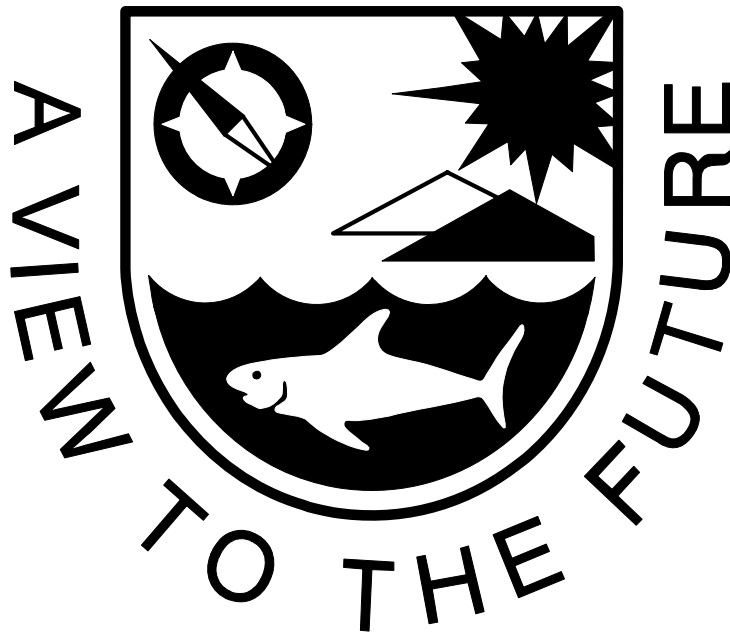


Dampier Primary School



Students At Educational Risk Policy

School Purpose Statement:

The purpose of Dampier Primary School is to develop the whole child, empowering lifelong learners who strive to realize their personal best while working cooperatively to demonstrate civic and environmental responsibility.

Updated 1st May, 2007

Review date: May 2009

AIM

To demonstrate accountability for the educational progress of all students, Dampier Primary School has the responsibility to develop, document, implement and review procedures and educational programmes for individuals and groups of students at educational risk.

DEFINITION

The beliefs we hold for all students [see School Development Plan] apply to **Students at Educational Risk**, who are defined as:

“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”

This is inclusive of students requiring teaching and learning adjustments, such as those:

- Whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers
- Who are under-performing
- Who are not engaged in their schooling
- Who are students with Special Needs or eligible for Education Support placement

IDENTIFICATION

The identification process consists of:

- Listing of students in the SAER group - refer to Integris (Learning Support Coordinator / Deputy Principal to circulate at the commencement of each year)
- Existing Individualised Education Plan/s [IEP] and/or Inclusive Management Plan
- Classroom Teacher and/or parent concern about a student
- Collaboration between Classroom Teacher and Learning Support Coordinator [LSC]
- Completion of Student Profile (Proforma 1), Parent Questionnaire (Proforma 2), School Psych Referral (Proforma 3), Term 4 Teacher Handover (Proforma 8b) and Parental Evaluation (Proforma 8 c)
- Conference between Classroom Teacher, LSC, School Psychologist and/or parent
- Application of assessment tools from Education Support File (Deputy Principal's office)
- Other student data (ie. class records, other teachers, work samples, BMIS records, School Nurse and outside services, eg Speech Pathology –Proforma)
- School Psychology Services [case conference, observations, counselling, testing, etc]
- Collaborative processes (see Collaboration Flowchart- page 4)
- Consideration of the impact of low attendance [less than 90% attendance per term]
- Reference to WALNA data on S Drive (e.g. students below the Benchmark in any area)

PLANNING & MONITORING

When a student at educational risk is identified the following records must be maintained:

- Student Profile – completed by the classroom teacher (Proforma 1)
- Individualised Education Plan (IEP) Proforma 4 – compiled by the classroom teacher and/or support services eg: School Psychologist, Speech Therapist, Occupational Therapist, etc (Record of Collaboration-Proforma 5 + Teaching Plan - Proforma 4)
- Use of the Inclusive Management Plan (Proformas 6a-c) is recommended for students with Special Needs or those eligible for Education Support placement.
- Indication on Integris of SAER status – group allocation updated by Deputy Principal
- Use of the Parent Questionnaire (Proforma 2) is recommended.
- Use of Term 4 timeline (Proforma 8a), Teacher Handover Information (Proforma 8b) and Parental Evaluation (Proforma 8c).

