



SAER Policy

Students at Educational Risk

Amended: December 2023

Rationale

"Wherever a student starts from on the first day of the year, he or she deserves to have made at least a year's worth of progress by the end of it. Any less, and our students fail to reach their full potential."

Goss, P & Hunter, J (2015). Grattan Institute: Targeted Teaching

Hollywood Primary School is committed to the educational success of all students attending school. Our teachers strive to ensure that every student achieves to his or her potential and is equipped with the skills to contribute to society in a positive way. The Hollywood Primary School staff, in conjunction with the Learning Support Coordinator (Associate Principal), seek to identify students as those at academic risk (SAER) or those who are Talented and Gifted (TAG). The following document outlines methods used to address the individualised needs of these students.

The Department of Education Focus 2023 document outlines the following priority areas:

- Ensure all students are achieving year on year progress through evidence-based approaches.
- Understand what effective case management in schools is and enable all staff with student services responsibilities to meet this expectation.
- Build an understanding of the (complex and) diverse teaching and learning needs of students, including students with disabilities.

Our Beliefs:

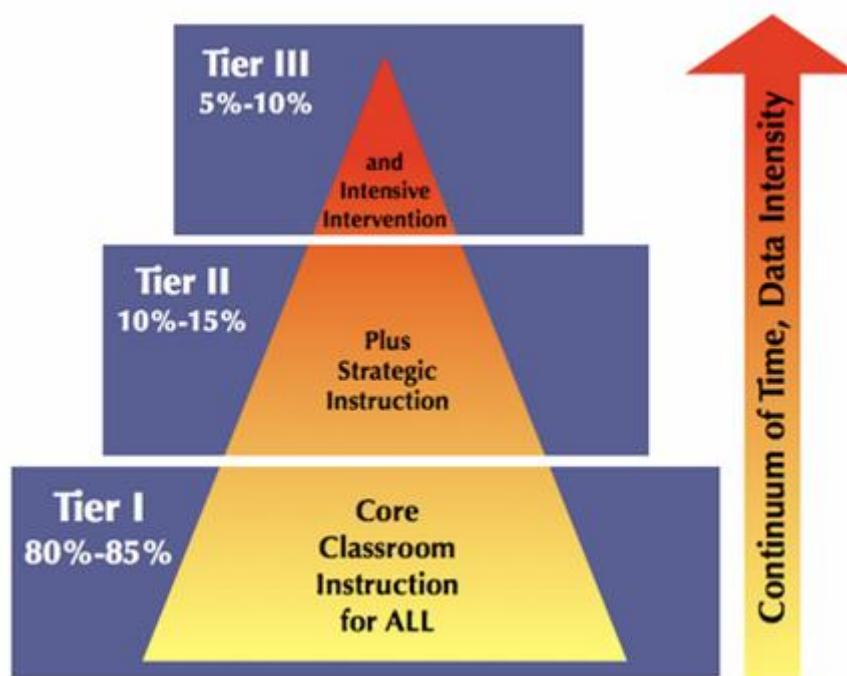
- We are accountable for providing opportunities for all students to learn and to achieve their full potential.
- All students can learn.
- Intervention is most effective when:
 - It meets the targeted and specific needs of students,
 - It is in collaboration with parents/families and other agencies,
 - It occurs in the early years of a student's schooling.
- SAER students are a shared responsibility, and they require a collaborative response from parents, the school and related agencies.

Students at Educational Risk (SAER)

Hollywood Primary School continues to demonstrate commitment to identifying students at risk and addressing the needs of the students as early as possible to ensure that every student achieves their full potential.

Student Services Model for Intervention

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



Tier 1 Prevention: Core classroom Instruction for ALL

This includes whole school evidence-based strategies that target all the students in the school and/or the classroom teacher building student capacity within their regular classroom instruction.

Tier 2 Intervention: Strategic Instruction

Adjustments to the teaching and learning programmes are required to meet these students' needs. Interventions supplement classroom instruction but do not replace it (differentiation). These identified students need to be on a group education plan or an individualised education plan, created through SEN Planning, supported by ABLEWA if required. At this stage, students may be involved in short term, targeted intervention programmes, for example: MiniLit.

