

*proud history ... great future*

**Students at  
Educational Risk  
(SAER) Policy  
2023**



## RATIONALE

Boulder Primary School is committed to catering for the learning of all students. We believe in responding to and supporting the diverse needs of our students so they can engage with the content and standards defined in the Western Australian Curriculum.

The aspiration to unlock students' potential, support them to achieve continuous growth and have a successful future are at the heart of the Strategic Directions for Public Schools 2020-2024. Identifying students at educational risk, planning and implementing educational plans to the needs of the students and monitoring student progress and performance meets all the Improvement Drivers.

At Boulder Primary School, we have high expectations of students. Our students are expected to embody the school values of **Courage, Inclusion, and Respect**. They work to self-regulate emotions and reflect on their behaviour and academics. They are accountable and independent and strive to be confident learners. We endeavour to ensure all students have a sense of belonging and pride in their school.

Our vision is to foster a safe and supportive learning environment which builds cohesive relationships within our community. Following our proud history, we continue nurturing individuality to inspire success for all.

This policy is in alignment with our Business Plan, in which a strategy to support our targets is to consolidate the framework to meet the needs of students at educational risk.

This document aims to outline the Boulder Primary School SAER process, to ensure consistent and ongoing progress in this area.

### SAER Roles and Responsibilities

**Deputy Principal**- Oversee SAER

**Learning Support Co-ordinator**- facilitate the process and support the transition of students (to and from an Ed-Support setting)

**School Psychologist**

**School Chaplain**

**School Nurse**

- Schedule regular meetings, monitor student progress and achievements. Includes: Termly Student Services check ins.
- Prioritise new Learning Support referrals and decide on action
- Update Referral database
- Monitor and improve whole school SAER process and procedures
- Analyse whole school data to assist in the identification of SAER
- Liaise with Inter-Agencies such as SSEN-D or SSEN-B
- Support classroom teachers with IEP/GEP development, teaching and learning adjustments
- Monitor IEP development and review dates
- Coordinate and attend case conferences
- Apply for funding, liaise with disability resourcing

### Key Strategies

We support the academic and behavioural needs of all students using evidence- based procedures such as:

- Early identification of students at educational risk commencing at Kindergarten and continuing throughout a student's schooling.
- Communicating educational concerns clearly to parents and guardians in a timely manner.
- Ongoing collaboration between stakeholders, including parents, teachers, school administration, School Psychologist, School Chaplain, School Nurse, and other external agencies (Occupational therapists, Physiologist, Speech Therapists).
- Planning and implementing individual education programs which are responsive to the needs of students.
- Regular and consistent monitoring of student progress and performance.
- Professional development of staff and support for evidence-based methodology to ensure best practice.

### Key Definitions

Documented Plan is an umbrella term used to describe the document used to cater to student needs.

Types of documented plans include:

- Individual Education Plans (IEP): Is used to describe the adjustments, goals and strategies to meet a student's individual educational needs so they can reach their full potential.
- Individual Behaviour Plans (IBP): Is used to document the evidence based, proactive and positive behaviour supports implemented to teach and reinforce appropriate student behaviours
- Social Emotional Learning Plan (SEL Plan): Is used to document the social emotional supports to teach and reinforce the management of social or emotional concerns.
- Risk Management Plans (RMP): Are created to describe the strategies to support students' wellbeing and safety when attending school.
- Group Education Plan (GEP): IEPs used for groups of students with similar goals.
- Attendance Plan: Is used to describe the strategies to support the regular attendance of students.

Documented Plans are to be stored in the students file, in the shared drive (Shared Drive-Admin Shared-All Staff-Students).

## GUIDELINES AND TIMELINES

### STUDENTS AT EDUCATIONAL RISK (SAER)

Students whose academic, social and/or emotional attributes are a barrier to engagement within the content and standards defined in the Western Australian Curriculum.

At risk students are typically students who:

- Are not achieving learning outcomes at their year level
- Are high achieving students who require extension
- Has an achievement level, rate of progress or behaviour that differs noticeably from the past performances and/or that of peers
- Are underperforming (including talented and gifted)
- Are not engaging in their schooling

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

Academic learning, Speech and Language skills, Social and Emotional development and Behaviour.

These risk factors may include:

- Culturally and linguistically diverse background (CaLD)
- Language delay and/or disorder
- Behaviour disorders
- Specific learning difficulties
- Low attendance
- Frequent changes of school
- Ineffective educational programs and instruction
- Disabilities
- Other risk factors may include, but are not limited to: socio economic status, family structures, medical/biological/genetic/cognitive factors, environmental factors (school, family and community), and

### SAER DOCUMENTED PLANS GUIDELINE

At Boulder Primary School, a student is required to have a documented plan if they:

- Are receiving an E grade in Literacy or Numeracy
- Have an Autism Spectrum Disorder or Intellectual Disability diagnosis
- Are in the care of CPFS
- Have received 5 detentions over a term
- Have received a suspension
- Require a fidget tool to be used in the classroom.