All documentation is to be kept in the Student's IEP Folder. Additional information may be kept in the child's Central Folder (Psychologist reports etc).

Over the course of the year, an IEP folder should build up a record of the following;

- Copies of any Proformas 1-8
- Semester 1 and/or 2 Literacy or Numeracy net data
- Copies of any relevant assessments (NAPLAN/MSE)
- Unedited writing samples (narrative, recount)
- Teacher administered data collection tools (Salisbury word lists, initial sound/letter checklists)
- Relevant work samples (reading comprehension sheet, cloze activity, basic facts, number grids)
- Any paper work from outside agencies that the child has been referred to (paediatrician, school nurse, optometrist, visiting teacher summary notes...)

The IEP contains strategies to address the focus area/s and a summary of meetings/discussions between the classroom teacher and others involved [parent/s, support services, etc]. All IEPs are to be stored electronically on the 'S' Drive: Teaching Staff, SAER folder, IEPs as well as in the student's IEP file.

At the end of the school year, classroom teachers must store IEP documentation in the SAER file and update the Student Profile.

It is the responsibility of the SAER Coordinator to advise the Principal of the distribution of students at educational risk, including those with IEP's, and to recommend the allocation of resources.

Monitoring of IEP/SAER student files will be conducted via Performance Management and additional SAER Meetings with the LSC.