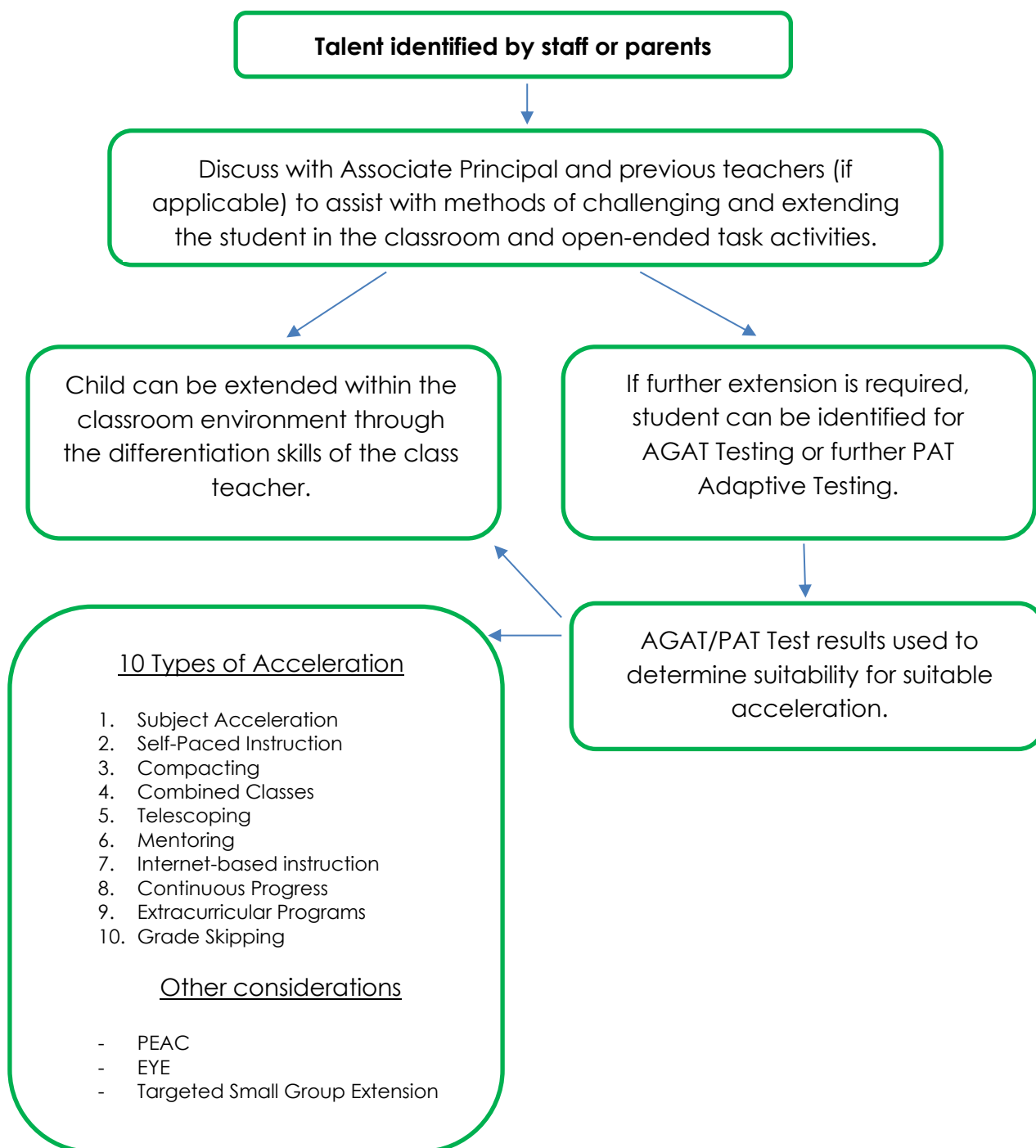
Tier 3 Case Management: Intensive Intervention

For students who require specific and intensive support. Strategies are designed to address limited progress in areas of targeted intervention. Programs may replace and are additional to classroom instruction. This requires collaboration with external agencies (School Psychologist, SSEN, Therapists) and the development of a targeted IEP.

Talented and Gifted (TAG)

- **Giftedness** refers to a student's potential and ability in one or more domains that have been deemed by either the school teaching staff or the parents to be outstanding.
- **Talent** refers to outstanding performance in one or more fields of activity. It is a result of the student's learning experiences. These definitions reflect the distinction between the ability and performance by acknowledging the importance of innate ability while also recognising the important influence of the environment in the development of a person's giftedness.

TAG Enrichment Referral Process



Responsibilities

Classroom teacher:

- Develop and deliver a quality curriculum, which is differentiated to meet students' needs.
- Produce and file documented education plans (IEP's, GEP's, IBMP's) to be signed off by parents in Week 6 of Term 1.
- Use data to inform planning and differentiation.
- Report on educational progress.
- Inform the Associate Principal of any educational concerns for students in their class (Initial concerns referral form).
- Attend case conferences and action negotiated plans.

