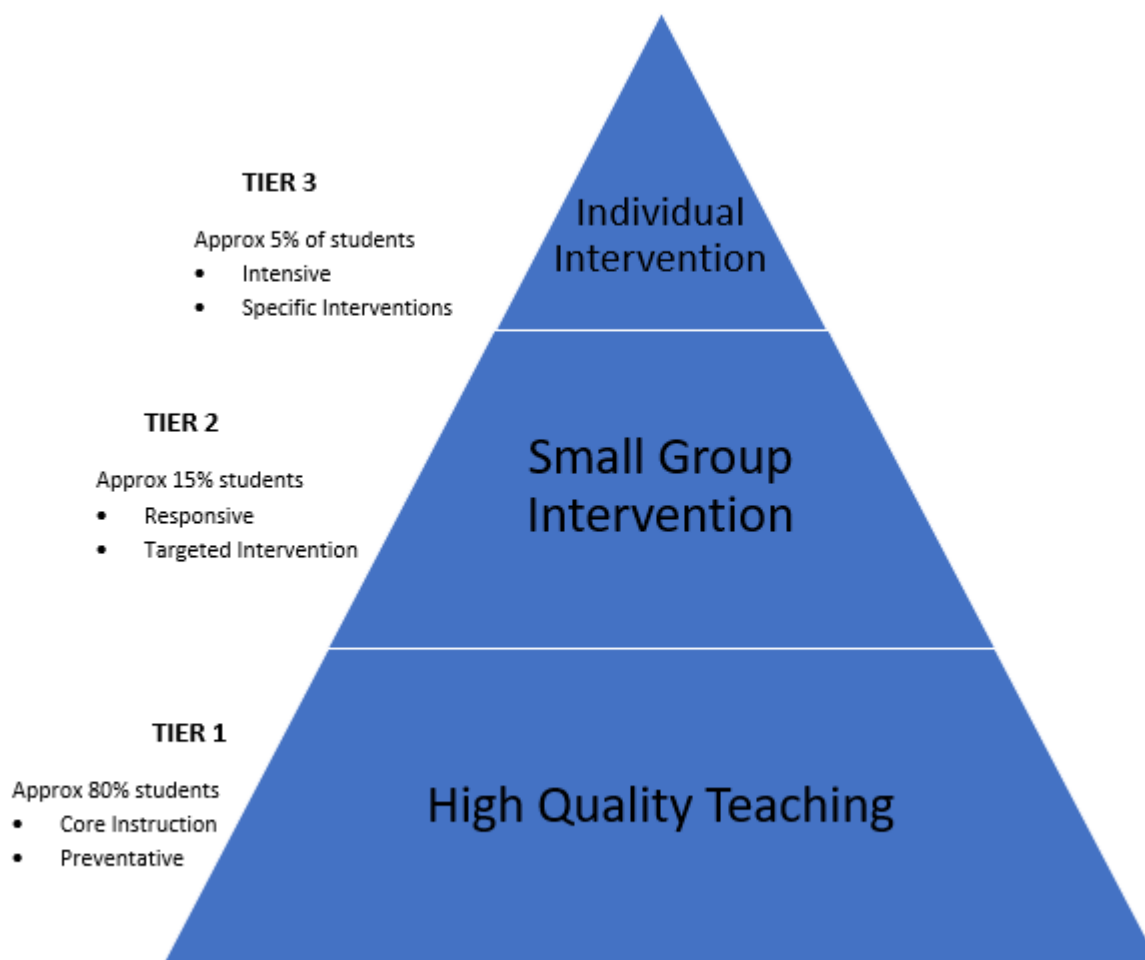
Documentation

- One Note (leadership only)- SAER team records actions, case conferences and meeting notes
- Reporting to Parents- SEN Planning- Creating and monitoring IEPs and analysing goal and outcome achievement data
- SAER Tracker- record documented plans, diagnoses, funding, chaplain, psych, intervention, SEN Report, tier

By keeping these documents up to date we are able to manage support and track progress.

Three Tier Model

Wembley Downs Primary School operates in a Three Tier model when identifying and planning for Students at Educational Risk.



Procedures

Please refer to Appendix 1 WDPS SAER Process Flowchart

Step 1: Identification of Students at Risk

A range of data and assessment tools can be used to identify areas of concern for targeted intervention

- On-Entry Assessment
- NAPLAN Data
- NCCD
- Heggerty
- SCASA Achievement Standards
- Dibels Reading Assessment
- Kindergarten Assessment Tool
- PAT assessments
- Teacher Observations and anecdotal records
- EAL/D Progress Maps
- Attendance Records
- BMIS information
- PEAC Testing
- School Health Nurse
- Information based on family background, educational history and personal issues
- Educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent)

Step 2: Teacher to conduct their own student review, with regard to:

- student's personal information and educational history
- student's level of behavioural, emotional and cognitive engagement
- how they are catering for the student
- how they are allowing for individual differences in learning rates
- how they adapt teaching strategies to achieve outcomes
- risk factors impacting on the student's ability to learn
- **teacher interviews parents/caregivers about the concerns and discusses strategies.**

Step 3: Develop and implement strategies

- Use gathered information to guide classroom/strategies
- Implement for a minimum of 5 weeks
- Monitor and review

This may be all that is required at this stage, with plans and progress reviewed each term. If the strategies aren't working, move to step 4.

Step 4: Teacher discusses concerns for student with their phase Deputy Principal.

- Line manager and teacher problem solve to determine a plan of action based on the student's learning profile
- Develop and implement documented plans for individuals and small groups of students at risk
- Make necessary teaching and learning adjustments so that all children can access the curriculum.
- Provide targeted individual and small group intervention.
- Allocate available resources.
- Engage in professional learning to address the specific needs of particular students.
- Consult with relevant school-based and external stakeholders when planning for students at educational risk.
- Engage in professional discussions with colleagues.

Step 5: Monitoring and Reporting

- Documented plans should be reviewed twice per term
- Teachers meet each term with parents and phase Deputy Principal to discuss progress.
- A range of tools can be used to track and report student progress as mentioned previously.

Additionally you could refer to:

- Review of documented plans- SEN Planning and Reporting tool.
- Parent meetings
- School Reports (RTP)
- Attendance and behaviour data.
- Work samples
- Ed Companion

Step 6: School Psychologist Request for Services

- Where further action is needed to cater for a student's needs, a referral for School Psychologist support can be made. This needs to be discussed with the Phase Deputy Principal.
- The teacher will be requested to fill in the form: School Psychologist Request for Services. [\(See Appendix 3\)](#)
- Student Services Team work collaboratively with the class teacher to develop a plan of action for support which may include assessment, consultation, planning support, sourcing of additional resources, parent meeting, case conference, school psychologist, access to outside agencies
- The school psychologist may engage in the process through the following; consultation, observation, work sample analysis, interviews, review of documentation, strategic short term counselling and formal assessments to gather additional information to support problem clarification and identify the student's needs.
- Informed parent consent will be obtained prior to the school psychologist becoming involved with an individual student. Only the school psychologist can obtain informed consent.