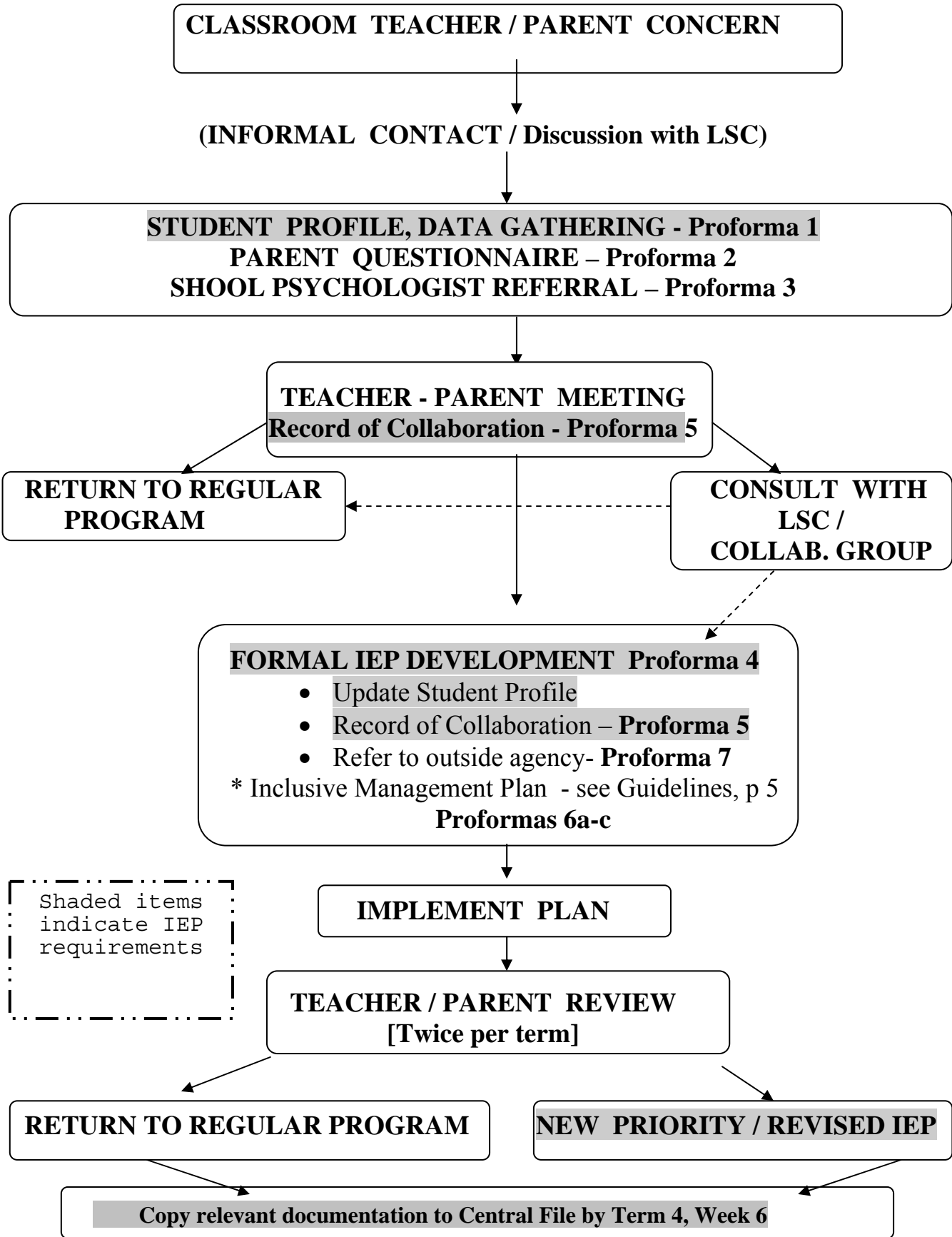
REPORTING

Schools will issue twice a year a formal report on the progress and achievement of each student (Years 1-10) using the prescribed system reporting templates [SIS]. In the instance of students with Special Needs, or those eligible for Education Support placement, a modified version may be provided.

Teachers may indicate that children are working on an individualised program or at a level significantly different to that of their peers. Progress will be described in positive terms, related to children's achievements as individual learners. [see Curriculum, Assessment and Reporting Policy]

