



Phoenix Primary School  
Learn Grow Succeed

# Student Services Guidelines



## Student Services Policy & Guidelines

### RATIONALE

Success for all students—we believe that every child is capable of being a successful learner. Phoenix Primary School is committed to identifying students at risk and addressing the needs of students as early as possible to ensure that every student achieves to their full potential.

### OUR BELIEFS

We are accountable for providing opportunities for all children to learn and to achieve their full potential.

- ★ All children can be successful learners.
- ★ Intervention is most effective when it meets the targeted and specific needs of children.
- ★ Intervention is most effective when it is in collaboration with parents/family and other agencies.
- ★ Intervention is most effective when it occurs in the early years of a child's schooling.
- ★ SAER students are a shared responsibility and they need a collaborative response from parents, the school and related agencies.

### DEFINITION

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*'. Students may not achieve their full potential for a variety of reasons and each student has the potential to be at risk at different stages throughout their school life.

**SAER students** may be characterised as students:

- Who are not achieving the major learning outcomes according to the Western Australian Curriculum
- Whose achievement level, rate of progress or social and emotional behaviour differs noticeably (above or below) expected standards, past performances, and/or their peers.
- Who are not engaging in their schooling
- Who have EAL/D and/or indigenous background

### CATEGORIES OF SAER

- **Academic:** poor achievers, underperformance, Gifted and Talented
- **Attendance:** absenteeism, lateness, poor engagement, transience,
- **Well Being:** social, emotional and behavioural issues
- **EALD and Indigenous:** not achieving due to English as an additional language and cultural issues
- **Physical Health:** diagnosed with health or medical conditions
- **Disability:** diagnosed or imputed
- **Environmental factors:** including Children in the care of Department for Child Protection and Family Support

### PROCEDURES

These guidelines provide a framework for staff to ensure students at educational risk are formally identified, tracking and monitoring processes are established and implemented effectively.

## 1. Identification

Staff at Phoenix PS will use a range of evidence-based procedures that enable the early identification of students who may be at educational risk. These include:

- Screening of Oral Communication Skills (SOCS) – Kindy
- On Entry Assessment (Pre-primary)
- Teacher judgement (observations and anecdotal records)
- NAPLAN Data
- EAL/D Progress Maps
- Attendance Records
- Behaviour data
- External agency and therapists' reports (including confirmed diagnosis of a disability)
- PEAC Testing data
- Whole school assessment data
- Student Achievement Profile (school based)
- Information from parents
- School Health Nurse screening
- NCCD

## 2. Provision

- Academic - Staff at Phoenix Primary School will implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students. Classroom-based planning will include curriculum differentiation to cater for a range of abilities and learning styles.

The Response to Intervention model promotes high quality intervention in 3 waves.

### Tier 1 – Core Classroom Instruction

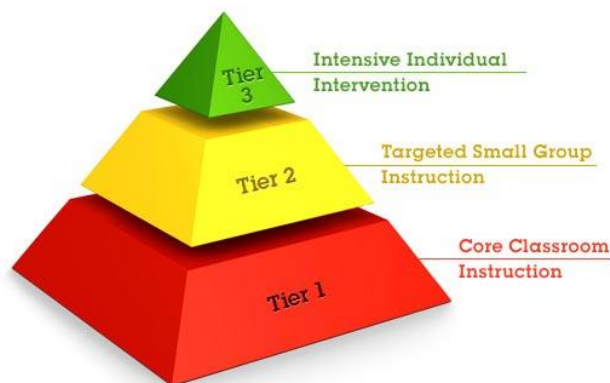
Targets all students in the class using evidence based whole school approaches and strategies

### Tier 2 – Targeted Small Group Instruction

Adjustments to teaching and learning programs are required to meet the needs of these students through differentiation. These students may be on a Group Education Plan.

### Tier 3 – Intensive Individual Intervention

Targets students who require specific and intensive support through targeted intervention. Programs may replace and are additional to class instruction. These are delivered in small groups or individually. This requires the development of an Individual Education Plan or a Special Needs (SEN) Plan. Collaboration with parents and external agencies may be needed.