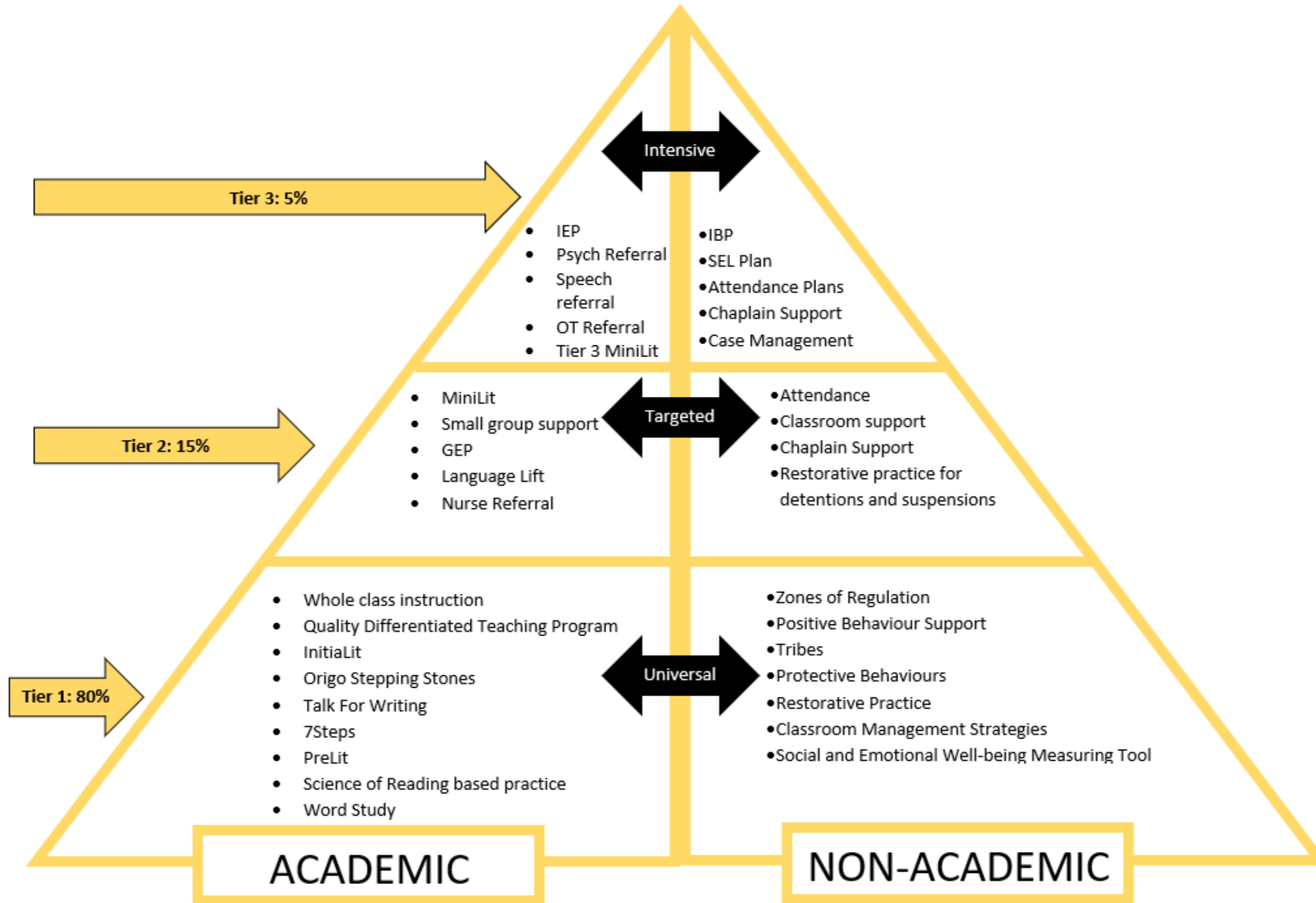
Parents/carers are required to sign the plan in order for the teacher to implement it. Situations where it is difficult to get a parent/carer to sign a plan might arise. Three attempts (phone call or in person) are required to get a signature, before being legally allowed to implement. If all attempts fail in getting a signature, the plan is required to be sent up to the office to be posted home.

