



# STUDENTS AND EDUCATIONAL RISK POLICY




UPDATED 2013



## Policy for Students at Educational Risk





### Policy statement:

Deanmore Primary School will provide an inclusive, safe and stimulating learning environment. Programs aim to meet the needs of all students including:

-  Students at Educational Risk including Gifted and Talented students
-  Students with learning difficulties
-  Students with ESL and/or indigenous backgrounds

Students at Educational Risk are “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 characterized as students:

-  who are at risk of not achieving the major learning outcomes described in the WA Curriculum
-  whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of their peers
-  who are under performing
-  not engaged in their schooling.

### Procedures








For a variety of reasons many students are at risk of not achieving educational success.

Our aim is to ensure:














-  early detection of students at educational risk
-  educational programs are developed for individuals and groups of students at risk
-  accountability processes are in place to demonstrate the needs of identified students are being met.

## **ROLES AND RESPONSIBILITIES**




### **CLASSROOM TEACHER**

-  Review of previous years data to develop a class profile of SAER.
-  Develop IEP / GEP's by Week 5, Term 1.
-  Work with parents to support students at risk.
-  Plan, implement and review IEP / GEP's beginning of each term.
-  Maintain individual student profiles.
-  Refer students to appropriate agencies in consultation with LSC / SAER coordinator.
-  Facilitate case conferences and action the negotiated plans.

### **LEARNING SUPPORT COORDINATOR**

-  Work collaboratively with the class teacher to identify students who may need further intervention as determined through data analysis, handover and observations.
-  Work collaboratively with the class teacher to develop IEP / GEP's for those students at risk.
-  Work with identified students on IEP/GEP outcomes in a support role.
-  File a copy of IEP /GEP's that have been signed by all stakeholders.
-  Provide teachers as necessary with a list of service providers.
-  Co-ordinate the implementation of the SAER Policy.
-  Manage Case Conferences.
-  Update SAER classroom files.
-  Analyse of SAER data.
-  Seek PL opportunities for teachers.
-  Accountability and review of IEP /GEP's.
-  Work collaboratively with teacher providing extension for Gifted and Talented students.
-  Liaise with School Psychologist.

### **SCHOOL PSYCHOLOGIST**

-  Collaborate with staff to improve student learning outcomes.
-  Liaise with parents to discuss relevant concerns.
-  Provide information and links to external agencies and Department of Education support services.



## STUDENTS AT EDUCATIONAL RISK POLICY AND PROCEDURES

### DEFINITION

A student at Educational Risk is any student who is not performing to their academic, emotional, social or behavioural potential.

### RATIONALE

To provide a framework for staff to ensure students at educational risk are formally identified, and that tracking and monitoring processes are established and implemented throughout their schooling.

### PURPOSE

To ensure that students at risk of not achieving their potential are identified and that appropriate interventions are implemented.

### GUIDELINES

1. **Identification-** Deanmore PS has clearly identified processes for the early identification of students at educational risk.
  - a. Phonemic awareness assessment –K-P
  - b. Bi- annual On Entry assessment PP
  - c. MIS
  - d. Teacher judgements
  - e. NAPLAN
  - f. Standardised tests (SWST)
  - g. Other agencies
  - h. Parent concerns
2. **Provision-** Following identification, Deanmore PS provides for students at educational risk through
  - a. Individual Education Plans (IEPs)
  - b. In class assistance
  - c. Modified programs
  - d. Targeted support
  - e. Referral to outside agencies
3. **Monitoring and Reporting-** Deanmore PS collects and provides information to assist planning to improve learning outcomes and report on the progress of students at educational risk through:
  - a. Teacher observation
  - b. Review of IEP's
  - c. Parent conferencing
  - d. Other agencies
  - e. Written reports
  - f. Absentee tracking
  - g. Portfolios/worksamples
  - h. Testing

### CONCLUSION

This policy operates within the guidelines of the Curriculum Framework and all other Departmental policies and procedures. Meeting the needs of students at educational risk is a whole school responsibility that is reflected in school planning.



**Students at Educational Risk  
Action Plan for Teachers**

	<b>Stage 1/ Identification</b>
<b>1.1</b>	Teacher observations/judgements (refer to SAER guidelines)
<b>1.2</b>	Formal identification form completed (student profile sheet)
<b>1.3</b>	Parent meeting to discuss concerns
<b>1.4</b>	Education Plan completed to support student- copy home to parents

**If no improvement as a result of Education Plan move to Stage 2**

	<b>Stage 2/ Provision</b>
<b>2.1</b>	Consultation with other teachers/and or SAER coordinator
<b>2.2</b>	IEP developed in collaboration with SAER coordinator if necessary. Signed by parents

**If Individual Education Plan not improving outcomes move to Stage 3**

	<b>Stage 3/ Intervention</b>
<b>3.1</b>	Complete referral form and send to SAER coordinator
<b>3.2</b>	SAER co-ordinator to refer to School Psychologist and takes over management of planning improved outcomes.
<b>3.3</b>	Case conference of relevant people to develop an agreed action plan.
<b>3.4</b>	Agreed action plan undertaken.
<b>3.5</b>	Review and revise.

**In certain circumstances, a teacher, in consultation with Administration may progress immediately to Stage 3**