Documented Plans

A document plan is a term used to detail a range of ways of catering for the educational needs of individual or small groups of students. Documented plans may take a variety of forms, including;

- Individual Education Plan (IEP)- SEN Planning
- Behaviour Support Plan (BSP)- Template
- Risk Management Plans - Behaviour (RMP) and/or Suicidal Behaviour or Non-Suicidal Self-Injury (SB/NSSI) – Template at point of need
- Attendance Improvement Plan (AIP)

At Wembley Downs Primary School

- Documented Plans will;
 - Be signed by the teacher, parent/carer and line manager. A copy to be provided to the parents.
 - Be completed by Week 5 of each term.
 - Be reviewed regularly and amended as required (IEP's at least once per term).
 - Involve the students' parents/carers and deputy principal.
 - Be signed by parents/carers, teacher and deputy principal.

Students Requiring Documented Plans

Schools are required to develop a documented plan for a student who:

- is identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data (NCCD) on School Students with a Disability
- receives an Individual Disability Allocation
- has ongoing absences
- is in the care of the CEO of the Department of Communities
- has chronic, long term or significant health care conditions
- has complex and challenging behaviours
- presents a risk of harm to themselves or others.

You are **not** required to provide a plan for other students:

- identified as having their learning needs met within quality differentiated teaching practice or requiring supplementary adjustments through the NCCD process
- with D or E grades, unless there are other supports or educational adjustments required
- whose wellbeing, engagement and learning needs are being met through regular school and classroom programs.

NCCD Categories:

Substantial Adjustments: Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days.

Extensive Adjustments: Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. Adjustments to the regular educational programs occur at all times.

SEN Reports should only be provided to parents for students that are completing a separate learning program to that being delivered to the mainstream class. This may include extensive support from an EA and would be categorised as substantial or extensive level of adjustment according to the NCCD. For a student to receive a SEN Report they are required to have a SEN Plan (IEP) in place.

Roles and Responsibilities

Teachers will:

- Review their class SAER profile at the start of the year and continue to make necessary changes for the database to be updated throughout the year (*see Appendix 2*).
- Use performance data, diagnostic assessment and intended educational outcomes as the key elements when developing Documented Plans.
- Develop/update Documented Plans by Week 5 of each term and ensure ongoing implementation of documented plans.
- Upload all documentation (especially reports provided by parents from external services and Documented Plans) relating to ALL students in the shared drive throughout the year.
S:\AdminShared\Teaching Staff\Social Justice (individual student folders). Hard copies in admin filing cabinet- MCS Office
- Collaborate with parents to support students at risk. All parents must be notified of Documented Plans, particularly prior to reporting. A Teacher/Parent meeting and signature is preferred; however a telephone call to inform the parent of the document plan is the minimum required. Notes need to be taken during the teacher/parent meeting using the template in this policy (*Appendix 8*). **A record of the meeting should also be noted in SIS Activity on the student record.**
- **Coordinate a parent meeting before each semester report is sent home for Students with D or E grades and SEN Reports.**
- Regularly review documented plans (minimum once per term). IEP review comments to be entered on SEN Planning by the end of each Semester. Report on the educational progress of students to the deputy principal, parents/carers and students.
- **SEN Reporting (Reporting to Parents) to be utilised for selected students where it is deemed appropriate. This is in collaboration with the phase Deputy Principal and Parents. SEN Reporting is required for high needs students who are on their own educational program, separate to the standard classroom curriculum being delivered.**
- Discuss with the deputy principal if the involvement of the School Psychologist is required. **A School Psychologist Request for Services form needs to be completed before a Case Conference will be booked. (*Appendix 3*).**
- Provide quality differentiation to all students including GATE students.
- Communicate any professional learning requirements to their line manager.
- Use the Student Adjustment Checklists to assist the Deputy Principal in completing the NCCD requirements.
- Participate in transition/handover at the end of/or start of the school year.

Education Assistants will:

- Work collaboratively with the teacher to support the planning and implementation of teaching and learning adjustments.
- Facilitate targeted individual and small group intervention sessions.
- Monitor progress of focus students and report back to the teacher.
- Record observations of students (classroom and playground) as required.
- Attend Case Conferences (where appropriate).

Phase Deputy Principals will:

- Work collaboratively with classroom teachers to identify and monitor SAER students.
- On request, support the classroom teacher to develop documented plans.
- Attend parent meetings if requested by the classroom teacher.
- Analyse whole school data, e.g. NAPLAN, NCCD and On-Entry.
- Upload relevant documents to the shared drive folder S:\AdminShared\Teaching Staff\750 SOCIAL JUSTICE\757 Learning Difficulties and place any hard copies in the Admin Filing Cabinet.

- Monitor the implementation of the Wembley Downs PS Students at Educational Risk Procedures.
- Liaise with Leadership Team to plan and review school processes.
- Liaise with School Psychologist.
- Complete all Disability Resourcing requirements.
- Update the whole school SAER Profile Tracker in collaboration with teachers twice a year to review their class profiles, identify students who aren't on plans and provide feedback/suggestions
- Manage NCCD reporting requirements collaboratively with staff.
- Facilitate end of year/start of year transitions/handover for students with Disability Resourcing and/or a high level of need.
- Liaise with staff to facilitate whole of school and/or individual Professional Learning
- Receive and prioritise requests of service of the school psychologist. Referrals to School Psychologist must take place through the completion of the Referral Form
- Be familiar with case history and previous interventions of all students identified as SAER
- Coordinate Case Conferences by organising a suitable time for all parties

School Psychologist will:

- Clarify specific service provision and prioritise cases with the relevant Phase Deputy.
- Assist in facilitating case conferences with the relevant Phase Deputy by sharing the role of school psychologist and contributing where necessary to the discussions and actions.
- Liaise with parents to discuss relevant concerns (referral received through relevant Phase Deputy).
- Provide professional and meaningful information or feedback to inform planning.
- Provide a written report where required to stakeholders.
- Be accountable to the Principal for work carried out in the school.
- Consult and collaborate with teachers on meeting the educational needs of students.
- Refer to external providers (where appropriate).
- Where required, provide strategic support to the school for targeted and whole school programs that are evidence-informed.
- Maintain professionalism in relation to the Department's Staff Code of Conduct and the PsyBA, including the Code of Conduct.
- Maintain appropriate records and enter individual student data onto SSSS.
- Maintain student file confidentiality, including storage in a locked filing cabinet.

