



Spencer Park Primary School

Students at Educational Risk Policy

(Reviewed 2021)

UPDATE

This policy replaces and supersedes *Green File Program Policy (2016)* and now includes guidelines for providing for students with an Autism Spectrum Disorder diagnosis.

DEFINITION

Those students who may be at risk of not achieving the major learning outcomes of schooling to levels which enable them to achieve their potential.

DEPARTMENT OF EDUCATION POLICY

Western Australian government schools:

1. Establish and implement procedures within school planning for the identification of students at education risk;
2. Develop and implement appropriate educational programs for individuals and groups of students at educational risk; and
3. Are accountable for the educational progress of individuals and groups of students at education risk.

RELATED SCHOOL POLICIES

Documented Plans Policy (2018)

TARGET GROUPS

This policy targets students who experience difficulties in engaging in the learning process. Difficulties include:

- Poor attendance
- Diagnosed disabilities
- Undiagnosed learning difficulties
- Social/emotional difficulties
- Physical health difficulties
- Behaviour difficulties
- Cultural needs
- Gifted and talented
- being in the care of CPFS
- or a combination of these.

IDENTIFICATION

The school has the following on going identification processes:

- By way of referral to school psychologist
- Anecdotal observations by the classroom teacher
- Standardised assessment:
 - SA Spelling Test
 - Neale Analysis
 - PAT testing (Maths, Reading, Writing)
 - PM Benchmarking
- MSB records
- Attendance registers
- Parent contact
- Reporting to Parents
- On Entry Assessment
- NAPLAN

These processes will result in information being collected and used to report to a range of key stakeholders.

STUDENT SERVICES

At Spencer Park Primary School, the Student Services team monitors students who have been identified as being at educational risk. The team comprises the Principal, Student Services Coordinator (Deputy Principal), school Psychologist, Chaplain and school Nurse.

The Student Services team meets weekly and reviews the progress of learning and engagement of these students. On a regular basis, members monitor and action support objectives to ensure students' needs are being met. Additional to the weekly review, case conferences may be conducted at regular intervals.

The Student Services team maintains a register detailing students being monitored, their current status and team actions to be completed, as well as the latest school-wide data collection results.

CASE CONFERENCES

Case conferences are an opportunity for all participants to talk about the wellbeing of a student and discuss any support needed, any issues or achievements and work collaboratively to develop a support plan based on the student's individual profile.

Participants include parents, a case manager, the school psychologist and the classroom teacher. Other service providers may be invited to attend, such as speech, physio- and occupational therapists, counsellors, Department of Communities case workers and coordinators.

(Additionally, see Organisational Policy and Procedures document, p144)

PLANNING FOR IMPROVED OUTCOMES

The following principles are to be utilised when planning for improved outcomes. Planning is to:

- involve all stakeholders working collaboratively,
- be outcomes based,
- be innovative and flexible,
- be reviewed regularly,
- be targeted,
- involve coordinated quality professional development, and
- where appropriate, be documented.

The following ongoing processes can be utilised for SAER planning:

- Teacher/Parent interviews
- Case Management involving a range of key stakeholders
- Create/review documented plans
- School development planning
- Collaborative Year Group meetings
- Admin and Staff meetings
- Cost Centre Management
- MSB
- Weekly Student Services meeting including school psychologist, administration team, Chaplain, School Nurse

RECORD KEEPING

Record keeping is integral to the success of this policy and the Student Services process.

- It informs teacher judgements as to strategies on a year to year basis.
- It provides evidence of the school's measure of intervention and addresses accountability.

STUDENT SERVICES TEAM

The following documentation needs to be included in the student's case management file, stored in the admin area:

- Minutes of case meetings
- Copies of reports received from support service providers
- Copies of referrals made by the team
- Student Register

Additionally, the Student Services team will maintain minutes, stored electronically, of weekly review meetings.

CLASSROOM TEACHER

The following documentation needs to be included in the student's buff student file*, stored in the classroom:

- Gold Profile card containing summary of parent contact, support provided, referrals (if any) made, student progress (SA Spelling test, PM Benchmark, Neale Analysis (if conducted), NAPLAN progress, attendance rate)
- If required, current documented plan
- Copy of referral forms
- Copy of any reports received from support service providers
- Work samples, including core assessments (SA Spelling test, PM Benchmark, Neale Analysis, writing sample, maths assessments)
- Minutes of case meetings
- Reporting to Parent reports – interim and Semester 1, 2

Note If a student has an undiagnosed learning difficulty AND/OR is achieving +18 months below expected level, then the documentation mentioned above should be stored in a separate file, previously referred to as a *Green File*. This is for the ease of collation and viewing of progress over time.