STUDENTS AT EDUCATIONAL RISK

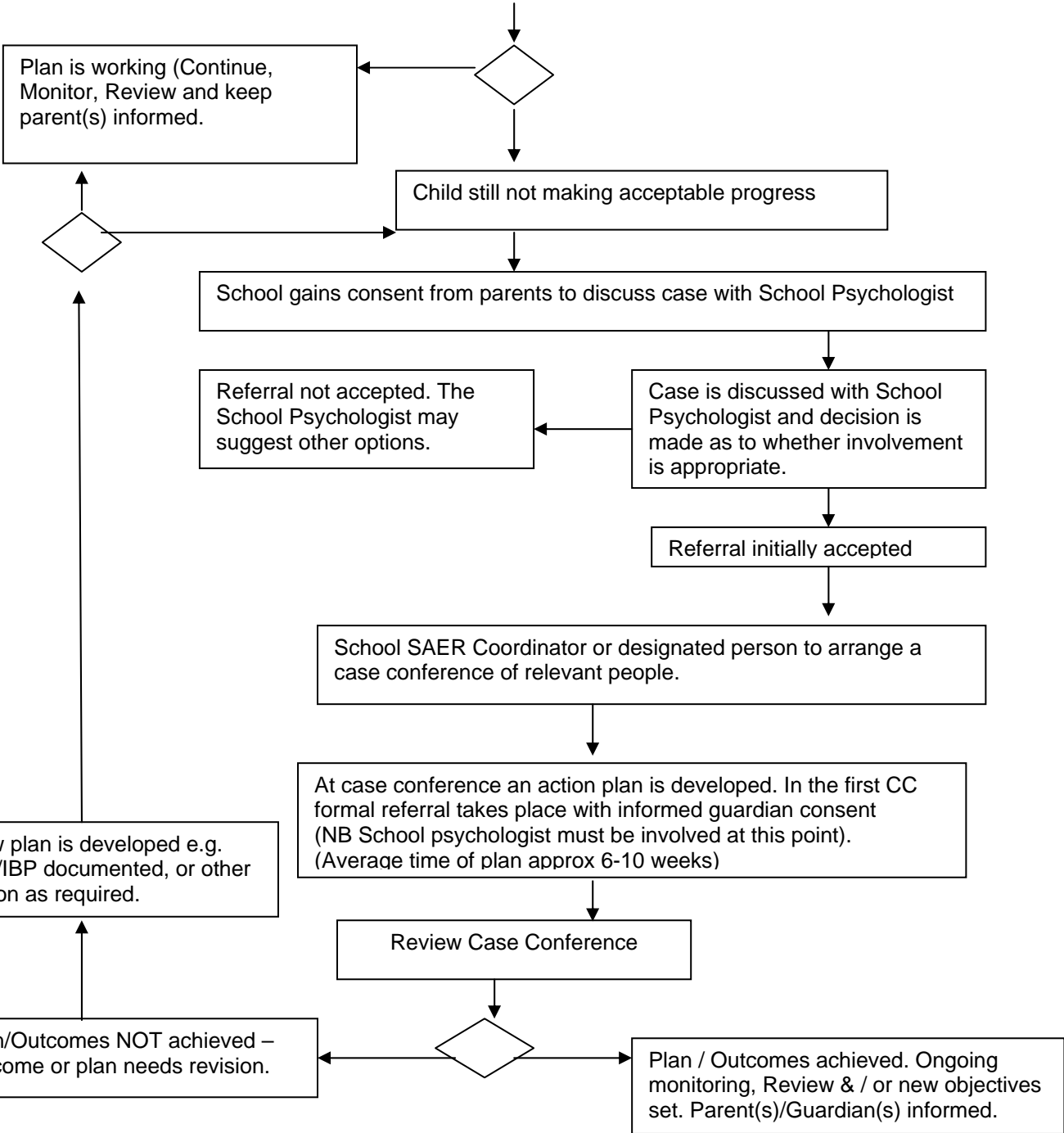
COLLABORATION FLOW CHART



PRIMARY SCHOOL CASE MANAGEMENT/REFERRAL PROCEDURE (GUIDE) FOR STUDENTS AT EDUCATIONAL RISK

CONCERNS IDENTIFIED BY SCHOOL STAFF OR PARENTS

Teacher discusses concerns with parents(s), school's SAER Coordinator or SAER School Committee, LSCs, appropriate others & / or Principal. An action (IEP or IBP or other) plan is developed and documented by collaborative planning between teacher, parent, support teacher and/or planning partner, appropriate others. Parent(s) are provided with a copy. (Average time of plan 6-10 weeks)



STUDENTS AT EDUCATIONAL RISK - GUIDELINES

CATEGORIES OF STUDENTS

The three categories of students are:

LEARNING

- Children with specific learning difficulties
- Children achieving well below their potential

SOCIAL/EMOTIONAL/PHYSICAL

- Children whose behaviour is significantly disruptive
- Children with low self esteem
- Children whose social development impacts on their learning and/or peer relationships
- Children with health or physical problems

EXTENSION

- Children with high academic ability in some or all learning areas
- Creative thinkers/problem solvers in need of challenging activities

*** Students with Special Needs or those eligible for Education Support placement will require an Inclusive Management Plan. This outlines expectations, activities and responsibilities of program providers.**

RESPONSIBILITIES, ROLES and TIMELINES

- SAER / IEP will feature on the Staff Meeting agenda at least once per term
- Classroom teachers should discuss concerns with the LSC / SAER Coordinator - SAER file will be provided
- Classroom teachers complete a Student Profile [Proforma 1] and retain a copy for classroom purposes
- Classroom teachers and LSC review strategies and evaluation at least twice per term
- Classroom teachers maintain IEP documentation and conduct regular reviews with parent/s and Line Manager/s
- Classroom teachers collaborate with parents to conduct a final review including a recommendation regarding continuity of the IEP at the end of each school year
- If IEP is no longer necessary, files will be retained as non-operative by the LSC / in the Central File
- Operative SAER files will be stored by the LSC, in the Deputy's Office, ready for classroom teachers in the following year



DAMPIER PRIMARY SCHOOL STUDENT PROFILE



Student Name: _____ **DOB:** _____

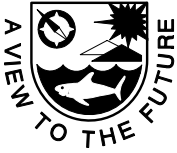
Parent/Guardian Name: _____

Year Level Calendar Year	Class Teacher	LSC	Principal/ Deputy	Psychologist	Nurse	Other
Kindy						
Pre-Primary						
Year 1						
Year 2						
Year 4						
Year 5						
Year 6						
Year 7						

Records available in student file:

Psychologist School Nurse Paediatrician
Occupational Therapist Speech Therapist Optometrist

Other: _____



DAMPIER PRIMARY SCHOOL PARENT QUESTIONNAIRE

Name of Student: _____

Date: _____

School staff value the support and interest parents show in their child's education. We believe it is important to work together as a team to help your child's development. To do that we need to understand those areas and skills, which you as a parent see as important.

Please consider these questions and bring your responses to our meeting on _____.

Which skills do you see as a priority for your child?

What do you believe to be your child's strengths and weaknesses?

What methods have you found effective in rewarding your child?

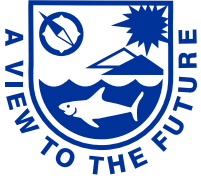
To what extent does your child mix with children in the neighbourhood?

Are there any problems at home that we could assist with at school?