Please note: all written communication to the School Psychologist is considered a legal document and must be printed and recorded on SSSS and placed into a Psychology file.

School Chaplain:

- Clarify specific service provision and prioritise cases with the relevant Phase Deputy.
- Liaise with parents/school staff to discuss relevant concerns (referral received through relevant Phase Deputy).
- Be accountable to the Principal for work carried out in the school.
- Chaplains can provide the following types of services:
 - 1-1 pastoral conversations w/ Students, School Staff, Parents
 - Group Activities
 - Friendship groups
 - Peer interventions
 - Referrals to external services
- All chaplaincy conversations with Parents, School Staff, and Students are confidential except if there is a risk of harm to any person.
- Maintain appropriate records.

Chaplain Support at Wembley Downs Primary School

The Chaplain supports the emotional wellbeing of students, parents, and staff by providing pastoral care services and strategies that contribute to the overall wellbeing of the school community. The Chaplain is also committed to maintaining links with families and external agencies that support positive family life.

Referral Process & Term-Based Support

Due to the high demand for Chaplain support, students will receive support for **one school term only** before transitioning back to classroom and pastoral support.

- The SAER (Students at Educational Risk) team meets regularly to review new referrals, current caseloads, and priorities. The Deputy Principal will communicate with parents and teachers regarding the student's support plan.
- Once a student has received Chaplain support for a term, they will return to classroom-based support.
- Referrals will remain open so that students can access ad hoc support as needed after their term ends.
- Only students with continued support needs will receive ongoing support beyond one term.
- The Chaplain's caseload is reviewed each term, and parents and teachers will be notified of any changes.

Tasks and Timelines

ACTION	DUE	PERSONNEL
TERM 1		
Review SAER policy and accompanying documents with all staff	Term 1 Week 3	All staff
Update/Review Whole School SAER Database	By Term 1 Week 5	Class Teacher/Deputy Principal
Documented Plans to be Developed (Collab Time allocated)	Term 1 Week 5	Class Teacher
Review Documented Plans Regularly- once per term (by Week 5)	Ongoing	Class Teacher
Funded Student Case Conference	Term 1, Weeks 4-6	School Psychologist
Review, update and sign School Psychologist, Chaplain, WCLDC and nurse Service Agreements	Term 1, Week 9	External Providers
Child Development Centre Referrals	Term 1	Class Teacher
TERM 2		
Review Documented Plans and meet with parents-signed by all and filed	Ongoing	Class Teacher
Monitor Disability Resourcing Centre for upcoming funding cease dates and complete checklists to evaluate funding	Term 2	SAER Team in collaboration with teachers and EAs
Language Development Centre Referrals	Term 2	Class Teacher/Deputy Principal/SP
Meet with parents of students receiving a D or E in English or Maths or who will receive a SEN Report	Term 4, Week 9	Class Teacher

TERM 3		
Review Documented Plans and meet with parents-signed by all and filed	Ongoing	Class Teacher
Use the Student Adjustment Checklists to complete the NCCD requirements.	Term 3, Week 1	Class Teacher/Phase Deputy Principal
TERM 4		
Review Documented Plans and meet with parents-signed by all and filed	Ongoing	Class Teacher
Ensure all SAER related information is filed in the shared drive and admin filing cabinet ready for handover	Term 4, Week 8	Class Teacher
Update Whole School SAER Database	Term 4, Week 7	Phase Deputy Principal
Handover for Funded Students- review meeting for following year	Term 4, Week 6	Class Teacher/Parents/DP
Meet with parents of students receiving a D or E in English or Maths or who will receive a SEN Report	Term 4, Week 9	Class Teacher

Case Conferences and Parent Meetings

- *Parent-teacher Meetings*
 - May involve parent/carer, teacher, and support staff such as Education Assistant, and/or deputy principal.
 - Notes must be taken *(See Appendix 8)*.
 - Notes must be scanned in to the shared drive- S:\AdminShared\Teaching Staff\750 SOCIAL JUSTICE\757 Learning Difficulties and can also be placed in the Admin Filing Cabinet- located in the MCS Office.
 - Teacher must enter on Integris Activity Notes that a Parent Meeting has occurred.
- *Case Conferences (See Flow Chart Appendix 1)*
 - May involve parents/carers, teacher, EA, line manager, school psych, external agencies
 - Notes to be taken by School Psychologist. A copy of the notes must be offered to all attendees. A copy of the notes must also be filed in the Shared Drive: S:\AdminShared\Teaching Staff\750 SOCIAL JUSTICE\757 Learning Difficulties and the Admin Filing Cabinet.
 - Deputy Principal must enter on Integris Activity Notes that a Case Conference has occurred.

Additional Support Available

- School Psychologist
- School Chaplain
- School Nurse
- West Coast Speech and Language Outreach team.

Statewide Services -

- School of Special Educational Needs- Disability (SSEN-D)
 - Assistance from a consulting teacher can be requested via Deputy Principal.
 - Become a member of the following Connect Community for additional resources for SEN Planning and Reporting- 'RTP SEN Tutorials and Reference Guides'.
 - Refer to 'One Classroom'
- School of Special Educational Needs- Behaviour (SSEN-B)
 - Support with students who have extreme behaviour. This is accessed through the School Psychologist following their involvement over time.

- School of Special Educational Needs- Sensory (SSEN-S)
 - Assistance from a consulting teacher for students who have vision and hearing impairments.
- School of Special Educational Needs- Medical and Mental Health (SSEN-M)
 - Liaison for teachers when students are in hospital, being supported by CAMHS or unable to attend school for medical reasons.

This document should be read in conjunction with the Department of Education [Students at Educational Risk policy and procedures](#) (2015).

Under the [Memorandum of Understanding](#) (MOU) between the Department of Education (DoE) and the Department of Communities, Child Protection and Family Support (CPFS), children in care are considered to be educational risk and documented education plans are required. All information is to be recorded on Integris. There is [guidance](#) on the Department’s website.

