STUDENTS AT EDUCATIONAL RISK POLICY 2022

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

1.0 RATIONALE

West Balcatta Primary School supports the endeavours of students to reach their full potential in the areas of academic, social, emotional, cultural and physical growth. The school places emphasis on allowing students to develop as unique individuals who will have the capacity to be productive members of the community beyond school. We are open to our community; fostering harmony, friendship, sincerity, compassion and co-operation between students, staff, parents and the wider community.

West Balcatta Primary School aims to effectively identify students at risk (socially, emotionally, and academically) and to establish appropriate strategies to enable them to develop towards desired outcomes. Strong emphasis is placed on early identification and intervention.

Every student has the right to receive an education that addresses their individual needs and assists them in fulfilling their potential. The success of such programs rests upon the following:
- every student's right to an education in the company of his/her peers being upheld;
- every student being treated fairly;
- care and appropriate support being provided to students;
- every student having parents/carers included in the education process.

2.0 IDENTIFICATION OF STUDENTS AT EDUCATIONAL RISK

Monitoring student progress on a regular basis will identify those students whose participation, educational outcomes or rate of progress differs noticeably from past performance or whose performance is a concern to teachers and/or parents and carers. Identification of students at educational risk commences in the Kindergarten year and continues throughout primary school.

Students at risk are those who fit into one or more of the following categories:

- students who are at risk of not achieving the targets described in the Western Australian Curriculum;
- students whose achievement level (high or low), rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers;
- students who are under performing, or not achieving their potential;
- students who are not engaged in their schooling;
- students whose learning is impaired by social/emotional factors;
- students whose learning is impaired due to inappropriate behaviour;
- students whose learning is impaired by language background;
- students whose learning is impaired due to factors such as attendance, family trauma or physical disability;
- students who receive an 'E' grade for one or more learning areas;
- students who are not achieving the national minimum standard in NAPLAN.

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), cultural and linguistic diversity and geographic location.

We have a strong emphasis on Early Identification and Intervention. Identification of students at educational risk will commence in Kindergarten and continue throughout primary school. Monitoring student progress on a regular basis will identify those students whose performance is a concern to teachers and/or parents and carers.

General classroom and progress monitoring may include, but is not limited to:

- evaluation of assessment data (NAPLAN, PAT, OEA, KAT & RAT)
- observations;
- collection and analysis of work samples;
- interviews (students and parents/carers);
- Student Developmental History Questionnaire;
- Behaviour Management records;
- Standardised Diagnostic Assessments;
- attendance data;
- consultation with staff, parents, Department of Education personnel and/or external agencies.

SAER students will be identified and tracked through Student Information Files and Excel tracking documents. Refer to *Appendix A* for the WBPS process for dealing with concerns regarding a student.

3.0 CURRICULUM DIFFERENTIATION

The principles of Teaching and Learning will be incorporated into all learning experiences in the school.

- All students will have the opportunity to learn through learning experiences which will enable them to engage with texts and to observe and practise the actual ideas, processes, products, skills and values which are expected of them.

- Learning experiences will connect with the students' existing knowledge and challenge their thinking.
- Action and reflection will be built into all learning experiences.
- Learning experiences will be motivating with clear purposes for students.
- Students will be encouraged to learn both independently and from others.
- The school will be psychologically and physically safe and conducive to effective learning.
- The education program will be inclusive and sensitive to cultural differences and values
- The curriculum will be relevant and challenging for students at risk.
- The school will recognise and respond to the factors which impact on literacy and numeracy learning.

4.0 THE LEARNING ENVIRONMENT

The school and classroom setting will be safe and conducive to effective learning. The school environment will convey how an individual is valued and the way in which an individual is expected to behave. Classroom practice will foster in students the knowledge that they can be successful, autonomous learners and support the development of a confident approach to learning and the desire to do well. All students will be given the opportunity to achieve intended outcomes.

Indicators of a supportive learning environment:
- a positive and shared vision for all students and staff;
- a student-centred approach is adopted;
- students' self-esteem underpins everyday practice;
- focus is placed on the student and their individual needs: social, emotional, physical and academic;
- policies and plans are in place (and regularly revised/updated) to promote and maintain a safe and healthy school environment;
- values are taught;
- a positive policy and procedures exist for managing student behaviour;
- students, staff and parents are familiar with policies and procedures;
- importance is placed on early intervention and prevention;
- staff have a shared responsibility for tracking and monitoring student progress.