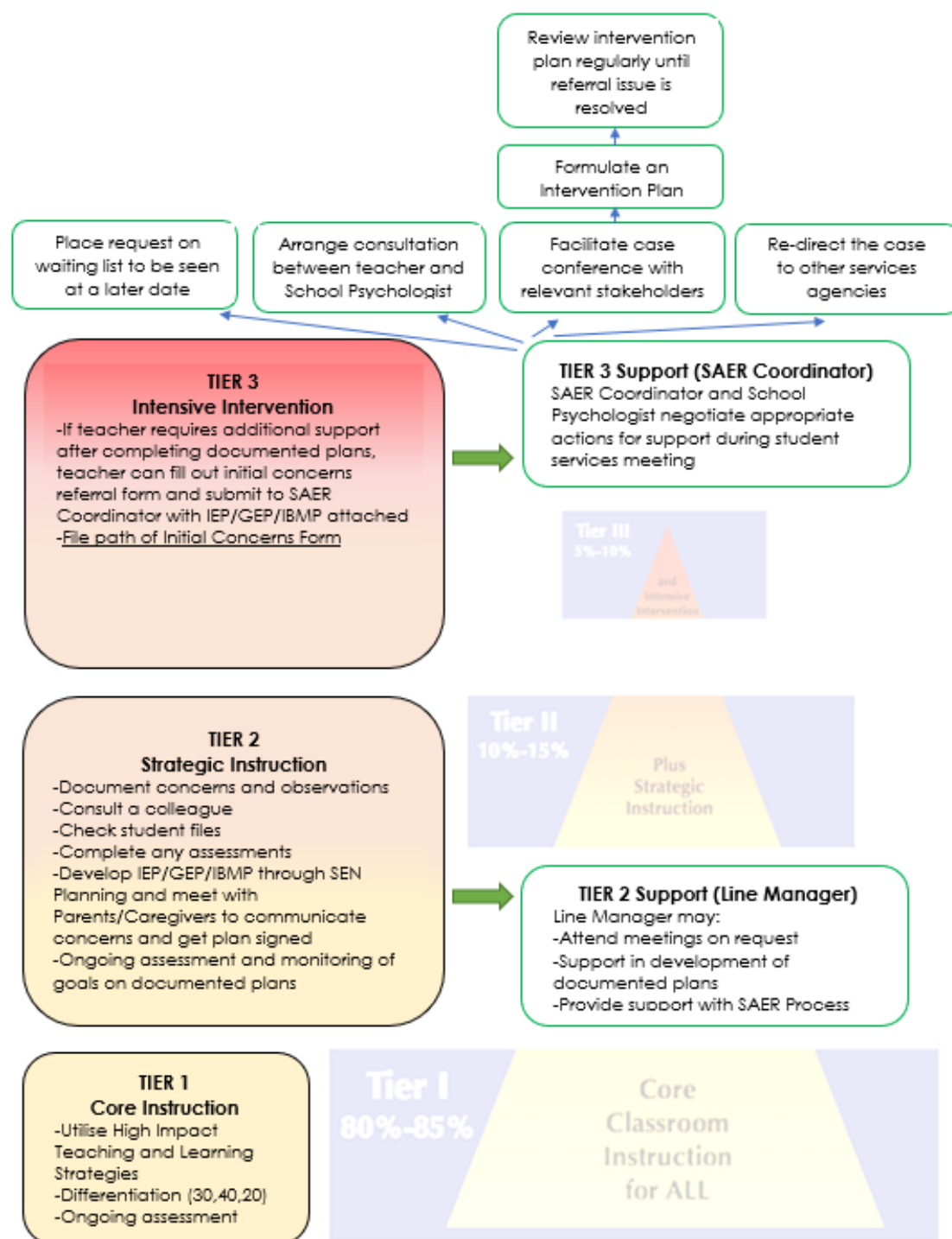
Learning Support Coordinator/ Associate Principal

- Use sensitive communication processes.
- Develop an inclusive culture within the school.
- Collaborate with teachers to improve student learning outcomes.
- Recognise available inter-agency support.
- Maintain effective transition practices.
- Provide and source training for colleagues.
- Effectively deploy support staff at point of need.
- Complete Disability Funding Applications
- Liaise with School Psychologist regarding testing, case conferences and staff support and training.
- Maintaining whole school data tracking to identify student anomalies.
- Keep school administration team well informed.