RESOURCES/SUPPORT

LOCAL EDUCATION AREA

- Local Education Area Student Service Team – This includes Aboriginal Education Manager, Retention and Participation Team, Speech and Language Consultant, Visiting Teacher of the Deaf, Visiting Teacher Special Needs
- Teacher Development Schools, Spencer Park Education Support Centre

SCHOOL

- AIEO
- Admin
- Education Assistants
- P&C
- School Board
- School Psychologist
- Chaplain
- School Nurse
- Spencer Park Education Support Centre staff

CENTRAL

- Schools of Special Education Needs: Disability, Sensory, Medical and Mental Health, Behaviour and Engagement
- Disability Resourcing

INTER-AGENCY SUPPORT

- Department of Communities, Child Protection and Family Support (CPFS, formerly DCP)
- Aboriginal Health
- Childhood and Adolescent Mental Health Team
- Child Development Services – Occupational Therapist, Speech Therapist, Physiotherapist, Paediatric Clinic
- Anglicare
- Headspace
- Kids Central
- Parenting WA
- Relationships Australia
- WANSLEA

REFERENCES

School Based

- School Business Plan
- School Development Plan
- School MSB Policy
- Curriculum Policies
- Procedures File

Department of Education

- SAER policy
- Behaviour Management in Schools policy
- School Attendance
- Enrolment Policy

GUIDELINES FOR PROVIDING FOR STUDENTS WITH AN AUTISM SPECTRUM DISORDER DIAGNOSIS

RATIONALE

Providing an environment where all students can thrive and learn and be their best is an important goal for SPPS. Making adjustments to our environment, pedagogical approaches, behavioural expectations and normal school protocols can be elements that need to be considered when providing for our students with an ASD diagnosis.

BACKGROUND

- In 2021, SPPS has 25 students with an ASD diagnosis and several students waitlisted for a diagnosis. This represent approximately 10% of the current student population.
- SPPS currently adopts a whole school Explicit Teaching pedagogical approach, which supports our Students with an ASD diagnosis.
- All 2021 staff have completed *Autism Spectrum Disorder*, presented by SSEN:D staff.
- Significant funding has been invested in the provision of *reset/sensory rooms* including equipment and furniture.
- All students with an ASD diagnosis are provided with opportunities to have regular reset or sensory breaks in *reset/sensory rooms* or other negotiated areas.
- SPPS has invested significantly in expert Education Assistant time (2.0 FTE) that provides for both individual and small group social and emotional training.
- SPPS has implemented Zones of Regulation as a whole school approach.
- Case conferences with members of the student services team and parents are regular occurrences for our students with an ASD diagnosis.

NEEDS

SPPS recognises that, although we have achieved a lot, there is still more to do in reaching our goal.

In a recent (2021) survey of staff, when asked *What whole school adjustments DO WE NEED for students with an ASD diagnosis*, some of the considerations and adjustments identified included:

- Continue to develop whole school practises
- ASD checklist of diagnosis & needs – tips & tricks to assist
- Quiet spaces outside
- Better transition practises (x2)
- Adjusted assessment methods/questioning alternative
- Preparing for writing – building vocab before writing task
- Graphic organisers and task analysis
- Strength based planning
- Whole school mindfulness (x2)
- Understanding poverty PL
- Heavy work – normalising it with whole class

When asked *What whole school adjustments should we consider*, staff identified:

- Physical environment elements
- Trauma informed practise – PL and whole school approaches adopted
- TICK (Time Invested in Connecting with Kids) instead of Duty
- Music instead of siren
- Acknowledgement of feelings/situation rather than solving problems with ice-packs and Band-Aids
- Play first-eat second at breaks
- Mindfulness activities

CHALLENGES

The complexity of the needs of our students with an ASD diagnosis provides ongoing challenges for all schools and SPPS recognise these below:

- Time to implement supports and programs
- A lot going on to remember
- Things can change from day to day
- On-going PL

ACTION PLAN FOR PROVIDING FOR STUDENTS WITH AN AUTISM SPECTRUM DISORDER DIAGNOSIS

ACTION	TIMEFRAME	SUPPORTS
Change of terminology of Duty to TICK (Time Invested in Connecting with Kids) <i>Altering terminology will give an opportunity to change perception and attitudes towards this observing and engaging with students on a less formal / social level.</i>	Term 1 2022	SDD/Staff Meeting - Staff discussion around the changes and reasoning.
Music instead of a siren <i>Making the signal for breaks commencing and finishing less abrupt and therefore assisting students to respond.</i>		
1. Conduct an audit of what school has and what would be required. 2. Establish required infrastructure based on audit and install.	Term 3/4 2021 Term 4 2021 – Term 1 2022	Hayden - \$300 Approx. \$3000
TRIAL Play first – eat second at recess & lunch <i>Providing opportunity for students to move after learning and then use food as a sensory regulation after play. Additional benefits – time for behaviours from breaks to be dealt with without disrupting lessons.</i>		Possible requirement to provide additional food breaks (Crunch & Sip).
1. Determine suitability of this concept in relation to current timetable and explore options 2. Select best option based on timing of breaks and feedback from staff. 3. Inform parents/School Board of changes being made.	Term 3 2021 Term 3/4 2021 Term 4 2021	
Mindfulness activities <i>Acknowledgement of the usefulness of these activities, but a lack of whole school approach.</i>		
1. Audit of existing practises across the school. 2. Selection of activities/programs that can be adopted across the whole school. 3. Implementation	Term 4 2021 Term 1/2 2022 Term 3 2022	PL as required
Professional Learning <i>Ongoing PL in this area for all staff is required.</i>		
1. Understanding Poverty PL 2. Trauma informed practise		