5.0 DOCUMENTED PLANS

Documented plans should be in place for all students identified as at risk. Documented plans are ways of catering for individual needs or smaller groups of students with similar identified needs. It is primarily a teaching and learning document, and it identifies short to medium term educational outcomes. Schools currently develop a range of planning documents that describe differentiated or personalised educational planning. A variety of different titles are used, including:
- Individual or Group Education Plan (IEP or GEP)
- Behaviour Support Plans (BSPs)
- Individual Transition Plans (ITPs)
- Risk Management Plans (RMPs)

- Individual Attendance Plan (IAP)
- Social Competency Plan (SCP)
- Special Educational Needs (SEN) Plan
- Student Support Plan (Regulation)

Documented Plan proformas can be found in the 'Student Records' file on the desktop.

5.1 Parent/Carer Involvement

Parents/carers know their child well and have essential information not only about the child at home and in the community, but also about their education. They often provide continuity if their child changes schools or teachers and where possible, will need to:

- know that a Documented Plan is being considered or developed;
- have their knowledge about their child respected and valued;
- be invited to contribute to each stage of the planning cycle;
- contribute goals, aspirations, outcomes, targets and strategies;
- be included in collaborative decision making;
- agree to the content of a plan and be a co-signatory.

Where parents/carers choose not to become directly involved in the Documented Planning process, they still need to be informed about their child's plan, provided with a copy and invited to participate in any subsequent review of the plan.

A lack of involvement by parents/carers does not reduce the school's obligation to develop a Documented Plan. Adapted communication strategies or meetings may be necessary due to the personal needs or circumstances of parents/carers, for example, encouraging attendance of a support person, using an interpreter, reducing the number of staff attending or using telephone calls rather than letters to communicate.

Whenever possible, a Documented Plan should be signed by the teacher, parent/carer and, if appropriate, the student, Principal or other participants in its development. A copy of the plan needs to be provided to the parent/carer, school staff working with the student and, with parent/carer permission, to other service providers.

5.21 Students with Disability Resourcing

It is an expectation that all students who receive Disability Resourcing have a SEN Plan/Report. However, if the student is achieving a 'D' grade or better in all learning areas, a standard report may be more appropriate. If this is the case, it must be discussed with and agreed upon by:

- Parents;
- Specialist Teachers;
- Associate Principals;
- Learning Support Coordinator.

The student must have a documented plan (usually an IEP or BSP) in place. It must be detailed and reflective of the student's needs, diagnosis and resources allocated.

5.22 Students without Disability Resourcing

There may also be cases where there is a student without Disability Resourcing for whom a standard report is not appropriate, i.e. the curriculum differentiation required is extreme for

many learning areas. Before consulting parents, it must be discussed with and agreed upon by Associate Principals and Learning Support Coordinator. Specialist Teachers must be informed immediately.

5.3 Documented Plans and SEN Planning Timelines

At the beginning of each school year, teachers will follow students' documented plans from the previous year, adjusting and/or modifying the plan to suit the new classroom timetable, routines and curriculum.

IEPs must be completed, signed and saved in the 'Student Records' folder (on the desktop) by the **last day of Terms 1 and 3**, ready for **implementation of Day 1** of the following term. A printed copy must also be filed in the Student Records Box, and progress/review notes are to be written on this copy. The Associate Principal (Student Services) will monitor compliance to this as directed by the Principal.

SEN plans follow a different schedule (as they are directly linked to Reporting to Parents), and must be developed by classroom and Specialist Teachers, ready to implement by **Week 4 of Term 1**, and again in **Week 4 of Term 3.** Review of SEN plans occurs in line with the school's reporting timeline as per the term planner. Teachers of SEN students will receive ½ day of teacher relief per term to attend to this.

SEN/SAER/TAGS meetings between class teachers and parents will occur before or during **Weeks 6-9 of Term 1.**

For more information regarding Documented Plans, see *Appendix B* and *Appendix C.*

6.0 MONITORING & REPORTING

Staff will use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at risk and provide parents with ongoing, accurate and relevant information about their child's progress.

