



Marmion Primary Students at Educational Risk (SaER) Policy

Rationale

In accordance with the SAER in Public Schools Policy Marmion 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, in accordance with the Western Australian Department of Education *Students at Educational Risk Policy and Procedures*.
- Administration and teaching staff will develop and implement processes to identify, provide for, monitor and report on students who may be at educational risk.

Guidelines

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

SAER students are those:

- at risk of not achieving the curriculum year level standard in English and/or Mathematics.
- whose achievement level, rate of engagement, progress or behaviour differs noticeably from past performances and/or that of their peers. This includes students identified as gifted and talented.
- with a diagnosis of a disability.
- with a diagnosis of a learning difficulty such as dyslexia and auditory processing problems.
- with a diagnosis of attention deficit, sensory impairment, severe behavioural, psychological or emotional issues etc.
- with English as an additional language/dialect and
- with life threatening medical conditions e.g. anaphylaxis, diabetes.

Individual Plans REQUIRED for students who:

- have a **diagnosed disability** (Autism Spectrum Disorder, Deaf and Hard of Hearing, Global Development Delay, Intellectual Disability, Physical Disability, Severe Medical Health Condition, Severe Mental Disorder, Vision Impairment) or **imputed disability** (dyspraxia, asthma, attention deficit hyperactivity disorder, dyslexia, foetal alcohol syndrome, specific learning disability and specific language impairment).
- are identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data (NCCD) on School Students with a Disability
- receive an Individual Disability Allocation.
- have ongoing absences.
- are achieving an E Grade in English or Mathematics.
- are achieving well above the expected level in English or Mathematics.
- are regularly displaying significantly concerning disruptive or dysregulatory behaviour.

Individual or Group plans POSSIBLE for students who are:

Academic (IEP)

- Achieving an overall D Grade in English or Mathematics.

Attendance (In conjunction with Admin)	<ul style="list-style-type: none">• Falling below 90% in the previous year
Social, Emotional, Behavioural	<ul style="list-style-type: none">• Displaying potentially concerning disruptive or dysregulatory behaviour.

This policy statement recognises that addressing the needs of students at educational risk is a collaborative process characterised by a sense of shared responsibility by the student, the parent, the teacher and the SAER administration team.

IDENTIFICATION PROCESS

- On Entry Assessment- PP
- Phonics assessment – Year 1
- Writing Common Assessment Tasks- Year PP - 6
- NAPLAN- Year 3 & 5
- PEAC- Year 4
- Letters & Sounds Placement & Tracking- PP, Years 1-3
- Spelling Schonell- Year 4-6
- Writing – year level moderation with network schools.
- Behaviour Rating Scale -school version {School Psychologist File}
- Working Memory Rating Scale {School Psychologist File}
- PASP (phonological awareness) Test {School Psychologist File}
- Auditory Processing Checklist {School Psychologist File}
- **New Concern:** All Teachers can complete a referral checklist (S:\AdminShared\STUDENT TRACKING RECORDS) at any time throughout the year to access support from the SAER Deputy or School Psychologist. Completed forms are to be shared in an organized meeting with the SAER Deputy Principal and/or school Psychologist.
- Students at risk may be referred to outside agencies or to the School Psychologist to assist identification processes.

DOCUMENTATION PROCESS

Teacher;

- T1 & T4: meet with previous teachers and discuss handover notes.
- review previous plans (as of 2022 these will all be saved using the SEN planning tool)

How to create your plans

- use SEN planning tool in Reporting to Parents to update a plan. If there is no existing SEN plan the SAER Deputy Principal is required to add the student's name to the SEN list ensuring the student is attached to their current teacher.
- Teacher creates IEP, GEP, IBP using SEN planning tool, seeking SAER Deputy Principal or School Psychologist advice as required.

Parent notification

Teacher to meet with parents/guardians for discussion and signing of documentation (T1, W6 & T3, W4)

Storage

Teacher to scan signed SEN Plan and save using the SEN planning tool (using paperclip)

Tracking and recording meeting (during performance management meetings in T1 & T3)

Teacher to meet with line manager to discuss the progress and tracking of your SAER students.

