

SAER (Students at Educational Risk) POLICY

Students at Educational Risk are those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to reach their full potential.

SCHOOL SAER OUTCOMES:

- Establish and implement procedures for identifying students at educational risk
- Enable the development and maintenance of inclusive teaching and learning environments
- Develop and implement appropriate programs for individuals and groups of students
- Be accountable for the educational progress of individuals and groups of students

SCHOOL PROCEDURES FOR SAER:

1. A SAER Coordinator will oversee the implementation process of the SAER policy and procedures within the school. This process includes PROFILING, PLANNING, COMMUNICATING, IMPLEMENTING, REPORTING and EVALUATING.

Profiling:

Identification using internal and external data gathered (past and current)
Assessing students and placing into categories SAER or High Risk SAER

Planning:

Learning programs are responsive and relevant to the individual student needs
Learning environments are positive, inclusive and value individuals i.e. child centred, collaborative
Students identified as SAER mostly work on a GEP (Group Plan) and those identified as high risk SAER on an IEP (individual Plan). Both groups of students are identified on a school register.

Implementing:

Regular monitoring of GEP and IEP for both categories of SAER is managed by the class teacher

Reporting:

Regular contact with Parent/Carer. One formal meeting per term between teacher and parent.

Evaluating:

Class teacher will work closely with the SAER Coordinator to gain support and monitor students at risk across areas including attendance, curriculum, inclusivity, indigenous education, wellbeing and gifted education. This includes accessing appropriate professional development, resources and liaising with external agencies (school psychologist, community nurse, Child Development Service).

Each year a schedule of Tasks and Timelines (Appendix A) for all SAER students will be negotiated.

At the start of each year the new class teacher completes:

- An INTERVENTION RECORD (Appendix B)
- SAER PROFILE (Appendix C)
- INDIVIDUAL / GROUP EDUCATION or BEHAVIOUR PLAN (Appendix D) is required from class teachers for students identified as **high risk or special needs DSR funded**.

STUDENT ATTENDANCE – Students with absences less than 90% (without reasonable cause)

GIFTED STUDENTS – offered a differentiated curriculum through school and/or PEAC

STUDENT WELLBEING – safety and welfare of students through Protective Behaviours

SAER (high risk) - Students identified in this category are working on an IEP. They are tracked through a **RED FILE**. These students are generally *Disability Resourced Students (DRS)*

SAER (tagged)- Students identified in this category are usually working on a GEP to consolidate specific skills and are tracked through a **GREY FILE**

CONCLUSION:

This policy is subject to change as determined by policy changes by the Department of Education, Western Australia.

SCHOOL CONTACTS: Mrs Aimee Purser (School Psychologist /SAER Coordinator) and Mrs Tiffany Hennessey (Assistant Principal)

<ul style="list-style-type: none"> • Add to Student SAER files (include strategies , Support Programmes, Documented Plans, Case Conference notes, an updated Student Risk Profile) with the assistance of the Assistant Principal & LSC • Add to Student Intervention record throughout the year. 		SAER Support Teachers Assistant Principals LSC
<p>STEP FOUR:</p> <ul style="list-style-type: none"> • Recording and Monitoring of programs implemented from above to be reviewed in consultation with the LSC. • Performance Management (Principal to meet with teachers with DRS students – review IEP progress) 	Term 3 Week 3	Classroom Teachers SAER support teacher Assistant Principal Principal
<p>STEP FIVE:</p> <ul style="list-style-type: none"> • Complete Sem 2 Risk Profile sheet (hand to SAER COORDINATOR) • Data for SAER updated on table • Make colour copy of Risk Profile for filing. • Forwarding of individual SAER files to office to add to ongoing file. • Store all current year docs in envelope. File previous year into student file. • Create new plastic sleeve for following year with new profile, ranking scale, Sem 2 Student Report. • Sort SAER files into year groups for following year. • Remove 'exiting' SAER students' files; store info in general student file in filing cabinet. 	Term 4 Week 7	Classroom Teachers LSC Assistant Principal Assistants

PLEASE NOTE:

- Most Students at Educational Risk (SAER) already have files that were set up when they were initially identified and profiled.
- Files and relevant forms stored in staffroom for teachers to set up SAER folders for new students
- A proforma to assist teachers with Individual Education Plans to target SHORT, MEDIUM and LONG TERM outcomes is available from the Assistant Principal, LSC or from the pathway below

S:\AdminShared\All Staff_AAA ADMIN FOLDER\SAER\SAER IEP PROFILES



FALCON PRIMARY SCHOOL SAER PROFILE IDENTIFICATION AND ASSESSMENT OF STUDENTS AT RISK 20XX

NAME OF STUDENT: _____ DOB: _____

TEACHER/s: _____ DATE: Term 1 2 3 4

PLEASE TICK APPROPRIATE BOX **RED FILE (DRS / DCP)** **GREY FILE (TAGGED)**

**Please complete this profile sheet using the SAER PROFILE RATING SCALE.
Please refer to the Ranking sheet attached when ranking each area in the box provided.**

- **SAER PROFILE due Week 6, Term 1.**
- **IEP's due by Week 8-9, Term 1.**
- **UPDATED SAER PROFILE (in different colour) due Week 7, Term 4.**

	SEM 1	SEM 2
1. <u>ATTENDANCE</u> (Factors such as sickness, holidays, unexplained absences need to be considered)		

COMMENT _____

2. <u>BEHAVIOUR</u>	<input type="checkbox"/> Violent <input type="checkbox"/> Disruptive <input type="checkbox"/> Non-Compliant	<u>In class</u>		
	<input type="checkbox"/> Bullying <input type="checkbox"/> Defiant <input type="checkbox"/> Attention Seeking	<u>Playground</u>		

COMMENT _____

3. <u>SOCIAL AND EMOTIONAL WELL BEING</u>	<input type="checkbox"/> Hygiene <input type="checkbox"/> Peer Interaction <input type="checkbox"/> Self Esteem Issues	<u>SOCIAL</u>		
	<input type="checkbox"/> Isolated <input type="checkbox"/> Reclusive <input type="checkbox"/> Family Issues <input type="checkbox"/> Anxiety <input type="checkbox"/> Self Harming <input type="checkbox"/> Depressed/ <input type="checkbox"/> Aggressive <input type="checkbox"/> Oppositional Def Disorder Bipolar Disorder <input type="checkbox"/> Conduct Disorder	<u>EMOTIONAL</u>		

COMMENT _____

	SEM 1	SEM 2		SEM 1	SEM 2
4. <u>COGNITIVE (CURRICULUM)</u>	<u>LITERACY</u>		<u>FINE MOTOR CONTROL</u>		
	<u>NUMERACY</u>		<u>GROSS MOTOR CONTROL</u>		
	ADHD, Autism, Global Developmental Delay, Intellectual Disability, Tourette's/Tic disorders, Stuttering, Central Auditory Processing Disorder, Epilepsy, Dyslexia, Language Disorder, Foetal Alcohol Syndrome				

COMMENT _____

		SEM 1	SEM 2
5a. <u>MEDICAL (PHYSICAL)</u>	Anaphylaxis, Asthma, Cerebral Palsy, Diabetes, Juvenile Arthritis, Premature Birth, Spina Bifida, Stroke, Cancer, Muscular Dystrophy		
5b. <u>MEDICAL (SENSORY)</u>	Hearing: Otitis media (Diminished hearing loss > Grommets), Hearing impairment, Vision: Glaucoma, Cataracts Other: Sensor Neural		

COMMENT

<u>PLEASE INDICATE SUPPORT REQUESTED FOR THIS STUDENT:</u>	SEM 1	SEM 2
<input type="checkbox"/> Support to write Documented Plans <input type="checkbox"/> Classroom support <input type="checkbox"/> Case Conference <input type="checkbox"/> Referral to School Psychologist <input type="checkbox"/> Referral to Community Health <input type="checkbox"/> Referral to School Nurse <input type="checkbox"/> Help with resources <input type="checkbox"/> Consult with School Psychologist <input type="checkbox"/> Professional Learning for (Schools Plus students) <input type="checkbox"/> Support with writing a Schools Plus application <input type="checkbox"/> Help from VT (Inclusive Education) <input type="checkbox"/> Other (Please list)		