School Psychologist:

- Collaborates with staff to improve student learning outcomes.
- Liaise with parents to discuss relevant concerns.
- Provides expert knowledge of learning difficulties to the whole staff.
- Attends case conference and leads where applicable.
- Makes recommendations to the class teacher and A/P on how best to help students who require intervention or extension.

SAER Referral Process



Ongoing referrals: Students within the school who have previously been referred to the Learning Support Coordinator (Associate Principal) will continue to be supported unless the students in no longer considered to be at educational risk.

Teacher Referral: Teachers may refer a student at any age during the year if they are considered to be at education risk in any identified area. Teachers are required to have evidence to support the referral. Initial concerns referral form can be located on One Drive.

Initial Concerns Referral Form

INITIAL CONCERN- CLASSROOM LEVEL



Date: _____

Student's name: _____ DOB: _____

Teacher's name: _____ Year Level: _____ Room: _____

Parents' /Carer's names: _____ Contact No: _____

Description of student's performance which is causing concern

(Circle concerns and then briefly describe)

Academic Physical Behaviour Emotional Attitude Attendance

Observations and/or concerns:

1. _____

2. _____

Steps taken to address concerns:

Parent Contact:

Date of parents/carers meeting: _____

Parent Interview entered on SIS: Yes / No

Date to review for parent meeting: _____

Diagnostic Assessments:

Date	Assessment	Results / Notes

Does this student have a current documented plan? Yes / No IEP / BMP

Administration use:

Date received: _____

Date discussed with Line Manager: _____

Action:



Learner Profile - Primary

Student Name:		Date of Birth:	Current Year Level:	Date Completed:
Imputed: ✓	Diagnosis/co-morbidity & Date of diagnosis: Reports given to school Y/N <i>If 'yes', state which reports are available:</i>			
Individual Disability Resourcing Level (see SEN reporting): Y / N / unknown		NDIS funding: Y / N / unknown	NDIS plan available: Y / N / unknown	Medication(s): NCCD LEVEL: N/A / QOTP / Supplementary / Substantial / Extensive
Parent(s)/Carer(s):		Siblings & year levels: EAL/D:		

Curriculum Assessment and Planning

Assessed level that student is currently working at in line with peer group (expected levels)	Above	In line with	Below	Significantly below	Not assessed	Working within P-EALD Progress Map (indicate level)	Working within ABLE WA curriculum Level A-D	Working within P-Y6 SEN RTP Planning (indicate level)
Reading and Viewing								
Writing								
Speaking and Listening								
Number and Algebra								
Measurement and Geometry								
Statistics and Probability								
Science								
Humanities and Social Science								
Physical Education								
Personal and Social Capabilities								
Other								

Areas of Concern

	Kindy KAT	PP-RAT	PP-Y2	On-Entry	Y3 NAPLAN Band	Y5 NAPLAN Band	Other:
Concepts of Print & Reading (K)							
Speaking & Listening							
Writing							
Reading							
Language Conventions							
Numeracy							
Phonological awareness							
Decoding & phonics skills							
Fluency – speed, accuracy & prosody							
Reading comprehension/Receptive language							
Written expression (eg. spelling)							
Numeracy							
Attention/focus/concentration							
Working memory							
Low processing speed							
Fine motor skills (eg. handwriting)							
Gross motor skills							
Social-emotional wellbeing							
Attendance							
Other:							

Learner Profile - Primary

Intervention Background/History

Date:	Start	End
Paediatrician		
Toilet Training Services		
External speech therapist/pathologist (articulation/ expressive/ receptive)		
External psychologist/psychiatrist		
External occupational therapist		
External audiologist		
External ophthalmologist		
EAL/D services or Intensive English Centre		
Early intervention		
List these:		
School chaplain		
School psychologist		
School nurse		
Child Development Centre		
Dept of Child Protection and Family Services		
Child and Adolescent Mental Health Service		
Other (eg, DSF, tutoring)		
List these:		

Likes:
Dislikes:
Strengths:
Social Emotional Difficulties and/or Triggers:

What works well

Support needed	Does student use assistive technology? Y/ N
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Documented Planning		
Individual Education Plan (IEP)	Y/N	Y/N
Risk Management Plan (RMP)	Y/N	Y/N
Medical Action Plan (MP)		
Other		

Special Needs Education Assistant required? Y/ N

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