- Attendance – Students at educational risk due to attendance are addressed through the school's attendance procedures.
- Well Being – Students at educational risk due to social, emotional and behaviour issues may be supported through Individual Behaviour Plans (IBP), Risk Management Plans (RMP) or Social Emotional Plans (SEP). Outside agencies or the school psychologist may be involved where appropriate.
- EALD and Indigenous students – Students at educational risk due to language or culture may be supported with Group Education Plans (GEP) or SEN / Individual Education Plans (IEP). EAL/D students will be assessed and monitored using the EAL/D Progress Maps.
- Physical Health – Students with diagnosed health issues will have health care plans, visits from outside agencies and documented education plans as appropriate.

- Disability – Students with disabilities that impact on their learning will be supported by teaching and learning adjustments tailored to meet their individual needs. These students may need SEN plans, Individual Education Plans, Individual Behaviour Plans, Risk Management Plans or Social Emotional Plans. Outside agencies or the school psychologist may be involved where appropriate.
- Children in the care of Department for Child Protection and Family Support - Children in the care of Child Protection and Family Support also require an individual documented plan. Where, however, there are no current concerns, the Documented Education Plan for Children in Care coversheet is completed. Plans are emailed to the Department for Child Protection and Family Support.

### **Documented Plans**

The teachers develop concise documented plans for students at risk in small achievable segments. 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:

- SEN Plans (*preferred for students achieving below expected Year level benchmarks*)
- Individual Education Plans (IEP)
- Group Education Plans (GEP)
- Individual Behaviour Plans (IBP)
- Risk Management Plans (RMP)
- Social and Emotional Plans (SEP)

### **Referral Processes**

All referrals need to go through the Student Services Deputy. There are a number of referral processes for students considered to be at educational risk:

- Ongoing referrals - Students within the school who have previously been referred to the Student Services Deputy will continue to be supported or followed-up unless the student is no longer considered to be at educational risk.
- Teacher referral - Teachers may refer a child at any stage during the year if they consider them to be at educational risk in any identified area. Teachers are required to complete a Student Services Referral form and give this to the Student Services Deputy together with any evidence to support the referral.
- Parent Referral - From time-to-time parents may have concerns regarding their child and may bring it either to the attention of the teacher or administration staff. This will be treated in a similar fashion to the Teacher Referral above.

***See Appendix 1: Procedures for SAER students.***

### **3. Monitoring and Reporting**

Student progress is monitored in the classroom through diagnostic, formative and summative assessments and as part of the Phoenix PS Assessment Schedule.

Formal reporting takes place twice per year as per the Department of Education Reporting to Parents Policy. A modified report (SEN report) is provided for students who require a substantial or extensive level of adjustment (Tier 1) to their learning program. Parents are informed if their child is to receive a modified report.

Parents meetings are held at the start of each year. Case conferences are held between parents and teachers at least once a semester. Case conferences may include Student Services Deputy Principal and school psychologist.

All documented plans will be signed by parents/ carers and a copy kept on the students file.

## Planning for Transition.

A comprehensive handover process occurs annually and if there is a change in staff.

Transition Plans will be developed when a student is transitioning to another teacher or class (e.g end of the year) and this is likely to cause anxiety. Parents/carers will be involved and a case conference will be organised with the parents/carers, class teachers and Student Services Deputy.

