

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
- o Enable the development and maintenance of inclusive teaching and learning environments
- o 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 <u>SAER</u> or <u>High Risk SAER</u>

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)

STUDENTS AT EDUCATIONAL RISK

TASKS AND TIMELINES

Each year the school is required to UPDATE information on Students at Educational Risk. Consequently to provide suitable learning programs the following steps in INITIATING / MAINTAINING SAER programs and records (including IEP's) with targeted students in your class needs to take place.

ACTION	DUE	PERSONNEL
STEP ONE: Identify SAER students through consultation with past teachers/data/reports before completing the SAER Profile Sheet. Please refer to current SAER ranking criteria form. Set up files (grey document folders) for individual students at risk to be kept in classroom. Files are to be provided by SAER co-ordinator and will have copies of existing: Student Intervention Record Student Risk Profile IEP/IBP (Previous year) Semester 2 Report Create new master file for current year to store policy, master sheets, profiles for each class. (The material in these files will be added to their general record file which is located in the office at the end of the year and a copy kept in the SAER file.) HIGH RISK SAER (DRS) will have a case conference each term (early term 1) to enable teacher to plan for needs. Planning time allocated to the teacher according to DRS level of student Profiles completed and info collated in table on S850\862\SAER\PROFILING SAER ANALYSIS IEPs/IBPs/Group plans to be put on S Drive under SAER Pathway: 850 Students, 862 Health & Welfare, SAER, IEP Room Number	Term 1 Week 4 Term 1 Week 4 Term 1 Week 6 By Term 1 Week10	Classroom Teachers Learning Support Coordinator (LSC) SAER Coordinator
 STEP TWO: Read the school's SAER policy with particular emphasis on the responsibilities of the classroom teacher. Note: Students having School Psychology intervention will also have a file in records room (High Risk/Case Conference Notes) Review Documented Plans regularly Collaborative planning sessions for teachers and EAs with DRS Organise for Visiting Teacher to visit classes with DRS students (request basis only) Follow up requests on profile sheet 	End Term 1 Ongoing Term 2 Each term Ongoing	Classroom Teachers Assistant Principals LSC LSC to Organise LSC to liaise with VT and Class Teacher
STEP THREE:	Ongoing	Classroom Teachers

 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
STEP FOUR: 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
 STEP FIVE: 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 filling 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 A Western Australian Independent Public

STUDENT INTERVENTION RECORD

NAME OF STUDENT:	DOB:
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This STUDENT INTERVENTION RECORD needs to be updated throughout the year.

	K	PP	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
YEAR								
TEACHER								
STUDENT RISK PROFILE								
IEP GEP IBP								
ADJUSTMENT REQUIRED NQDTP/ SUPP / SIGN. / EXTENS.								
PARENT CONTACT								
REFERRAL TO CDS SPEECH / OT / PHYSIO THERAPIST								
SCHOOL PSYCHOLOGIST								
SCHOOL NURSE (REASON)								
MEDICAL CONDITION (ADHD)								
DISABILITY TYPE(IF APPLICABLE)								
BEHAVIOUR -VIOLENT -DISRUPTIVE -BULLY								
ESL / INDIGENOUS								
PEAC/TAGS								
DCP								
ATTENDANCE								
EXITING (PLEASE INDICATE)								



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

NAME OF STUDENT: DOB:								
TEACHER/s: DATE: Term 1								4
PLEASE TICK APPROPRIATE BOX RED FILE (DRS / DCP) GREY FILE (TAGGE								
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 2
1. ATTENDANCE	(Factors such as to be considered		ness, h	olidays	, unexplained	d absences need		
COMMENT								
2. BEHAVIOUR	□ Violent	□ Di:	sruptive		Non-Compliant	<u>In class</u>		
	☐ Bullying	□ De	efiant		Attention Seekir	Playground		
COMMENT								
3.	☐ Hygiene ☐	□ Pee	r Interact	ion	☐ Self Esteem	SOCIAL		
SOCIAL AND EMOTIONAL	□ Isolated □ Reclusive Issues							
WELL BEING	□ Anxiety □ Self Harming □ Family Issues							
			ositional order	Def	□ Depressed/ Bipolar Disord	der EMOTIONAL		
	☐ ConductDisorder	D100	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Dipolal Dioon			
COMMENT								
4. COGNITIVE			SEM 1	SEM 2			SEM 1	SEM 2
(CURRICULUM)	<u>LITER</u>			FINE MOTOR CONTROL				
	NUMERACY GROSS MOTOR CONTROL							
	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. MEDICAL (PHYSICAL)	Anaphylaxis, Asthma, Cerebral Palsy, Diabetes, Juvenile Arthritis, Premature Birth, Spina Bifida, Stroke, Cancer, Muscular Dystrophy		
5b. MEDICAL (SENSORY)	Hearing: Otitis media (Diminished hearing loss > Grommets), Hearing impairment, Vision: Glaucoma, Cataracts Other: Sensor Neural		
COMMENT			

PLEAS	SE INDICATE SUPPORT REQUESTED FOR THIS STUDENT:	SEM 1	SEM 2
	Support to write Documented Plans		
	Classroom support		
	Case Conference		
	Referral to School Psychologist		
	Referral to Community Health		
	Referral to School Nurse		
	Help with resources		
	Consult with School Psychologist		
	Professional Learning for (Schools Plus students)		
	Support with writing a Schools Plus application		
	Help from VT (Inclusive Education)		
	Other (Please list)		

RE	RECOMMENDATIONS FOR NEXT YEAR:							
	Со	ontinue as SAER student with a focus on:						
	_	(IT as a SAER student. (Please tick the evidence used for exiting student and include	а					
		SA Spelling Test, PAT testing						
		Naplan Test						
		Work Sample eg: Writing, Maths, Spelling						
		Recent report.						
		Other: please list						
Tea	ach	er signature: Administrator:						
Dat	te: _	Date:						



Falcon Primary School INDIVIDUAL / GROUP EDUCATION or BEHAVIOUR PLAN

Student Name(s): _								
Year Level:	Teacher:	Da	te Started: ₋			Date for I	Review:	
Long Term Goal	Sh	ort Term Goal		L	EARNING A	AREA ('∐ tick ap	propriate box)
				Engli	sh			Behaviour
				□ Re	ading	☐ Spellin	g	☐ Social
				□ Wr	iting	☐ Spkg/L	.ng	□ Emotional
				Math	ematics			☐ Attendance
				□ Nu	mber/Algebra			
				☐ Pro	oblem Solving	Measurement Statistics		
						in Statistics	y FTODADIIICy	
T			L		14/1			Frankiski
i eacning	Strategies	Kes	Resources		Who		Evaluation	
Comments/Revis								
Comments/Revie	:W							
TEACHER:	LIN	E 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
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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