DEFINITIONS

CAMHS	Child and Adolescent Mental Health Service
ECE	Early Childhood Education
EAL/EAD	English as Additional Language/Dialect
GATE	Gifted and Talented Education
GEP	Group Education Plan
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
ITP	Individual Transition Plan
LSC	Learning Support Co-ordinator
MSE	Monitoring Standards in Education
NAPLAN	National Assessment Programme Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data on School Students with Disability
PEAC	Primary Extension and Challenge
RMP	Risk Management Plan (Behaviour)
SAER	Students at Educational Risk
SIS	School Information System
SB/NSSI	Suicidal Behaviour and Non-Suicidal self-injury

Acknowledgements and Supporting Documents

- Wembley Downs Primary School SAER Policy 2016/17
- Somerly Primary School SAER Policy 2017
- Carramar Primary School SAER Policy 2016
- DOE Students at Educational Risk Policy & Procedures 2015
- Documented Plans Supporting Education for All: Guidelines for Implementing Documented Plans in Public Schools
- Positive Partnerships Autism Spectrum Australia

APPENDICES:

- 1) SAER Process Flowchart**
- 2) SAER Profile Tracker**
- 3) School Psychologist Request for Services Form**
- 4) IEP Format through SEN Planning Online**
- 5) Behaviour Support Plan**
- 6) Adjustments Checklist**

- 7) Example IEP**
- 8) Parent Communication Record**
- 9) Specific SAER Circumstances**
- 10) Student Disability Funding Information Sheet**

WDPS SAER PROCESS FLOWCHART



Leadership Team identified a concern based on whole school data analysis

Classroom teacher identifies a concern regarding a student.

Parent/Carer raises concern regarding their child.- Follow Talking To Our School Policy

Parent/Carer signs plan
Explores external services if required

GATHER INFORMATION

- Consult with previous teacher
- Review Student File
- Refer to SAER profile
- Collect data (observations/assessments)
- Review previous reports/plans (including external services reports)
- Discuss with parent/guardian**

PARENT MEETING

- Discuss concerns/findings -
- Request parents explore external services if relevant (e.g. School Nurse, hearing, sight)
- Parents to sign plan and documentation filed
- **Review and meet once per term**

DEVELOP PLAN

STRATEGIES
Develop & Implement

Use gathered information to guide classroom planning/strategies- implement for a minimum of 5 weeks. Monitor and review. Refer to SAER Shared Drive folder "Strategies"

NOT WORKING

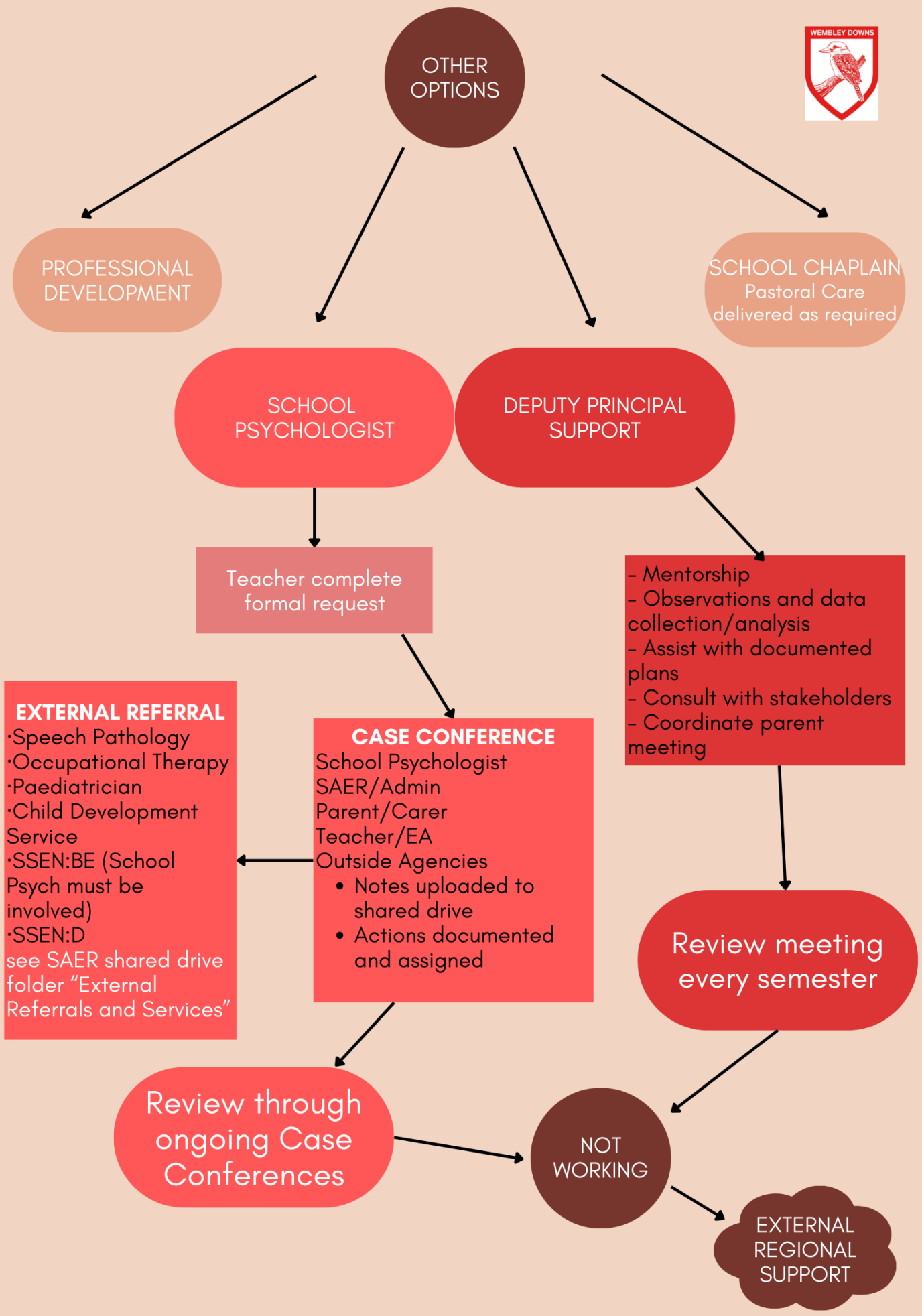
Discuss with Phase Deputy Principal to support SEN Planning

WORKING


OTHER OPTIONS

REVIEW

If the strategies are working record in DWP/planning/class checklist. Keep parents/carers informed



School Psychologist Request for Services Form

 Wembley Downs Primary School School Psychologist Request for Services			
Student's Name:			
Date of Birth:		Grade:	Room:
Teacher/s:			
Parent/Caregiver:			
Date of Referral:			
Referrer (if not the teacher):			
Reason for concern: (please circle and describe each clearly)			
<ul style="list-style-type: none"> • Behaviour • Social • Emotional • Learning • Attendance • Transition • Other 			
Existing strategies implemented (what have you tried):			
Agencies/outside organisations involved:			
Outcomes desired:			