## TASKS & TIMELINES

ACTION	DUE	WHO
<b>Identify SAER students</b> Review handover documents and Student Achievement Profiles.	Term 1, Week 2	Teachers
<b>Documented Plans to be developed</b> <i>As per the policy Documented Plans (SEN, IEP, GEP,BMP, RMP, Social &amp; Emotional), are to be developed for identified students.</i>	End of Week 5, Term 1 End of Week 5, Term 3	Teachers
<b>Parent Meetings / Case Conferences</b> <i>Case conferences are to be held with the class teacher and parents/carers. Student Services Deputy may be involved if required. All documented plans need to be signed by the parents/carers. Signed plans should be given to DP to be filed in student's individual SAER file.</i>	End of Week 8, Term 1 End of Week 8, Term 3	Teachers Student Services Deputy
<b>Activity Notes kept regularly</b> <i>Teachers are to record notes relating to the student on the Activity Notes in Integris. This may include case conferences, communications with parents or external students, results of medical checks, referrals sent, letters/reports received etc.</i>	Ongoing (recording)	Teachers Student Services Deputy
<b>Review Documented Plans regularly</b>	Ongoing	Teachers
<b>NCCD Student Profile</b> <i>Teachers are to complete the NCCD Student Profile documents</i>	Term 3, Week 2	Teachers Student Services Deputy
<b>End of Semester Documented Plan reviews</b> <i>Reviews to be entered on SEN Planning and saved on the Shared Drive under IEP Class Folders. A reviewed copy should be signed and given to the DP to be placed in the student's individual SAER file.</i>	End of each Semester	Teachers
<b>Add to SAER Files and Student Intervention Record throughout the year.</b> <i>SAER Files should include case conference notes, signed Documented Plans, reports from external services, referrals (internal and external) and email print-outs.</i>	Ongoing	Teachers Student Services Deputy
<b>Ensure all SAER related files are up-to-date for handover</b> <b>Update Student Achievement Profiles</b>	Term 4, Week 8	Teacher
<b>Complete transition plans and profile documents.</b> <i>Develop transition social stories as appropriate.</i>	Term 4, Week 8	Teacher Student Services Deputy



## PROCEDURE FOR STUDENTS IDENTIFIED AS SAER

**IDENTIFICATION**  
 Familiarise yourself with last year’s documents for SAER students. Look at handover documents including Achievement profiles and documented plans (SEN, IBP, RMP, SEP)  
 Consider strategies from the plans and evaluate continued relevance  
**OR**  
**Identify students at risk** using:

- Whole school assessment such as: On entry, PAT, NAPLAN
- Class based assessment
- Teacher judgement & observations



**PROVISION**  
 Create a relevant Documented Plan (educational/behavioural/attendance) for students who require SIGNIFICANT adjustments to be made to allow them to access the curriculum.  
**A Documented plan** is developed that reflects the teaching and learning adjustments being made to address student needs. This plan outlines how needs will be addressed and when monitoring and assessment will take place. Should include consultation with:

- Previous teachers and EA’s
- Parents/Carer of student
- Student Services Deputy
- School Psychologist and/or outside providers and specialists

**Who Requires a Documented Plan? (DOE Policy)**

- Students who receive a Disability Funding Allocation
- Students who have DCP involvement
- Students designated to require supplementary, substantial or extensive adjustments as according to the NCCD categories
- Students who have ongoing attendance issue (Below 80% - ongoing)
- Students requiring individualised behaviour support
- Students who require a Risk Management plan to ensure their own and/or others safety



**MONITORING & REPORTING**  
 Conduct a formal termly evaluation of the plan – reviewing, adjusting and discussing changes with parents/carers.  
 Conduct ongoing discussion regarding progress with student, parents and where appropriate the Student Services Deputy.



**IMPLEMENTATION**  
 Inform Specialist Teachers and consult with relevant EA’s and Admin where appropriate.

- Ongoing monitoring and communication of progress
- Working document that reflects changes, progress and setbacks



Include parents and caregivers in the process as much as possible – they must be informed of the plan and sign the Documented Plan each time it is significantly altered.  
 All documented plans to be saved on the Shared drive in IEP Class folders.  
 Give signed copies of any documented plans to Deputy to be filed in Student Services files for recording purposes.



**REFERRAL**  
 If appropriate, complete a Student Services request form (for school psych. external agency involvement – please note that the existence of a Documented Plan (or the fact that a Case Conference has previously been conducted) – does not automatically mean this will occur subsequently