### SAER Key Dates

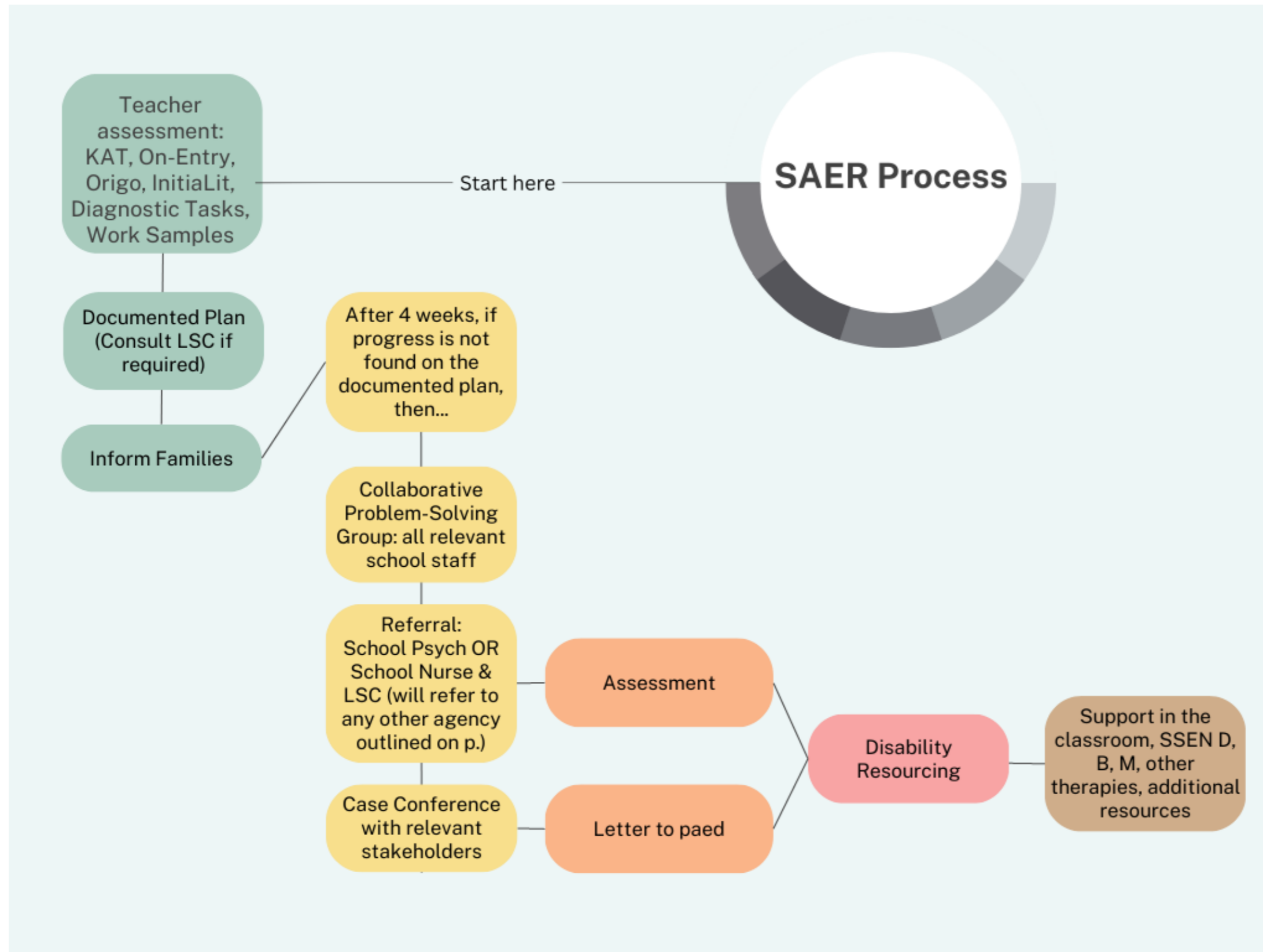
Date	Event	Notes
<b>Term 1</b>		
Week 5	Documented Plans are completed	Send plan to LSC.
Week 9	SAER Check In with LSC	Note progress.
<b>Term 2</b>		
Week 3	Review Documented Plans	IEP's- marked on SEN/ altered. IBP and SEL- alter goal or strategy as required. Parents updated on new or altered plan.
Week 6	SAER Check In with LSC	Note progress.
Week 9	Review documented plan- SEN report to go home with mainstream report.	Review same as above, assure it is marked on SEN. Write comment for each goal to go with SEN report for families.
<b>Term 3</b>		
Week 3	Documented Plans are completed	Send plan to LSC.
Week 6	SAER Check In with LSC	Note progress.
Week 9	Review Documented Plans	Review same as above, assure it is marked on SEN.
<b>Term 4</b>		
Week 3	Documented Plans are completed	Send plan to LSC
Week 6	SAER Check in with LSC	Note progress.
Week 9	Review Documented Plans	Review same as above, assure it is marked on SEN. Write comment for each goal to go with SEN report for families.