Are the child's parents/caregivers aware of your concerns? YES / NO

Have you discussed this request for assistance with the parents/caregivers? YES / NO

Is English this student's first language? YES / NO

If no, language spoken at home? _____

Essential Attachments Checklist:

√ Tick when attached

Documented Plan/s: IEP, IBP, GEP

Most recent school report, NAPLAN data, On-entry testing data, other school based assessment data

Reports from other agencies

Other

DOTT/ Times available for meetings: _____

Class Teacher: (sign): _____ Date: _____

SAER Deputy: (sign): _____ Date: _____

(SCHOOL PSYCHOLOGIST USE ONLY)

Action agreed upon during the SAER meeting on: _____ date	
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IEP FORMAT THROUGH SEN PLANNING ONLINE

	Wembley Downs Primary School Documented Plan Semester 2 2018	
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Student:	D.O.B:	Gender:
Teacher(s):	Year Group:	Start Date:
<i>Profile/Background</i>		

English
Reading and Viewing
Writing
Speaking and Listening
Strategies
Review/Comment

Mathematics
Number and Algebra
Measurement and Geometry
Statistics and Probability
Strategies
Review/Comment


Health and Physical Education - Health Education
<u>Self Management Skills</u>
Interpersonal Skills
Strategies
Review/Comment



REVIEW	
Review Date:	
Notes:	

SIGNATORIES		
Parent/Caregiver		Date:
Teacher		Date:
Principal		Date:
Other		Date:

Behaviour Support Plan

	WEMBLEY DOWNS PRIMARY SCHOOL	
POSITIVE BEHAVIOUR SUPPORT PLAN		
Student:	Date of Implementation:	Review Date:
Date of Birth:	Year Level:	Focus Areas of Support:
Teachers:	Parents:	
<u>CURRENT BEHAVIOURS</u>		
Strengths •	Concerning Behaviours •	Triggers/Antecedents •
<u>TARGET BEHAVIOURS</u> • •		
<u>POSITIVE REINFORCEMENT/ACKNOWLEDGEMENT</u> •		

<u>TEACHING AND LEARNING SUPPORT STRATEGIES</u>		
Replacement Behaviours	Support Strategies	Review
<u>RESPONSIVE STRATEGIES FOR NEGATIVE BEHAVIOUR</u>		
<p><i>This Behaviour Support Plan has been designed collaboratively by relevant school staff. It is agreed to by the signatories below and will be implemented until further review.</i></p> <p>Principal _____ Class Teacher _____</p> <p>Deputy Principal _____ Class Teacher _____</p> <p>Parent(s) _____ SAER Coordinator _____</p>		

Teaching and Learning Adjustments Checklist

STUDENT NAME:		DIAGNOSIS:							
YEAR:		DATE:							
		QUALITY DIFFERENTIATED TEACHING PRACTICE (QDTP)		T1	T3	SUPPLEMENTARY ADJUSTMENTS (SA)		T1	T3
PLANNING	<i>Student is grouped according to educational needs</i>				<i>Student has a modified teaching program in one or more areas</i>				
	<i>Link new information to background knowledge</i>				<i>Collaborate with the Student Services Team</i>				
	<i>Negotiate with students, whenever possible, regarding their requirements</i>				<i>Student has a Risk Management Plan and/or a Health Care Plan</i>				
	<i>Use whole class programs to address specific student needs eg: UDL, Grow Your Mind</i>				<i>Student specific assessment data to analyse needs</i>				
	<i>Strategies to support the student's organisational skills</i>				<i>Pre-loading – provide the student with work ahead of time</i>				
	<i>Activities planned around student's interests and strengths</i>				<i>Regularly review and refine personalised adjustments</i>				
	<i>Provide extra time to complete work tasks</i>				<i>Pre-arrange frequent breaks</i>				
	<i>Meet with parents to discuss adjustments</i>				<i>Integrate key speech/OT strategies into the teaching program</i>				
	<i>Meet with previous teachers to discuss adjustments/transitions</i>				<i>Meet with parents to discuss adjustments</i>				
<i>Collaborate with Student Services Team</i>									
TEACHING	<i>Break down instructions</i>				<i>Modify the amount and presentation of oral and written information</i>				
	<i>Highlight key words/concepts</i>				<i>Adjust the amount of workload expectation</i>				
	<i>Modify the complexity of the task to meet student needs</i>				<i>Limit amount of choice or provide a structured-task analysis</i>				
	<i>Reward students individually</i>				<i>Develop and use key cues – pictorial/colour coding or tactile</i>				
	<i>Use a cool down strategy</i>				<i>Assign and train a peer tutor to support the student</i>				
	<i>Class based behaviour management plan</i>				<i>Provide separate supervision or additional time to complete work tasks</i>				
	<i>Pre-teaching of vocabulary and concepts</i>				<i>Provide information prior to the commencement of the lesson/program where appropriate</i>				
	<i>Visual supports eg: timetables, charts, graphs</i>				<i>Provide a study guide for students with key terms and concepts where appropriate</i>				
	<i>Multi-level instructions</i>				<i>Use a Sound Amplification System (SAS)/FM system</i>				
	<i>Variety of teaching strategies eg: modelling, rephrasing, repetition, chunking</i>				<i>Provide programs or interventions to target self-regulation in class</i>				
	<i>Pair/group discussion</i>				<i>Teach, monitor, and review strategies for resilience for students in collaboration with staff</i>				
	<i>Student-teacher or student-student discussions</i>				<i>Strategies which reinforce resilience embedded in all programs</i>				
	<i>Adjust the pace of presentation</i>				<i>Access personalised literacy, numeracy and/or language instruction</i>				
	<i>Co-operative learning groups</i>				<i>Assistance to monitor behavioural changes that signal a need for time out</i>				
	<i>Transition cues</i>				<i>Use targeted individual prompting throughout the day to address behaviour expectations</i>				
<i>Preferred activities to motivate students</i>									
<i>Take into account different physical and sensory functional needs in teaching delivery</i>									
<i>Build background by linking concepts to student's background, past learning & key vocab</i>									
<i>Link to real world connections</i>									
<i>Questioning strategies to develop critical thinking</i>									