- Assessment will be valid and based on the actual knowledge, skills, processes, products and values that are expected of the students.
- Assessment will be educative and make a positive contribution to student learning.
- Assessment will be clear and explicit so that the basis for judgement is known.
- Assessment will be fair to all students and not discriminate on grounds irrelevant to the outcome.
- Judgement will be based on multiple sources of evidence.

Reporting procedures will provide key stakeholders with meaningful information to improve learning outcomes. Parents will be notified as soon as there is any indication that their child's achievement level, rate of progress or behaviour differs noticeably from past performance and his/her peers. Effective reporting will include a broad range of formal and informal oral and written communication strategies.

Relevant data may include:
- attendance and behavioural data;
- anecdotal data collected from families;

- reports and records from classroom and Specialist Teachers;
- educational or health assessments completed by in-school or Department of Education support services (and external support services where these have been provided to the school with the student and parents' consent);
- School Psychology Service reports;
- academic achievement data, such as NAPLAN;

7.0 PROFESSIONAL LEARNING

Appropriate professional learning for staff is considered an important factor in assisting them to support students at educational risk. Professional learning requirements will be identified and addressed through the following methods:
- the use of school planning and performance development data;
- access to professional support for staff within the school, region and community;
- facilitation of support for staff to collaboratively meet the needs of students at educational risk.

8.0 COLLABORATION

A coordinated approach may be employed to meet the needs of students at educational risk. A partnership between the student, family and school will be formed, ensuring that learning is supported in both contexts and there will be collective responsibility for students' achievement of outcomes. Outside agencies may also be consulted to provide information and support.

A collaborative approach will include:
- consultation with and involvement of parents and carers;
- consultation with and involvement of Specialist Teachers and support staff within the school e.g. School Psychologist, Learning Support Coordinator, SAER coordinator, support teachers, Chaplain, School Nurse;
- consultation with and involvement of Department of Education/ government agencies e.g. School of Special Educational Needs: Disability (SSEND), Language Development Centres, Intensive English Centres, Child Development Centres;
- consultation with and involvement of other professionals and agencies e.g. speech therapists, doctors;
- passing on important information about the student through the Student Profile sheets, Student Records Box and discussion between staff. This includes ensuring that the Learning Support Coordinator is aware of all referrals to and consultations with Department of Education/government agencies (provide copies where appropriate).

A WBPS Request for Student Support *(Appendix D)* must be completed for any additional support.

9.0 RESPONSIBILITIES

9.1 Teachers are responsible for:
- developing and delivering quality programs, which are responsive to the individual needs of students at educational risk;
- using performance data and intended educational outcomes as the key elements of planning for students at educational risk;
- planning educational programs through consultation with the parents or carers, students and relevant professionals;
- reporting on the educational progress of students to the Principal, parents or carers, and students themselves;
- communicating to their line manager, professional learning requirements to assist in meeting the needs of students at educational risk;
- recording information on the green Student Profile sheet in the Student Records Box (and placing a red dot on each student's file so they are easily identified);
- informing the SAER coordinator when a student is identified as being at risk;
- regular assessment (particularly early childhood teachers) to screen for concerns;
- writing Documented Plans for all students at educational risk within the given time frame, and consulting with the Learning Support Coordinator if extra support/advice is required;
- ensuring they are aware of the needs of all students, and are familiar with SAER students at the beginning of the school year.

9.2 The Principal/Associate Principal (Student Services) is responsible for:
- developing and implementing plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk;
- employing a combination of approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students;
- allocating and manage resources and engage agencies to support students at risk;
- confirming that teaching staff provide the necessary teaching and learning adjustments;
- ensuring that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students;
- encouraging teachers to consult with relevant school-based and external stakeholders;
- ensuring the implementation of the students at educational risk policy and procedures;
- establishing processes for the identification of students at educational risk;
- establishing a communication process with parents of students at educational risk which is open and based on mutual respect;
- monitoring the development, implementation and effectiveness of all Documented Plans.

