

Dianella Heights Primary School  
Independent Public School



**STUDENTS AT  
EDUCATIONAL RISK  
POLICY  
2012 - 2016**

## RATIONALE

Dianella Heights 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. Please refer to Department of Education SAER policy - <http://www.det.wa.edu.au/policies/detcms/portal/>

## OUR BELIEFS

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

The term '*At risk*' refers to a student who may not achieve his/her potential for a variety of reasons and each student has the potential to be at risk at different stages throughout their school life.

### ***At risk students typically are students:***

- Who are not achieving the major learning outcomes;
- Who are high achieving students who require extension
- Whose achievement level, rate of progress or behaviour differs noticeably from the past performances and/or that of peers;
- Who are underperforming (including talented and gifted);
- Who are not engaging in their schooling;
- Whose performance is at risk due to poor rates of attendance.

### ***At risk may affect all or some of the following areas:***

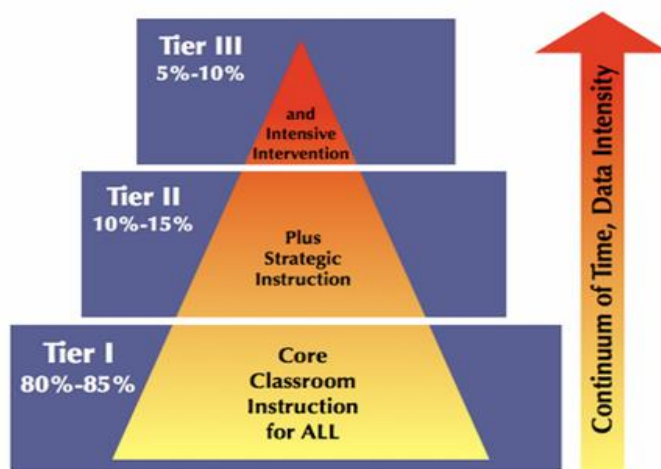
- Academic learning
- Speech & Language skills
- Social & emotional development
- Health & physical development
- Behaviour

### ***These risk factors may include:***

- Culturally and Linguistically diverse background
- Language delay and/or disorder
- Behaviour disorders
- Lack of pre-requisite knowledge for formal learning
- Specific learning difficulties
- Low attendance
- Frequent changes of school
- Ineffective educational programs and instruction
- Physical disabilities

Risk factors can alert a teacher to the possibility that a student may have difficulties with learning. The difficulties are rarely the result of a single factor or influence. It is often the combination of interacting factors that result in under-achievement.

### **STUDENT SERVICES MODEL FOR INTERVENTION**



The student services model below demonstrates the continuum of services provided by Dianella Heights Primary School, either as a whole school program, phases of learning groups, class programs or individual support.

#### **Tier 1 Prevention: Core classroom Instruction for ALL**

Includes whole-school evidenced based strategies that target all students in the school and/or classroom building student capacity. Universal screening to target at risk students. These include:

- *Implementation of the Explicit Teaching Model*
- *Reflective Behaviours*
- *School based Curriculum*
- *Whole school approaches to the teaching of Literacy & Numeracy*
- *Integration of ICT*
- *Regular and ongoing monitoring and assessment to inform planning for intervention or extension*

#### **Tier II Intervention: Strategic Instruction**

**Classroom Level:** Adjustments to the teaching and learning programs are required to meet these student's needs. Interventions supplement classroom instruction but do not replace it. These identified students may be on a Group Education Plan.

**School Level:** The analysis of whole school data and the SAER register guides the development of short term, targeted intervention programs.

#### **Guidelines for Targeted Intervention Programs:**

- Information from screens and assessments informs programs
- Programs developed to target specific skills
- Ongoing training provided for staff delivering these programs
- Programs developed in consultation with classroom teachers
- Intervention strategies reinforce what is being taught in the classroom
- Parent support is encouraged

- Pre and post assessment conducted to determine the effectiveness of programs
- The use of evidence based programs and resources.

### **3. Tier III Case Management (Intensive Intervention)**

For students who require specific and intensive support. Strategies are designed to address limited progress in areas of targeted intervention (major modifications may be required). Programs may replace and are additional to class instruction. These are delivered in small groups or individually. This requires collaboration with external agencies and the development of an Individual Education Plan.

***These agencies include (but are not limited to):***

- |                                      |   |
|--------------------------------------|---|
| ➤ School Psychologist                | ➤ Dyslexia SPELD Foundation.              |
| ➤ Therapy Focus                      | ➤ Inclusive School of Education           |
| ➤ Speech and Occupational Therapists | ➤ Western Australia Institute of the Deaf |
| ➤ Intensive Autism Centres.          | ➤ Vision Education Service                |

#### **Referral Processes**

*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 SAER Coordinator 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 have 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.

#### **SAER Register Referral**

The SAER Classroom Register (*see Appendix A*) allows teachers to note trends within a class or for an individual student. Once registers are collected, the SAER Coordinator collates information on a whole school database for identification of students in need of targeted intervention.

#### **ROLE OF STUDENT SERVICES MANAGER (Deputy):**

- Coordinate screening of SAER and Intervention programs.
- Collect and collate data from classroom SAER registers and input into Integris.
- Screen new students to the school, flag already identified SAER students and disseminate relevant information to LSC, teachers etc.
- Analyse whole school data to assist in the identification of SAER.
- Manage School Psychologist and Student Services team.

#### **ROLE OF LEARNING SUPPORT COORDINATOR:**

- Assist teachers in the monitoring and assessment of SAER
- Provision of classroom support (e.g. modelling strategies, classroom observations).
- Liaise with School Psychologist, Visiting Teachers and external agencies.
- Support classroom teachers and Education Assistants with IEP development & teaching and learning adjustments.
- Identify and provide targeted professional learning.
- Monitor IEP development and review dates.