	<i>Provide written and/or visual instructions</i>					
	<i>Provide think time before expecting an answer</i>					
	<i>Model then prompt students to use equipment properly eg: science, hearing aids</i>					
	<i>Remind students to use any necessary medical equipment eg: asthma puffer</i>					
	QUALITY DIFFERENTIATED TEACHING PRACTICE (QDTP)	T1	T3	SUPPLEMENTARY TEACHING ADJUSTMENTS (STA)	T1	T3
ASSESSMENT & REPORTING	<i>Provide immediate, specific and constructive feedback</i>			<i>Set alternative, practical tasks for assessment</i>		
	<i>Provide multiple opportunities for students to demonstrate what they know to do</i>			<i>Evaluate and provide ongoing feedback on adjustments and academic performance</i>		
	<i>Use a range of assessment methods</i>			<i>Offer work in alternative formats eg: role-play, oral presentations</i>		
	<i>Standard reporting format</i>			<i>Access support to prepare alternate work for individual students</i>		
	<i>Use checklists</i>			<i>Provide individual advanced notice of work/assignments</i>		
	<i>Use a portfolio where appropriate</i>			<i>Provide an individual schedule of work/assignments</i>		
			<i>Extra time during tests/exams</i>			
			<i>Provide a reader or scribe for assessments and exams</i>			
ENVIRONMENT	<i>Use specific seating arrangements to support students</i>			<i>Access assistance to adjust the physical surrounding eg: lighting, furniture positioning</i>		
	<i>Provide opportunities for students to move around the room</i>			<i>Student sits near the door so they can access breaks outside the classroom</i>		
	<i>Provide individual and group seating where appropriate</i>			<i>Provide supervised accessible safe/quiet areas around the school</i>		
	<i>Provide a quiet area within the classroom where appropriate</i>			<i>Provide separate supervised learning areas</i>		
				<i>Provide support to enable students to move around the school eg: maps</i>		
			<i>Additional adult staff member provided to support students</i>			
RESOURCES	<i>Integrate technologies, such as notetakers/iPads to support curriculum</i>			<i>Use specific classroom equipment eg: pencil grip, positional seat</i>		
	<i>Use a task schedule and daily calendar</i>			<i>Colour code books and materials</i>		
	<i>Resources implemented occur without drawing on additional resources</i>			<i>Use personalised, graphic organisers eg: visual representations of task</i>		
				<i>Enlarge print or change font size and line spacing</i>		
				<i>Photocopying other notes to support the student</i>		
				<i>Use adaptive computer software eg: personalised audio books</i>		
				<i>Use personalised, concrete examples to explicitly teach certain skills</i>		
				<i>Use supports to introduce changes in routine eg: a social story, advanced warning</i>		
				<i>Provide personalised daily timetable eg: visual timetable</i>		
				<i>Collaboratively plan for the student to begin to independently managing their health care</i>		
				<i>Use and individual behaviour plan to improve behaviour</i>		
				<i>Record daily incidences of behaviour eg; behaviour recorded on school data system</i>		
				<i>Use a behaviour improvement training program</i>		
				<i>Use individualised desk goals and reminders</i>		
			<i>Use and develop social stories/scripts to teach personal positive social concepts</i>			
			<i>Use a help card/time out/respite card</i>			
			<i>Use personalised picture cues to support the student</i>			
			<i>Support the student in appropriately using equipment eg: hearing aids</i>			
			<i>Use assistive technology to allow access to the curriculum eg: braille computer, Talk to Text</i>			

EXAMPLE IEP



WEMBLEY DOWNS PRIMARY SCHOOL

Documented Plan Semester X 202X


Student: Bobby Brown	D.O.B: 27 October 2014	Gender: Male
Teacher(s): Mrs U.R. Smart	Year Group: Year 3	Start Date: March 1 st , 2023

Profile/Background

Bobby is a Year 3 student who challenges himself within the classroom. He has had an Individualised Education Program set up in previous years. Bobby prefers learning Maths content over literacy. He can sometimes zone out during mat discussions and needs reminders to participate in the whole class discussion. This happens most often during writing and reading activities and explanations. Bobby is working towards adding more detail and a variety of sentence types to his work. His previous general report comments mention his leadership skills, energy and positive relationships with his peers. His reports mention needing encouragement and support when taking on challenging tasks. He has consistently been aiming to improve his attention and focus during class time. Bobby responds well to praise, goals and rewards. *'Bobby requires extra reading time due to a slower reading speed and working memory issues which mean he has to re-read information due to memory issues which will further slow him down.'* - OT Report

ENGLISH Miss U.R. Smart	STRATEGIES	REVIEW / COMMENTS
Reading and Viewing		
<p>Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words</p> <p>Goals</p> <ul style="list-style-type: none"> Currently Bobby is achieving an average of 11/20 in weekly spelling tests. By the end of Term 1, Bobby will achieve more than 15/20 in his weekly spelling tests as measured by teacher records and observations. 	<ul style="list-style-type: none"> Spelling homework is given based on the sound of the week. Daily practice and review on sounds learnt previously as well as new sounds. Bobby to sit near the teacher during Sounds Waves lessons to complete the daily activity. Extra support is given by the teacher with his spelling. We remind him throughout lessons about the current spelling sound of the week and what the rule for that sound may be. Verbal prompting and praise when editing work. Opportunity and encouragement to transfer his weekly spelling words into his writing activities will be given. Partnered with a peer for spelling activities to give opportunity for peer teaching. Weekly dictation sentences focusing on words he got wrong from previous weeks. 	
<p>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting</p> <p>Goals</p> <ul style="list-style-type: none"> Bobby scores over 50% in weekly Year 3 comprehension assessments 5 times in the next 8 weeks. 	<ul style="list-style-type: none"> Daily Guided Reading with the same text each week to develop fluency and comprehension. This will include reading with the teacher and sometimes to the EA to monitor meaning as he reads. Discussion of unfamiliar vocabulary before and during reading. Discussion and understanding of comprehension questions before his attempt to answer them. This includes re-reading of the weekly text. Bobby to choose 1 home reader each week from the yellow or blue home reader boxes that is of interest to him. His focus at home is to work on fluency while reading. This book may be read more than once to encourage that fluency. 	
Writing		
<p>Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation</p> <p>Goals</p> <ul style="list-style-type: none"> By the end of Term 1, Bobby can recognise when to use correct punctuation to begin and end any written sentence with 80% accuracy as measured by teacher records and observations. By the end of Term 3, Bobby will write two paragraphs (three sentences each) in 20 minutes each on a given topic, using correct text format 	<ul style="list-style-type: none"> Provide an editing check-list for Bobby to use after each writing piece completed. When editing, Bobby is to put his punctuation into actions. For example: A small air punch to signal where a full stop should go. This is reinforced with the whole class Talk 4 Writing program. Give instant feedback when marking his work to outline any corrections needed. Bobby to edit pre-made laminated paragraphs for punctuation to encourage extra practice. Modified expectations Breaks after completion Support to start- templates. Prompt cards- structure Brainstorming One on one support Check in Daily writing opportunities given in class every morning (20-30 minutes)- different types of texts and subjects provided e.g. poems, persuasive, snowball Free writing choice opportunities provided- choose a topic of interest After one passage hand written- opportunity to write on the iPad for the next 20 minutes Sound Waves Book 3- word list modified each week EA support- Sounds Write to work on phonics skills- blending, segmenting and manipulation 	