9.3 Parents/Carers are responsible for:
- attending meetings/case conferences organised by the school;
- following up on and/or carry out actions decided upon during meetings and/or in Documented Plans;
- informing the school of any factors which may affect their child's education, behaviour or well-being.

9.4 Students are responsible for:

- actively participating in the educational process within the school community;
- behaving in a manner which is outlined in the school's Code of Conduct.

10.0 RELATED DOCUMENTS

The following Legislation and Department of Education policies are related to this document:
- *Attendance*
- *Behaviour Management in Schools*
- *Curriculum Assessment and Reporting: K-10 Policy and Guidelines*
- *Gifted and Talented Policy and Guidelines*
- *Students at Educational Risk*
- *Student Health Care*
- *Child Protection*
- *Duty of Care*
- *Risk Management*
- *Disability Discrimination Act 1992*
- *Disability Standards in Education 2005*

11.0 REVIEW

This policy is due for review in Term 4 of 2023

12.0 APPENDICES

Appendix A	WBPS Concerns Regarding a Student Flowchart
Appendix B	Guidelines for Implementing Documented Plans in Public Schools
Appendix C	IEP 101 – The SSEND Guide to Individual Education Plans
Appendix D	WBPS Request for Student Support

APPENDIX A
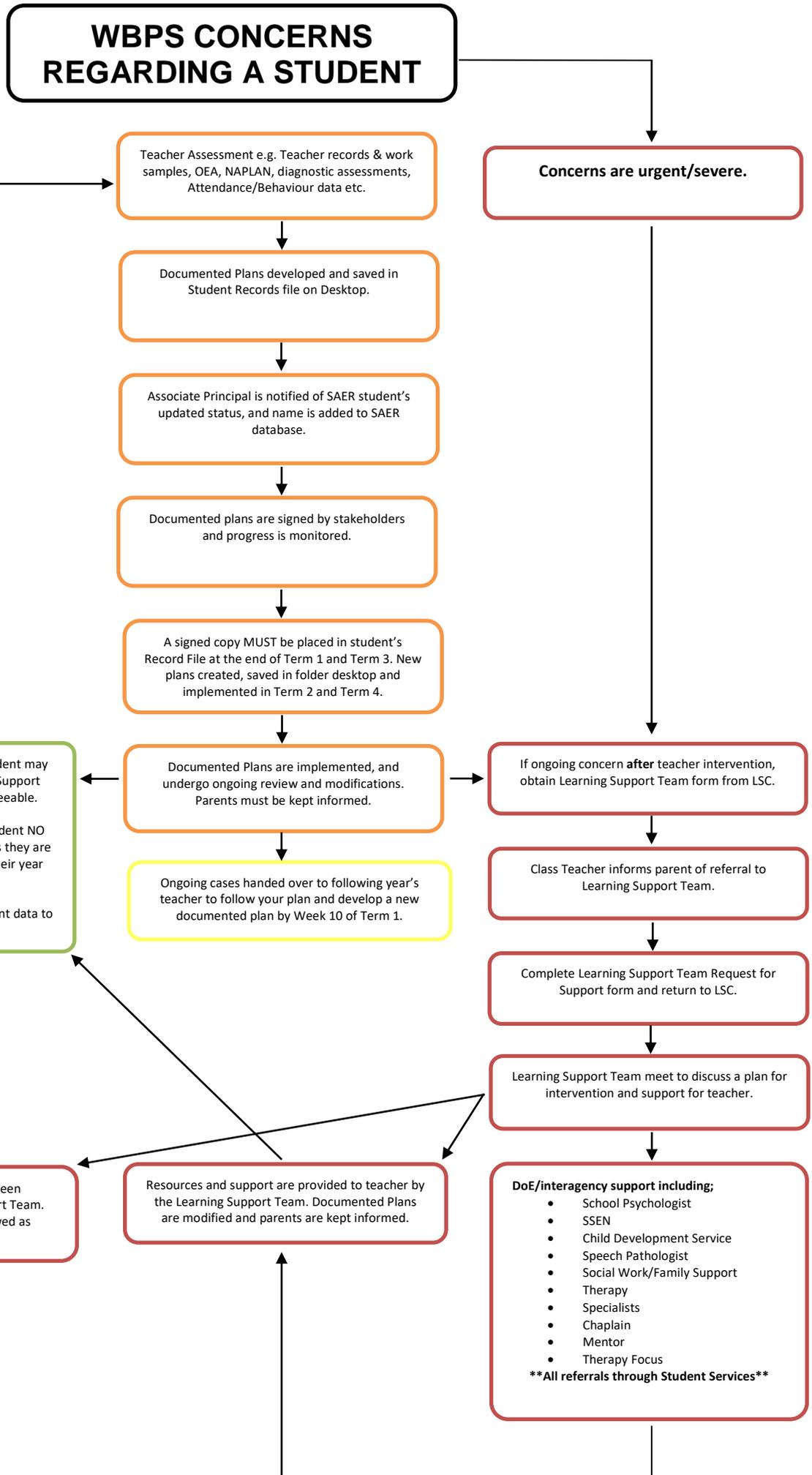
WBPS CONCERNS REGARDING A STUDENT