RECOMMENDATIONS FOR NEXT YEAR:

Continue as SAER student with a focus on:

EXIT as a SAER student. (Please tick the evidence used for exiting student and include a copy)

- SA Spelling Test, PAT testing
- Naplan Test
- Work Sample eg: Writing, Maths, Spelling
- Recent report.
- Other: please list

Teacher signature: _____

Administrator: _____

Date: _____

Date: _____



Falcon Primary School

INDIVIDUAL / GROUP EDUCATION or BEHAVIOUR PLAN

Student Name(s): _____

Year Level: _____ Teacher: _____ Date Started: _____ Date for Review: _____

<i>Long Term Goal</i>	<i>Short Term Goal</i>	<i>LEARNING AREA (☑ tick appropriate box)</i>	
		English <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<input type="checkbox"/> Spelling <input type="checkbox"/> Spkg/Lng
		Mathematics <input type="checkbox"/> Number/Algebra <input type="checkbox"/> Measurement/Geometry <input type="checkbox"/> Problem Solving <input type="checkbox"/> Statistics/Probability	
		Behaviour <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Attendance <hr/> <hr/> <hr/>	

<i>Teaching Strategies</i>	<i>Resources</i>	<i>Who</i>	<i>Evaluation</i>

Comments/Review

TEACHER: _____ LINE MANAGER: _____ PARENT: _____ DATE: _____

SAER PROFILE RATING SCALE [updated 2019]

Please complete the individual SAER Profile sheets using the following rating scales for each area. This information will be used to identify areas of need and support within each classroom as well as providing an overall picture for the school. Meetings will then be organised with staff that identify students at risk to establish support strategies.

If a child is receiving Schools Plus time please write this under Medical in the comments section along with the diagnosed disability. Eg Autism

1. ATTENDANCE

0 = Demonstrates regular attendance

1 = Misses an occasional day or sometimes late

2 = Frequently absent or late

3 = Has missed significant amounts of schooling

2. BEHAVIOUR

0 = No observable concerns

1 = Managed by class/playground processes

2 = Placed in a buddy class and occasionally referred to Admin

3 = Frequently referred to Admin

3a. HEALTH & WELL BEING: SOCIAL

0 = No observable concerns

1 = Demonstrates some difficulty in making friends or participating in group activities (eg timid/shy, differing maturity levels or interests)

2 = Does not socialise with peers (eg doesn't cooperate in groups, plays on own, does not make friends easily)

3 = Regularly isolated or conflicting with others

3b. HEALTH & WELL BEING: EMOTIONAL

0 = No observable concerns

1 = Becomes upset/distressed easily (eg over minor issues – forgetting library bag, having to wait their turn, working in a different group/classroom, running an errand, having a relief teacher)

2 = Regularly puts self down (Says things like: I'm not good enough, I can't do it, Nobody likes me, I have no friends, I'm a bad person)

3 = Demonstrates signs of depression (eg does not smile, laugh or demonstrate happiness during class or break times)

4. COGNITIVE / CURRICULUM LITERACY & NUMERACY

A (2) = Demonstrates excellent achievement of what is expected for this year level.

B (1) = Demonstrates high achievement of what is expected for this year level.

C (0) = Demonstrates satisfactory achievement of what is expected for this year level.

D (1) = Demonstrates limited achievement of what is expected for this year level.

E (2) = Demonstrates very low achievement of what is expected for this year level.

4b. SENSORY: Fine Motor

0= No observable concerns

1= Slight difficulty with pencil grip and using scissor

2= Moderate difficulty with pencil grip and using scissors

3= Severe difficulty with pencil grip and using scissors

4c. SENSORY Gross Motor

0= No observable concerns

1= Slight difficulty with gross motor skills (eg running, skipping, catching etc)

2= Moderate difficulty with gross motor skills (as above)

3= Severe difficulty with gross motor skills (as above)

MEDICAL: PHYSICAL / SENSORY

A= Allergies (non-life threatening, hay fever, rashes etc)

H= Hearing concerns

V= Vision concerns

D= Diagnosed medical condition (please list in comments)

For further information or clarification please see Tiff Hennessey or Aimee Purser