Parent Communication Record



WEMBLEY DOWNS PRIMARY SCHOOL
"School and Community Learning Together"

RECORD OF MEETING

Student Name: _____

Year Level: _____ Teacher/s: _____

Date: _____

People Present:

Name	Role/Representing	Signature

Areas of Strength:

Areas of Concern:

Discussion Points:

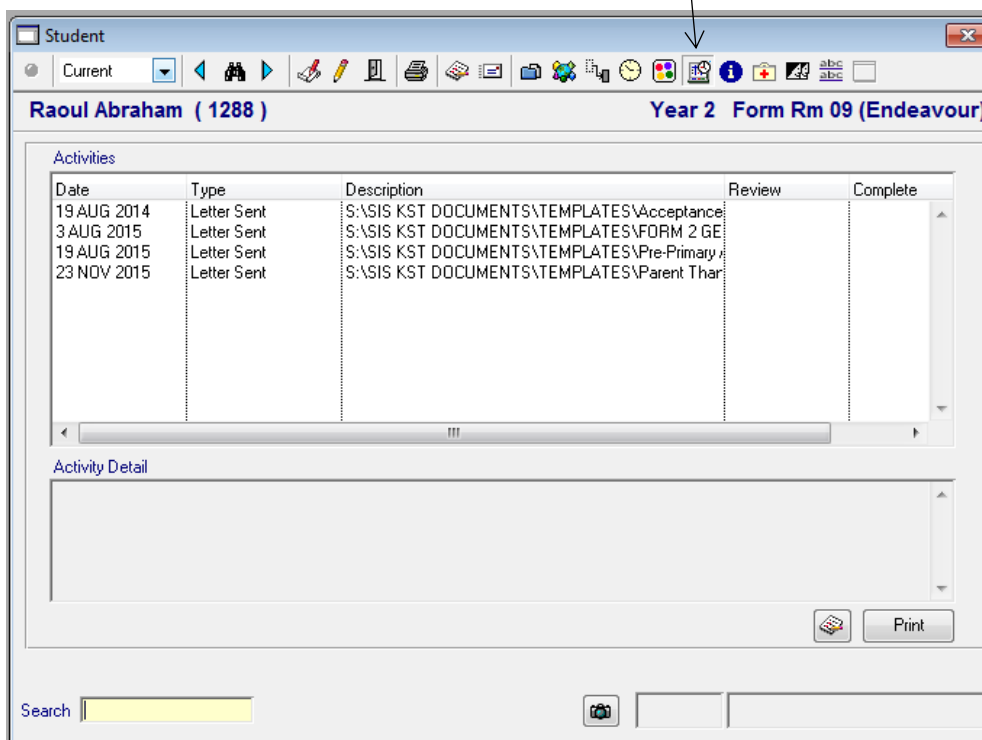
Agreed action to be taken	By Whom	When - Timeframe

Review to be conducted: YES NO Review Date: _____

Additional Notes/ Attachments:

Documenting Parent Meetings

Please record a summary of Parent Meetings in the Student Activity Section on SIS



Specific SAER Circumstances

Support Resources (including strategies) can be found on the shared drive: S:\AdminShared\Teaching Staff\750 SOCIAL JUSTICE\SAER

Crisis Identified by Staff/Parent

Any concern regarding child protection, self-harm or suicidal behaviour/ideation (including indirect disclosures) is IMMEDIATELY reported to a member of the Admin Team. Appropriate procedures are followed (i.e., Mandatory reporting, outside referral, risk assessment) and ongoing support is implemented (e.g., risk management plans; collaboration between school, external agencies and family). Support resources can be found in the SAER shared drive folder under “Child Protection” and “Responding to Suicide Behaviour, Ideation and Non-Suicidal Self-Injury.”

Attention deficit hyperactivity disorder (ADHD)

ADHD is a neurological disorder that impacts the parts of the brain that help us plan, focus on, and execute tasks. ADHD symptoms vary by sub-type — inattentive, hyperactive/impulsive, or combined.

Students suspected of having ADHD may be supported with a Behaviour Support Plan. Teachers should incorporate strategies that support students with ADHD - see SAER shared drive folder “Strategies – ADHD”. There are different referral avenues available to investigate possible ADHD. A diagnosis may be helpful in understanding the underlying cause of a child’s behaviour and inform evidence-based treatment strategies. Parents may go to their GP for a referral to a private Paediatrician, Child Psychiatrist or Psychologist. All three can diagnose, however medication treatment can only be prescribed by Paediatricians and Psychiatrists. A referral to the public system is through the Child Development Service and can be made by a GP, Parent, other professional or Teacher (see SAER shared drive folder “External Referrals and Services” for CDS referral documents).

A referral may be made to the School Psychologist following the SAER Process Flowchart. School Psychologists are not able to diagnose ADHD however they can investigate concerns and provide a report that can be used as a referral to an external service provider.

Learning Difficulties and Specific Learning Disorders (SLD) in reading, written expression, and mathematics (Also known as Dyslexia, dysgraphia and dyscalculia)

Children with a SLD have unexpected and persistent difficulties in specific areas of academic achievement as a result of an underlying neurodevelopmental disorder, the origin of which includes an interaction of genetic, cognitive and environmental factors. One of the defining features of a specific learning disability is that the difficulty continues to exist, despite appropriate instruction and intervention.

Students suspected of having an SLD may be supported with an IEP. Teachers should incorporate strategies that support students with SLDs - see SAER shared drive folder “Strategies – SLD”. There are different referral avenues available to investigate possible SLD. A diagnosis may be helpful in further understanding the child’s learning disability and inform evidence-based treatment strategies. Regardless of a diagnosis or not, the child would be supported through the effective implementation of teaching strategies. Parents may go to organisations like DSF-SPELD, university psychological services or private psychology services for a formal assessment. School Psychologists may also assess and diagnose SLDs in reading and written expression (not mathematics); however the process takes a considerable amount of time and with limited School Psychology time, it is deemed more efficient for the student to be assessed privately. Prior to a formal assessment a child must be provided with a minimum of 6 months targeted intervention, individually or in a small group, in the area of difficulty (e.g., reading, spelling and written expression, or mathematics). This may be provided through the school if available or by an external tutor (e.g., through DSF-SPELD).