Teacher Assessment e.g. Teacher records & work samples, OEA, NAPLAN, diagnostic assessments, Attendance/Behaviour data etc.

Documented Plans developed and saved in Student Records file on Desktop.

Associate Principal is notified of SAER student's updated status, and name is added to SAER database.

Documented plans are signed by stakeholders and progress is monitored.

A signed copy MUST be placed in student's Record File at the end of Term 1 and Term 3. New plans created, saved in folder desktop and implemented in Term 2 and Term 4.

Documented Plans are implemented, and undergo ongoing review and modifications. Parents must be kept informed.

Ongoing cases handed over to following year's teacher to follow your plan and develop a new documented plan by Week 10 of Term 1.

Concerns are urgent/severe.

If ongoing concern **after** teacher intervention, obtain Learning Support Team form from LSC.

Class Teacher informs parent of referral to Learning Support Team.

Complete Learning Support Team Request for Support form and return to LSC.

Learning Support Team meet to discuss a plan for intervention and support for teacher.

If outcomes have been achieved, a student may be put on 'Maintenance', **if** Learning Support Team and the Administration are agreeable.

Parents must be informed that the student NO LONGER requires a Documented Plan as they are achieving at a 'satisfactory' level for their year group.

Teachers **must** have student achievement data to evidence this decision.

Case Conference is arranged between Parents, Teacher and Learning Support Team. Action Plan is developed and reviewed as required.

Resources and support are provided to teacher by the Learning Support Team. Documented Plans are modified and parents are kept informed.

DoE/interagency support including;
- School Psychologist
- SSEN
- Child Development Service
- Speech Pathologist
- Social Work/Family Support
- Therapy
- Specialists
- Chaplain
- Mentor
- Therapy Focus

All referrals through Student Services

APPENDIX B

DEPARTMENT OF EDUCATION
GUIDELINES FOR IMPLEMENTING DOCUMENTED PLANS
IN PUBLIC SCHOOLS

1. WHAT IS A DOCUMENTED PLAN?

A Documented Plan is a support document for teachers as they plan, monitor, assess and evaluate teaching and learning programs that are personalised for students.

Schools currently develop a range of planning documents that describe differentiated or personalised educational planning. A variety of different titles are used, including:
- Individual or Group Education Plan (IEP or GEP);
- Individual Behaviour Management Plan (IBMP);
- Personal Learning Plan (PLP);
- Individual Transition Plan (ITP);
- Individual Attendance Plan (IAP);
- Risk Management Plan (RMP); and
- Social Competency Plan (SCP).

A Health Care Authorisation that addresses health care needs is <u>not</u> a Documented Plan. A Documented Plan may have a number of different elements depending upon student characteristics.   Individual students or a small group of students will have only one Documented Plan at any one time.

The process of developing a Documented Plan is as important as the product. A quality process involving collaboration, consultation, negotiation, agreement and commitment leads to a quality product supporting student learning.