CASE CONFERENCES

Case Conferences are formal meetings attended by the classroom teacher, administration, parents and additional specialists (as required).

These meetings provide opportunities for dialogue between the school and families, ensuring that the implementation and review of Individual Education Plans is a collaborative effort.

These will be organised throughout the year, and be coordinated by the SAER Administration team (SAER Deputy and School Psychologist).

MONITORING PROCESSES

- All completed documentation is stored electronically in Reporting to Parents (SEN planning tool).
- The implementation will be monitored by the SAER Administration team.
- At the conclusion of the year teachers should write handover notes including any recommendations.
- If a student is deemed no longer at risk please consult with the SAER Deputy Principal and they will update the SAER audit.
- A SAER audit of students identified as SAER in the previous year is provided to staff at the commencement of the new school year.
- At the end-of-year, the transition meetings in regards to SAER students will take place with the current and new teachers. Handover notes provided.

RIGHTS & RESPONSIBILITIES

	Identification	Intervention	Monitoring
Teacher	<ul style="list-style-type: none"> • Meet with previous teachers to discuss SAER handover notes (T1 & T4) • Meet with parents early in the school year to discuss student needs and goals. • If required identify SAER using appropriate strategies and referral checklist. • Monitor all students, and refer any social, behavioural or academic concerns to the SAER Deputy. 	<ul style="list-style-type: none"> • Modify educational programs to meet needs of students. • Create IEP, GEP, IBP using the SEN planning tool. • Use appropriate programs and strategies to target SAER outcomes. • Implement strategies suggested by outside agencies (where appropriate). • Inform specialist staff of all plans that need to be implemented. • Seek advice from SAER Deputy, when required. 	<ul style="list-style-type: none"> • Monitor all students, and refer any social, behavioural or academic concerns to the SAER Deputy. • Monitor existing SAER cases to determine need for further intervention. • Maintain records of IEPs, GEPs and IBPs on Reporting to Parents: SEN. • Report progress to parents and admin (T1 & T3) • Review action plans & make recommendations • Attend case conferences.
SAER Deputy Principal	<ul style="list-style-type: none"> • Allocate time for appropriate handovers to ensure strategies can be implemented. • Ensure all students are attached to their relevant teacher on Reporting to Parents: SEN, enabling staff to create plans. • Communicate SAER Policy and Procedures to staff and parents. • Liaise with parents and outside agencies regarding diagnoses. • Manage Disability Resourcing applications, budget and allocation of resourcing accordingly. • Along with the Principal manage EA timetables and support structures. 	<ul style="list-style-type: none"> • Organise and coordinate case conference to determine action plans. • Meet with teachers when support is requested. • Liaise with Department of Education for support. • Ensure appropriate professional learning for staff. • Liaise with appropriate outside agencies. • Coordinate allocation of resources– Special Needs EAs. • Liaise with parents as required. 	<ul style="list-style-type: none"> • Review cases to keep parents informed. • Transfer information following student movement. • Monitor the implementation of plans. • Ensure plans are signed by parents and saved using the SEN Planning Tool. • Keep SAER audit up to date • Contribute to collation of whole school data.
SAER Administration Team	<ul style="list-style-type: none"> • Ongoing consultation with School Leadership • Assist school in the identification of students. • Manage referral process. • Provide support and information. 	<ul style="list-style-type: none"> • Collaborate with teachers and parents to address concerns. • Meet formally every term to discuss new referrals and current interventions. • Participate in case conferences. • Support staff as required. 	<ul style="list-style-type: none"> • Ongoing record management in accordance with DoE guidelines. • Assist in writing plans. • Review and modify SAER policies and procedures. • Review files and documentation to determine resources required.
Parents	<ul style="list-style-type: none"> • Communicate concerns to the school. • Discuss concerns with teachers and SAER Deputy. • Inform school of relevant information. • Organise visits to medical professions to obtain diagnoses. 	<ul style="list-style-type: none"> • Attend case conferences. • Participate in action planning. • Implement strategies suggested at home (where appropriate). • Engage outside agencies (medical, educational), where appropriate, for intervention. 	<ul style="list-style-type: none"> • Provide outside agencies' reports. • Maintain contact with teachers to determine progress. • Attend review meetings.