A referral may be made to the School Psychologist following the SAER Process Flowchart. School Psychologists may provide further information on SLDs and support the planning of interventions/teaching and learning adjustments.

Autism Spectrum Disorder (ASD)

ASD is a complex developmental condition involving persistent challenges with social communication, restricted interests, and repetitive behaviour. While autism is considered a lifelong disorder, the degree of impairment in functioning because of these challenges varies between individuals with autism.

Students suspected of having ASD may be supported with an IEP and/or Behaviour Support Plan. Teachers should incorporate strategies that support students with ASD - see SAER shared drive folder "Strategies – ASD". There are different referral avenues available to investigate possible ASD. A diagnosis may be helpful in understanding the underlying cause of a child's behaviour and inform evidence-based treatment strategies. A diagnosis also provides the school with access to funding to support the student's needs and provides parents with access to funding through NDIS to support the student's needs. A child needs to be assessed by a Paediatrician, Psychologist and Speech Pathologist and all three practitioners need to agree on the diagnosis and levels of criteria. As with an assessment for ADHD, Parents may access private health professionals and organisations for the ASD assessment or a referral may be made to the Child Development Centre (see SAER shared drive folder "External Referrals and Services" for referral documents).

A referral may be made to the School Psychologist following the SAER Process Flowchart. School Psychologists are not able to diagnose ASD however they can investigate concerns and provide a report that can be used as a referral to an external service provider.

Language Development Centre (LDC) Referrals

The West Coast LDC provides an early intensive intervention service that targets students in kindergarten to Year 1 with Developmental Language Disorder. To be eligible for referral to an LDC a child must: be entering Kindergarten, Pre-Primary or Year 1 the following year; have a significant primary language disorder in one or more language areas; demonstrate evidence of learning potential within the average range or above; and demonstrate sound adaptive behaviour skills, substantiated by descriptive evidence of the child's behaviour in their current educational placement, care setting or in their home. For further information: <https://westcoastldc.wa.edu.au/about-us/referrals/>

Teachers and school-based Nurses may screen students for their language skills and discuss options with Parents (e.g., accessing a Speech Pathologist) if there are difficulties displayed. Parents may access either private or public (e.g., CDS) Speech Pathologists. Please note, the Child Development Service (CDS) has a long waiting list to access speech pathology services. After the language assessment, if the Speech Pathologist recommends a referral to the LDC and the parent agrees, a referral may be made to the School Psychologist. All referrals to the School Psychologist will need to be received by Week 6, Term 2 for planning purposes (referrals take a sufficient amount of time and this needs to be planned for). If there is expected to be a delay on the speech assessment than please let the Phase Deputy and School Psychologist know. A case conference is held at school with Parents, Teacher, Phase Deputy and School Psychologist to discuss the LDC application and parental consent. The School Psychologist conducts teacher and parent interviews, observations and a cognitive assessment of the child. The classroom Teacher completes LDC checklist and the both the classroom Teacher and School Psychologist complete the Behaviour Checklist. The School Psychologist writes a psychological report and shares this with parent/school staff. The application is lodged by the due date in Week 8, Term 3 with all relevant documentation.

External Agency request for assessment

Occasionally a request will come from an external source (e.g., Paediatrician, Speech Pathologist, Occupational Therapist, GP) for the School Psychologist to assess a student. Schools and School Psychologists are very happy to assist external health professionals on cases and understand that working together can lead to positive outcomes for the child. However, it can be difficult to always accommodate requests as a School Psychologist job description, guidelines and school priorities don't always align with what is being requested from external agencies. As with all requests for assessment, the student services team go through a process to review and prioritise the request. If the assessment is unable to be completed at the school due to prioritising need or time constraints, the parents will be given options for an outside assessment by university clinics or private psychologists, depending on the family situation.

Funding Information



Student Disability Funding Information Sheet

Schools can apply for Disability Funding for the following:

- autism spectrum disorder
- deaf and hard of hearing
- global development delay
- intellectual disability
- physical disability
- severe medical health condition
- severe mental disorder
- vision impairment.

There are seven levels allocated, with each level generating a different amount of funding allocated to the school. The level of funding is determined by a specialist area within the Department, based on the severity of the diagnosis and the level of teaching and learning adjustments indicated. Levels assigned by Department of Education, do not correlate with the Specialists diagnosis or Funding Level or NDIS Levels/Funding.

Funding can be used for a range of support including:

- physical resources such as equipment or learning tools
- time for school staff to plan adjustments to the curriculum and update individual education plans
- collaborating with families during case conferences to ensure that the support strategies are aligned and effective.
- access to professional learning and training for staff • providing support for targeted intervention programs to address specific areas of need.
- education assistants, occupational therapists and speech therapists.
- providing emotional and social support through our School Chaplain program, which offers students access to pastoral care, wellbeing initiatives, and an additional layer of support as part of our inclusive practices.

NB: Planning will ensure the best use is made of the additional support, and that learning outcomes are being achieved relevant to the student's documented plan/s. **The school has the expertise to determine the most effective support 'package' for each student using the funding provided and other resources and services.**

In Term 1, teachers take the time to get to know their students and are provided opportunities to meet with the Deputy Principal to work on Individual Education Plans (IEPs) and prepare for Case Conferences. These plans are then shared with parents to ensure a collaborative approach to meeting each student's needs. Each year, the needs of students and teachers evolve, and teaching and learning adjustments are modified accordingly. The resourcing of a whole school funding allocation varies from year to year depending on student needs, and it is up to the school to ensure the most effective support. In terms of Education Assistant Time, sometimes the teachers prefer to work with our disability students directly and deploy the Special Needs Education Assistant as appropriate.

To ensure that we are continuously addressing the evolving needs of all students, we conduct termly reviews of our timetables in consultation with our staff. This process allows us to adapt and allocate resources effectively, ensuring tailored support for our special needs students. In addition, we collaborate with external experts, including SEND Disability professionals and Visiting Teachers, to uphold the highest standards of educational support. As part of our ongoing commitment to individual student success, a quality check is conducted in Term 1 and 2, focusing on ensuring that the unique needs of each student are being met effectively. If on review of the student's IEP and any other relevant plans, it is determined that there is a need to modify the support provided to the student please rest assured this will occur, and you will be informed.

At our school, we are committed to ensuring that every student is supported to thrive and reach their full potential. We are very accommodating to specialists/therapists and extra support for our students, approving such programs, and ensuring that suitable rooms or spaces are available for students and specialists to work in, as well as overseeing medications for students. The school invests significant time and effort in this endeavour, as we deeply recognise the importance of fostering a strong partnership with families.

We value our partnership with families and the wider community in creating an inclusive and supportive learning environment.