What areas of your child's behaviour cause concern to you?

Is there anything in particular you would like to discuss during the student review?

Signature of Parent/Guardian: _____



DAMPIER PRIMARY SCHOOL
PSYCHOLOGIST REFERRAL FORM



Student Name: _____	Year: _____
DOB: _____	Room Number: _____
Teacher: _____	Parents Names: _____

Referral to: SAER SCHOOL PSYCHOLOGIST

Reason for Referral:	Behaviour	Learning	Social/Emotional	Other

Outline of strategies tried at school/home:

Outcome required:

Has the student been referred to any of the following previously:

Occupational Therapy Speech Therapy Paediatrician Nurse

To be completed by LSC/Deputy

Comments:



DAMPIER PRIMARY SCHOOL EDUCATION PLAN

Student Name: _____

Year Level: _____

D.O.B. _____

Teacher: _____

Commencement Date: _____ Review Date: _____

<i>Long Term Outcome</i>	<i>Short Term Target</i>	<i>Learning Strategies</i>	<i>Where/When/Who</i>	<i>Assessment/Observations</i>

Parent Signature: _____

Teacher Signature: _____

Principal/Deputy Signature: _____



INCLUSIVE MANAGEMENT PLAN

STUDENT:	YEAR LEVEL:	DATE: Term , 200	TEACHER:	ASSISTANT:
<u>ONE TO ONE WITH ASSISTANT</u>	<u>INDEPENDENT ACTIVITIES</u>	WORKING ALONGSIDE CLASSMATES		
Daily activities at individualised level of instruction, involving personalised routines and rituals: <ul style="list-style-type: none">•	Encourage independence and foster a reasonable work ethic in response to instruction, by completing achievable tasks in: <ul style="list-style-type: none">•	Some time each day spent working on the same tasks as the whole class e.g. <ul style="list-style-type: none">•		
CLASSROOM BEHAVIOUR/SOCIAL INTERACTION & SOCIAL COURTESIES	HOME SUPPORT/COMMUNICATION	ANCILLIARY SUPPORT/OTHER AGENCIES		
Encourage & foster desired necessary behaviours: <ul style="list-style-type: none">•	Support and work in partnership with _____'s family: <ul style="list-style-type: none">•	Work as a team in _____'s overall learning plan:		



INCLUSIVE MANAGEMENT PLAN

STUDENT:

YEAR LEVEL:

DATE: Term , 200

TEACHER:

ASSISTANT:

<p style="text-align: center;"><u>ONE TO ONE WITH ASSISTANT</u></p> <ul style="list-style-type: none"> ❖ Daily activities at individualised level of instruction, involving personalised routines and rituals: 	<p style="text-align: center;"><u>INDEPENDENT ACTIVITIES</u></p> <ul style="list-style-type: none"> ❖ Encourage independence and foster a reasonable work ethic in response to instruction by completing achievable tasks in: 	<p style="text-align: center;">WORKING ALONGSIDE CLASSMATES</p> <ul style="list-style-type: none"> ❖ Some time each day spent working on the same tasks as the whole class e.g. 	MONITORING
<p style="text-align: center;">CLASSROOM BEHAVIOUR/SOCIAL INTERACTION & SOCIAL COURTESIES</p> <ul style="list-style-type: none"> ❖ Encourage & foster desired necessary behaviours: 	<p style="text-align: center;">HOME SUPPORT/COMMUNICATION</p> <ul style="list-style-type: none"> ❖ Support and work in partnership with the family: 	<p style="text-align: center;">ANCILLIARY SUPPORT/OTHER AGENCIES</p> <ul style="list-style-type: none"> ❖ Work as a team in ___'s overall learning plan: 	