## BOULDER PRIMARY SCHOOL RESPONSE TO INTERVENTION MODEL

The Boulder Primary School Response to Intervention (RTI) Model is a multi-tier approach to the identification and support of students with academic or non-academic needs. The RTI process begins with high-quality instruction and universal screening of all students in the classroom. All students receive tier 1 level support. Then, through diagnostic assessment, students may progress to receiving tier 2 or 3 support as needed.



## SAER PROCESS



This is a brief outline on how the SAER process might progress at Boulder Primary School. As indicated in the RTI model, all students will not need all the steps, however they are in place to ensure best practice is consistency upheld.



APPENDICES

PRIVATE AND CONFIDENTIAL



# Individual Behavioural Support Plan

Appendix A- Individual Behaviour Plan (IBP)

<b>Student:</b>		<b>DOB:</b>	<b>Year Level:</b>
<b>Teacher:</b>	<b>Case Manager:</b>		<b>Principal:</b>
<b>Parent:</b>	<b>Ph:</b>	<b>Date of Plan:</b>	
<b>Secondary Contact:</b>	<b>Ph:</b>	<b>Date of Review:</b>	
<b>Behaviours of concern and frequency</b> <i>(what is the student doing and how often are they doing it?)</i>	<b>Desired behaviour</b> <i>(what would you like them to be doing instead?)</i>	<b>Target behaviour</b> <i>(what is an acceptable replacement behaviour that is closer to the desired behaviour but still meets the same function for the student?)</i>	
<b>Prevent Strategies</b> <i>(how can we prevent the behaviour of concern by modifying the environment and our own responses to meet the identified needs of the student?)</i>	<b>Teach Strategies</b> <i>(what skills can we teach the student- including the replacement behaviour – that will assist them in reaching the desired behaviour?)</i>	<b>Reinforce Strategies</b> <i>(how will we reinforce the target behaviour in order to increase the likelihood of it happening again?)</i>	
<b>Parent/Guardian:</b>	<b>Deputy Principal:</b>	<b>Teacher:</b>	





# Individual Social Emotional Learning Plan

Appendix B- Social Emotional Learning Plan (SEL Plan)

<b>Student:</b>		<b>DOB:</b>	<b>Year Level:</b>
<b>Teacher:</b>	<b>Case Manager:</b>		<b>Principal:</b>
<b>Parent:</b>	<b>Ph:</b>		<b>Date of Plan:</b>
<b>Secondary Contact:</b>	<b>Ph:</b>		<b>Date of Review:</b>
<b>Social Emotional Concern</b> <i>(what is the concern or why/how has the student been placed on a plan?)</i>	<b>Target Skills</b> <i>(what broad and specific social or emotional skills does the student need to acquire?)</i>	<b>External supports</b> <i>(what strategies or referrals can be made to support the SEL concern? Are there any interagency stakeholders that need to be communicated with?)</i>	
		•	
<b>Prevent Strategies</b> <i>(how can we prevent the SEL concern by modifying the environment and our own responses to meet the identified needs or reduce the SEL load for the student?)</i>	<b>Teach Strategies</b> <i>(what social and emotional skills can we teach the student- and how/when will this be done?)</i>	<b>Reinforce Strategies</b> <i>(how will we reinforce the use of the appropriate Social Emotional Learning skills – including natural reinforcement?)</i>	
•	•	•	
<b>Parent/Guardian:</b>	<b>Deputy Principal:</b>		<b>Teacher:</b>





**BOULDER PRIMARY SCHOOL**

Documented Plan  
Semester 2 2021

Appendix C – Individual Education Plan (IEP) and Group Education Plan (GEP)

Student:	D.O.B:	Gender:
Teacher(s):	Year Group:	Start Date:

<i>Profile/Background</i>

ENGLISH (teacher)	STRATEGIES	REVIEW / COMMENTS
<b>Reading and Viewing</b>		
•		
<b>Writing</b>		
•		
<b>Speaking and Listening</b>		

MATHEMATICS (teacher)	STRATEGIES	REVIEW / COMMENTS
<b>Number and Algebra</b>		
<b>Statistics and Probability</b>		

(student)	
REVIEW	
Review Date:	
Notes:	

SIGNATORIES		
Parent/Caregiver		Date:
Teacher		Date:
Principal		Date:
Other		Date:

