

BELDON PRIMARY SCHOOL

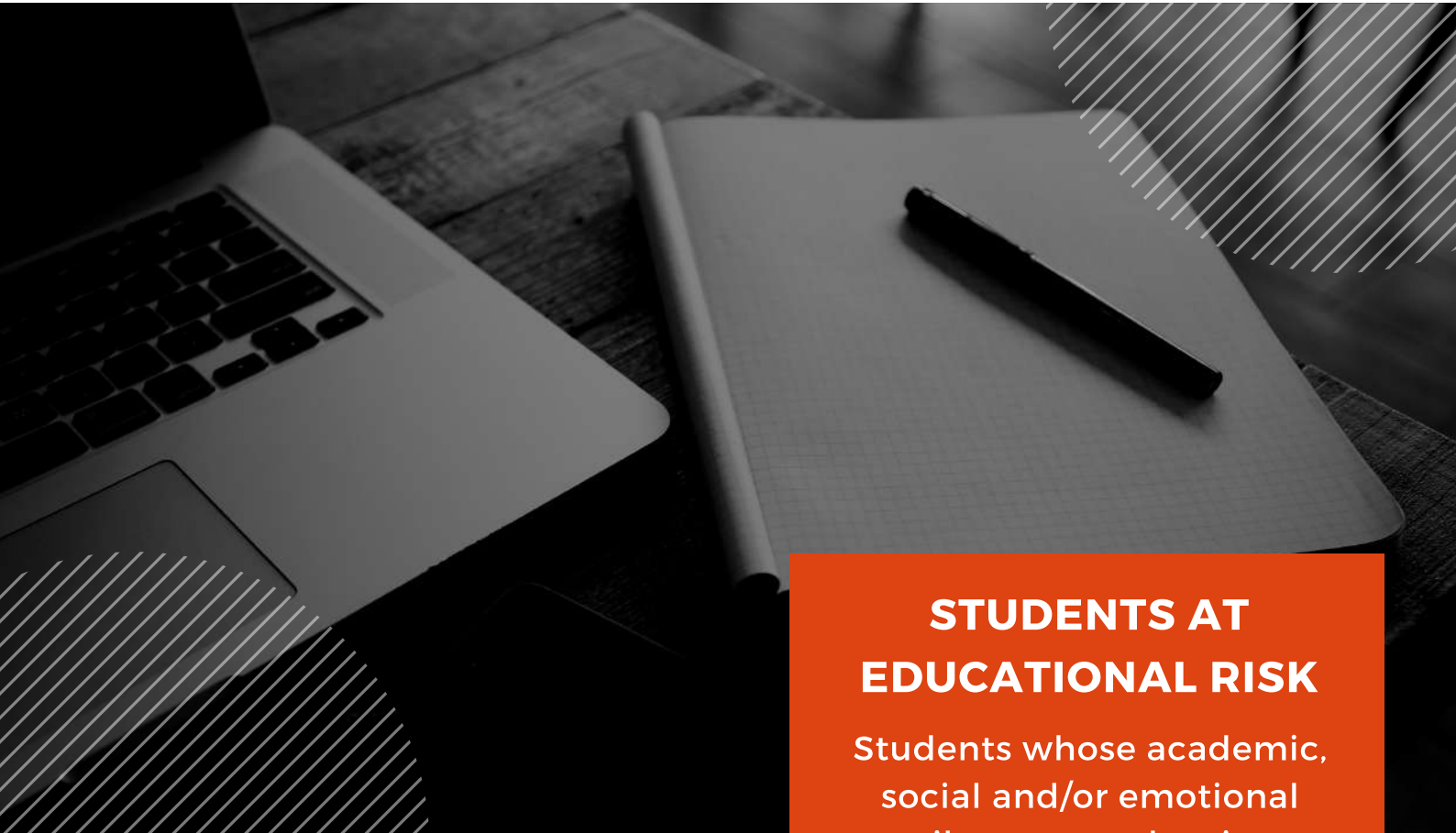
SAER POLICY



STUDENTS AT EDUCATIONAL RISK POLICY

ASPIRE TO GO BEYOND

DEFINITIONS



STUDENTS AT EDUCATIONAL RISK

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

DOCUMENTED PLAN

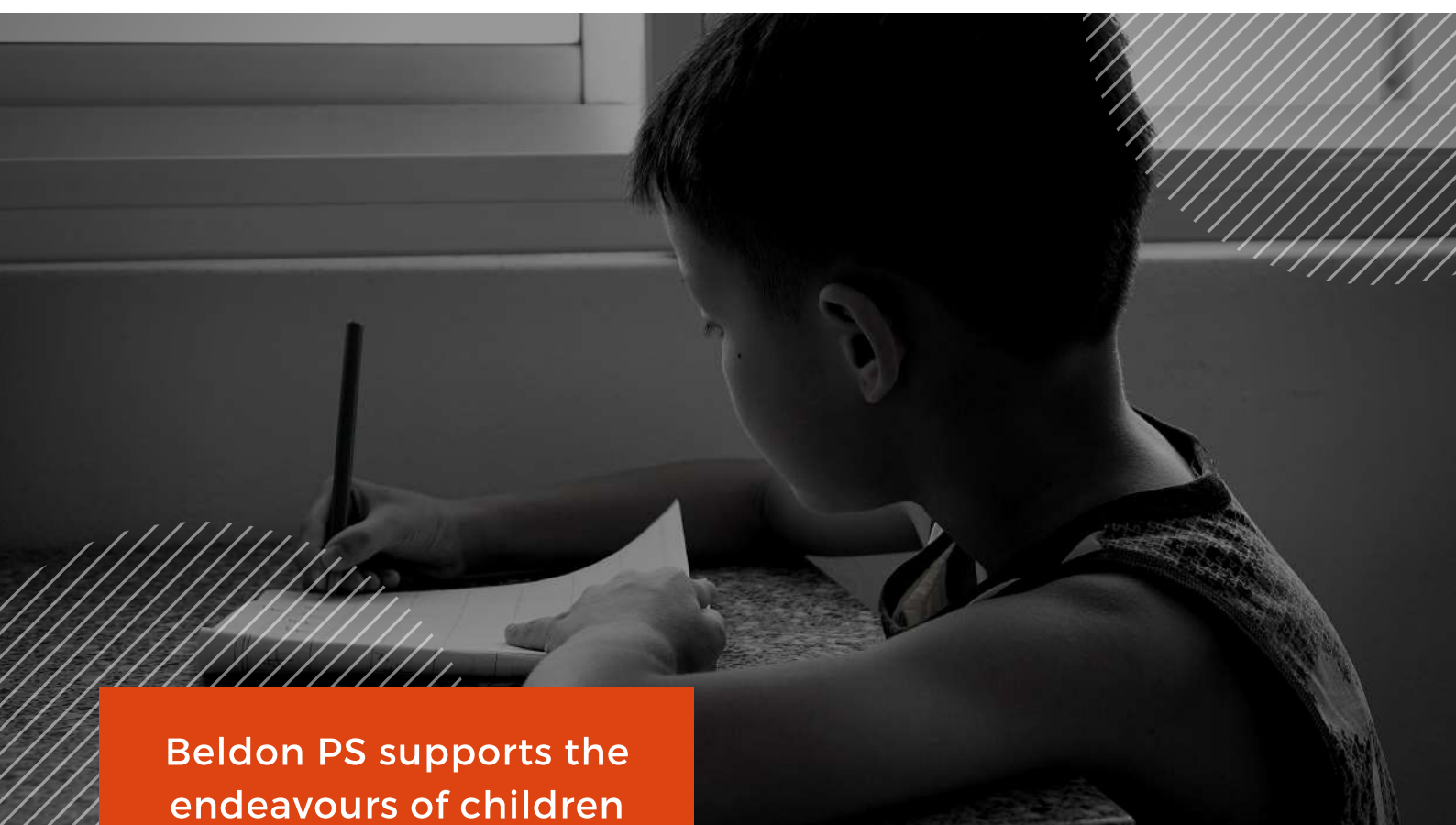
An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes.

Documented Plans may take a variety of forms, including:

- Individual Education Plans (IEP)
- Individual Behaviour Plans (IBP)
- Individual Transition Plans (ITP)
- Risk Management Plans (RMP)

Taken directly from
The Department of Education,
Students at Educational Risk Policy
(January 2015)

PURPOSE



Beldon PS supports the endeavours of children to reach their full

POTENTIAL

in the areas of academic, social, cultural and physical growth

The school places emphasis on differentiating the curriculum, allowing children to develop as unique individuals who have the capacity to be productive members of the community beyond school.

The purpose of Beldon Primary School's Students at Educational Risk Policy is to establish school practices, which support Students at Educational Risk to develop the understanding, skills and confidence to achieve their individual potential.

The school policy is endorsed and supported by the whole school community through the School Board.

IDENTIFICATION

At Beldon PS we identify Students at Educational Risk from Kindergarten through to their transition to High School. We use a comprehensive range of assessment methods and data collection to ensure an effective early identification process and we are committed to monitoring and communicating their educational outcomes.

Students at educational risk can be identified the following ways;

- Speech Pathologist screening of Kindergarten students (Semester One)
- On-Entry Assessment of Pre-primary students
- Analysis of Phonological Awareness Testing (K to 2 Profiling)
- Analysing data from National Standardised Tests (NAPLAN)
- PEAC data
- Analysing Summative Report and Standardised test data (e.g. SA spelling test, ACER online standardised test)
- Observing children whose learning is affected by social/emotional factors or inappropriate behaviour.
- Observing children whose learning is impaired due to factors such as attendance, family trauma or a physical, intellectual or mental disability.
- Formal testing & observation by School Psychologist

All students at Beldon PS have a student profile sheet in the class SAER file and all confidential information on individual students is kept in a locked drawer in Deputy Principals' offices.



ROLES AND RESPONSIBILITIES

Teachers will:

- Identify SAER using data.
- Read all confidential information for SAER in locked draw in Deputies offices.
- Communicate concerns to parents and LSC or SAER Coordinator.
- Plan and implement a modified curriculum through a Documented Plan for individual needs of SAER.
- Monitor student's level of progress with all available data.
- Report, at least each term, on educational progress to parents, Principal, SAER Coordinator & students (where appropriate) and record all communication in SAER file.
- Inform support/specialist staff of any Documented Plan that is in place.
- Engage with appropriate outside agencies in the development of Documented Plans
- Communicate personal professional learning needs to Line Manager.

SAER Coordinator (Learning Support Coordinator) will:

- Communicate SAER Policy to teachers and parents.
- Collaborate with teachers in identifying SAER and writing of Documented Plans.
- Support to teachers to administer PA screening in PP - Year 1. (LSC to screen SAER at point of need)
- Review entry & exit students' files and offer teachers information on entry.
- Offer strategies to teachers to help differentiate curriculum for SAER.
- Support teachers to access relevant professional learning.
- Coordinate the upkeep of student information.
- Assist with the review & modification of SAER Policy.

PARENTS WILL

- Communicate concerns with teacher
- Act on concerns in the early years and engage in services for assistance.
- Inform school of relevant information (Paediatrician documentation, outside agency support)
- Collaborate with the class teacher to gain awareness of strategies being implemented at school.

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- Offer input to Documented Plans
- Attend Documented Plan meetings and/ or Case Conferences set up by the school.
- Maintain contact with teacher to keep updated on progress.

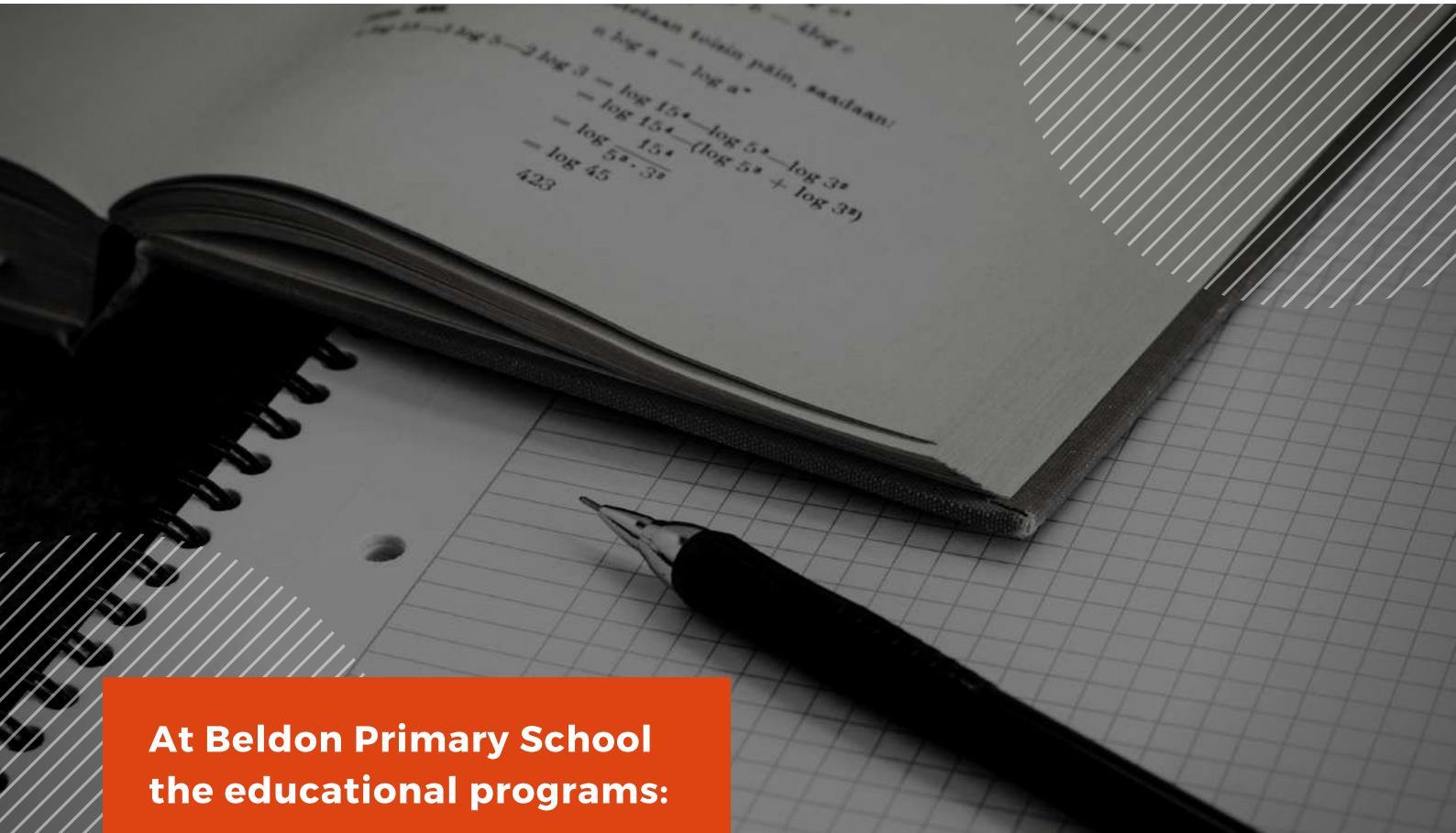
SAER Coordinator (Deputy Principal) will:

- Consider the placement of SAER in appropriate classes to minimise risk.
- Allocate time to exchange SAER information at the beginning of a new year.
- Ensure parents are informed of roles & policy procedures.
- Ensure teachers identify SAER using appropriate tools & are regularly reviewing Documented Plans.
- Organise and participate in Case Conferences with teacher, parent, school psychologist and/or other agencies.
- Consult with School Psychologist and ensure all documentation is updated.
- Determine needs for individual or whole staff PD involving SAER.
- Share and communicate Schools Plus applications.

Principal will:

- Ensure the implementation of SAER Policy and Procedures
- Ensure a process for school identification process is set up and continually reviewed.
- Provide opportunities & resources that allow teachers to prepare & implement a differentiated curriculum for SAER.
- Ensure SAER and LSC are following up on teacher planning & being used effectively in the school.
- Coordinate E.A allocation to specific students and classes.
- Report to community and school board on educational outcomes of students.
- Review policy and processes.

CURRICULUM



At Beldon Primary School the educational programs:

- are inclusive and sensitive to cultural differences and values;
- encourage students to be both independent and cooperative learners;
- are motivating, purposeful and relevant to students' needs.

Teachers at Beldon PS are committed to using the Guiding Principles of Teaching, Learning and Assessment from the Western Australian Curriculum to develop teaching and learning programs that are appropriate for all students' social, emotional & educational needs.

These principles marry with our belief that all students have an opportunity to learn:

- in a safe, supportive environment with learning experiences that respect and accommodate individual differences;
- through exposure to a variety of explicit, practical, cooperative experiences, encouraging students to learn both independently from and with others;
- through relevant & challenging learning experiences that are purposeful and motivating.

LEARNING ENVIRONMENT

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At Beldon PS we create a supportive learning environment that provides the intellectual, social and physical conditions in which effective learning can occur. Classroom practices develop in students the knowledge and skills needed to work independently, cooperatively and to develop confidence to tackle difficulties students encounter.

All students are given opportunities to achieve their full potential through our:

- shared vision between students, staff and our community
- awareness of the 'whole child' - social, emotional, physical and academic development.
- 'Restorative Approach' used to manage student behaviour.
- policies and plans are in place to promote and maintain a safe and healthy school environment.
- SAER and BMIS Policies are reviewed regularly.

COLLABORATION

We expect that a collaborative partnership will be formed between home, school and external agencies, where all parties are collectively responsible for student achievement.

Beldon's collaborative approach includes:

- Teacher and Education Assistants collaborating in the implementation of Documented Plans.
- LSC and SAER Coordinators offering support to teachers when identifying, planning and reporting for students at risk;
- Consultation with and involvement of parents/caregivers and students (where appropriate) in the process and content of Documented Plans;
- Consultation with and involvement of other professionals and outside agencies (School Psychologist, SENND, Therapy Focus, WAIDE, Visiting Teacher) in development and implementation of plans for students identified as being 'at risk'.

ASSESSMENT AND REPORTING



At Beldon Primary School, we recognise the importance of

ASSESSMENT

and it's influence on our teaching and learning

We follow the Principals of Assessment of the Western Australian Curriculum and believe assessment should:

- be an integral part of Teaching and Learning
- be educative
- be fair
- be designed to meet their specific purposes
- lead to informative reporting
- lead to school-wide evaluation processes

Assessment leads to informative reporting and we provide feedback through:

- Portfolios (Kindy)
- Summative Reports (P to 6)
- Documented Plan meetings
- Parent meetings
- Case Conferences

Parents of children on Documented Plans will be informed of their child's achievement level, rate of progress and strategies for change and be asked to sign the plans.