INCLUSIVE MANAGEMENT PLAN

STUDENT: XXX **YEAR LEVEL:** 3 **DATE:** Term X, 200X **TEACHER:** Mrs YYY **ASSISTANT:** Mrs ZZZ

<u>ONE TO ONE WITH ASSISTANT</u>	<u>INDEPENDENT ACTIVITIES</u>	WORKING ALONGSIDE CLASSMATES
<p>Daily activities at individualised level of instruction, involving personalised routines and rituals:</p> <ul style="list-style-type: none"> • Word Mastery (word recognition-Dolch & Salisbury word lists) • Spelling Journal (Look, Cover, Write, Check; finding small words & oral drills) • Oral Reading (social stories and books chosen by Leah under supervision, gradually increasing in length & difficulty) • Maths activity (Number operations with concrete materials as necessary) • Concept Development (oral activities to reinforce time & sequence) • Dictionary Skills (Find one word that means) • Handwriting 	<p>Encourage independence and foster a reasonable work ethic in response to instruction, by completing achievable tasks in:</p> <ul style="list-style-type: none"> • Reading Comprehension (Early Birds 3, May Mitchell) • Handwriting (Motor Development Activities) • Mathematics (Maths Skillbuilders: Golden Step Ahead) • Sentence Construction (CLICKER) • Language Development - computer software (Bailey's Book House; Reader Rabbit: Sammy's Science House) - with minimal support. 	<p>Some time each day spent working on the same tasks as the whole class e.g.</p> <ul style="list-style-type: none"> • Round Robin Reading • News telling • Literature • Art/Craft activities • Library (book borrowing) • Selected activities (LOTE) • Music • Speaking & Listening games • 'Hands on' Science experiments
CLASSROOM BEHAVIOUR/SOCIAL INTERACTION & SOCIAL COURTESIES	HOME SUPPORT/COMMUNICATION	ANCILLIARY SUPPORT/OTHER AGENCIES
<p>Encourage & foster desired necessary behaviours:</p> <ul style="list-style-type: none"> • Cleaning any mess made • Packing up when told (use of organiser) • Elimination of screeching and squealing • Staying with the group always • Participation in partner/small group discussion 	<p>Support and work in partnership with XXX's family:</p> <ul style="list-style-type: none"> • Implement Communication Book • Alert parents to problems e.g. wearing shorts instead of dress, reduce number & size of toys coming to school, no wheeled toys on string, wax build up in ears • Support requested & consistency in approach needed for important issues e.g. cleaning up after self, no wandering away 	<p>Work as a team in XXX's overall learning plan:</p> <ul style="list-style-type: none"> • Centre for Inclusive Schooling – liaise with VT, e.g. requests for support i.e. social stories –packing away, cleaning up mess • Follow up suggestions i.e purchasing Clicker, evaluating computer software - Shopping • Occupational Therapy sessions once a week. Review assessment and attend to recommendations made by School Psychologist. • Participation at Autism Network Meetings & Inclusive Schooling PD.

SAMPLE ONLY



**REFERRAL TO THE FUN
AND DEVELOPMENT TEAM**

(For SCHOOL AGED children)



Date of Referral:		
Student Name:		Year:
DOB:	Gender: male	School:
Address:		Class Teacher:
		Support staff (LSC? SAER Coordinator?):
Parent name:		Home Language (if other than English):
Parent home/mobile number:		Referred by:
Parent email:		Best contact for referrer:

This referral will go to a FAD team intake meeting. Your child will be seen by the appropriate therapists on the FAD team and they will contact you about an appointment.

Please complete the following:

Tick the box(es) below to indicate which service(s) you feel this child requires:

- Occupational Therapy
- Physiotherapy
- Speech Pathology
- Social Work
- Other Please specify _____ (eg Audiology, Dietetics etc)

Has the student's hearing and vision been screened recently?

- Yes - please attach the results to this referral form.
- No - please arrange to have this screened via the school health nurse.

Does the student have a specified disability? (include diagnosis name) _____

Office use only:

Date received:		Client Database ID #:
Pri. SP:	Pri. OT:	Pri. PT:
Plan SP:	Plan OT:	Plan PT:
Allocate:	Allocate:	Allocate:

Is the student:

- * receiving the Child Disability Allowance/Disability Support Pension? Yes No
* registered with Disability Services Commission? Yes No

Has the student attended physiotherapy, occupational therapy or speech pathology services in the past? If yes, please complete the table below.

Yes No

	Physio	OT	SP
	YES / NO	YES / NO	YES / NO
Who provided the service?			
When did the student receive the service?	from: to:	from: to:	from: to:
Is the child still having therapy?			

Has the student been referred to a School Psychologist or required additional educational assistance?

Yes No

If yes, please give details: _____

Please list any other agencies which are known to be involved with the student.

PARENT/GUARDIAN PERMISSION

I _____ am aware that _____ has been referred to the
(parent's name) (child's name)

Fun and Development team which consists of:

- ❖ Speech Pathology
- ❖ Physiotherapy
- ❖ Occupational Therapy
- ❖ Social Work
- ❖ School Health Nurse

I give permission for the therapists indicated above to assess my child and if necessary exchange information with his / her teacher and/or referrer, to ensure the optimal care of my child. I am aware that I will be informed of the assessment results.

I agree that the Fun and Development Team have access to relevant school information regarding my child.

Signed: verbal consent given _____ Printed name: _____

Date: _

Please return this referral form to:

The Fun and Development Team - School Age
Warambie Community Health Centre
PO Box 519, KARRATHA WA 6714 or Fax: 08 9143 225
westpilbaraalliedhealth@health.wa.gov.au

PROFORMA 7

SUMMARY OF DIFFICULTIES

GROSS MOTOR AND CO-ORDINATION PROBLEMS (treated by a Physiotherapist)

The child may have:

- difficulty hopping, skipping, jumping
 - difficulty walking up or down stairs
 - difficulty in standing on one leg momentarily
 - poor coordination or jerky movements of arms and legs
 - excessive clumsiness (may trip often or bump into objects)
 - poor balance
 - poor ball skills (catch, throw, bounce)
 - difficulty organising his/her body for a movement sequence or to negotiate obstacles
 - a tendency to walk with feet turned inwards
 - a tendency to walk on toes most of the time
 - be unable to sit cross legged
-

FINE MOTOR SKILLED ACTIVITIES

The child may:

- hold the pencil poorly or be unable to control its movements
 - have poor handwriting, eg: untidy, letter reversals, incorrect letter formation
 - have difficulty using scissors
 - be unable to:
 - do up buttons
 - thread beads
 - tie shoelaces
 - be unable to build with small rods or blocks
 - have difficulty dressing self
 - be unable to decide which hand to use
-

VISUAL AND EYE MOVEMENT PROBLEMS

The child may have:

- difficulty in seeing the important features of a picture
 - difficulty reading from a blackboard
 - difficulty in catching a ball
 - difficulty in perceiving shape and size and space
-

SENSORY PROBLEMS

The child may:

- touch other children frequently
 - fidget and move about
 - be overly affectionate or 'clingy'
 - rock his body or bang his head
 - stamp feet or drum his fingers persistently
 - have poor judgement of distance and height
 - have irrational fear of height and/or dislike climbing/swinging
 - have no fear
-

SPEECH AND LANGUAGE PROBLEMS

The child may:

- have difficulty understanding new concepts and/or verbal instructions
 - give irrelevant, incomplete or no response to more difficult questions
 - have poor grammar
 - have a limited vocabulary
 - Lack connectivity i.e. only short, simple sentences are used when speaking and writing
 - have poor sequencing and storytelling skills
 - have difficulty with verbal problem-solving
 - have poor articulation or immature speech
 - have a husky or unusual voice
 - appear to have a constant or intermittent hearing loss (that isn't currently being treated)
 - have a stutter
 - have poor phonological awareness skills
-
-

Have you observed any behavioural difficulties at school (e.g. over active, poor peer relationships, distractable)? If so please provide details of these below.

Any other comments

PROFORMA 7



Students At Educational Risk - Term 4 Requirements

Week 2:

- Update IEP files ready for handover
- Work samples added to file.

Week 3:

- SAER meeting
- Complete handover proforma for next teacher

Week 7

- SAER meeting
- Lit Net Semester 2
- Child self reflections to be completed. Add to handover file.
- Update Student Profile/Cover Sheet. Add assessment tools, work samples and the IEP.

Week 8

- Collate all student IEP files.

Week 9

- Final review with parents. All parties to sign off.
- Parents to complete questionnaire. Add this to file for handover.
- Work samples added to file.

Week 10

- Hand collated folder to SAER Coordinator

PROFORMA 8a



Teacher Handover Information

Student: _____

Date: _____

Teacher: _____

Progressing well in	Needs more time to....
Likes...	Dislikes...
Themes Covered	Things that worked well....

PROFORMA 8b



Parental Evaluation of IEP

Student Name: _____

Class Teacher _____

Year Level _____

Parent Name: _____

Date: _____

School staff appreciates the support and interest of parents. We believe it is important to work together as a team to help your child's learning. Please assist us by taking the time to complete the following questionnaire.

1. What sort of help did your child receive?

a. _____

b. _____

c. _____

2. How did this IEP assist your child's learning?

3. What sort of help would you like to see your child receive next year?

4. General Comment

PROFORMA 8c