A Documented Plan:
- is student centred and focused on students' educational, physical, behavioural, social and/or emotional strengths as well as needs;
- addresses relevant learning outcomes, targets, teaching and learning adjustments;
- is developed by teachers in collaboration with student/s, parents/carers and other relevant staff or service providers;
- records the agreed response of the school to identified educational needs for an individual student or a small group of students;
- needs to be realistic, practical and readily understood by all those involved;
- is a working document for the teacher/s and other staff (eg support staff, education assistants, visiting or specialist teachers) who work with the student/s;
- identifies the implementation and monitoring responsibilities of those working with the student/s;
- records regular assessment and evaluation of student progress and achievement of identified outcomes and targets during a specified period of time; and
- is provided to parents/carers and other service providers as required.

Documented Plans enable schools to demonstrate their obligation to:
- be accountable for providing an appropriate educational program for all students as required by the *School Education Act 1999*; and
- plan for and provide teaching and learning adjustments for students with disabilities as required by the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

2. WHO MUST HAVE A DOCUMENTED PLAN?

The following DET policies and programs state that particular students require a Documented Plan:
- The *Attendance* policy for those students whose attendance requires an individualised approach.
- The *Behaviour Management in Schools* policy for those students with significant behavioural needs who require an individualised management program or who are subject to an exclusion order.
- *Schools Plus Resourcing Informed Practice* for those students with disabilities who are eligible for or are receiving supplementary resource provision.

Students in the care of the Chief Executive Officer of the Department of Child Protection are often vulnerable and at educational risk. It is expected that each of these students will have a Documented Plan that is developed in collaboration with staff from the Department of Child Protection. The Documented Plan will form part of the overall Care Plan for the student.

Students with health care needs require a Health Care Authorisation; this is **not** considered to be a Documented Plan. Students with chronic, long term or significant health care needs will often require a Documented Plan to address their academic and social needs in addition to a Health Care Authorisation. The *Student Health Care* policy provides further detail about management of students with health care needs.

3. WHAT GOES INTO A DOCUMENTED PLAN?

The format of a Documented Plan should be agreed to by school staff and communicated to the school community. It is appropriate for a school to use a number of different formats in response to the identified strengths and needs of students and/or staff.

An effective Plan provides a practical, explicit and succinct focus for all those working with the student/s concerned. Most students will not require a long or detailed Plan.

While the format for Documented Plans is not prescribed by the Department there are sample formats and plans that address a range of needs available from:
- district teams;
- the Student Services Directorate website;
- the *Schools Plus* website;
- the School Information System Curriculum Manager Planning module;
- Statewide Specialist Services staff; or
- the Education Support Package on the Department's website. (See Section 11 of these Guidelines for relevant web links)

A single Documented Plan for a small group of students with similar educational needs can be developed. When it becomes part of an individual student's record file it must not **specific information**

As a minimum, a Documented Plan needs to include:
- the student's name, date of birth, year level, gender;
- the name and role of those responsible for implementing the Plan; and
- any specific factors to be taken into account, for example, using an interpreter to communicate with the parents/carers.

A Documented Plan may also include:
- long term goals or vision for the future;
- links to specific outcomes for the individual student or the small group in the *Outcomes & Standards Framework*;
- short term specific, achievable and measurable targets;

- teaching and learning adjustments:
  - key implementation strategies;
  - specific resources or equipment; and
  - assessment tasks and monitoring criteria;
- staff responsibilities; and
- negotiated contributions to be made at home or by other service providers.

When a Documented Plan is reviewed and evaluated it will be necessary to reflect student progress, achievement and ongoing need.

Dates
The commencement date and proposed dates for monitoring and review of the Documented Plan need to be included. If the Plan forms part of the school's reporting to parents this can also be indicated.

Names and signatures
In most circumstances a Documented Plan will be developed by the teacher/s responsible for a student in collaboration with parents/carers and, if necessary, other staff or service providers. Whenever possible, agreement with the Plan should be documented, usually with the signatures of those who were involved in the collaboration.

Student learning profile
A student learning profile summarises essential information about current performance in:
- relevant learning areas;
- social and/or emotional domains;
- patterns of behaviour with peers and/or adults and self-regulatory behaviour;
- participation in learning experiences;
- engagement with schooling;
- attendance; and
- any other relevant information.

A profile may be either part of a Documented Plan or stand-alone information that contributes to the Plan. The profile need include only those aspects that are relevant for the student/s concerned at the time a Plan is being developed or reviewed.

Risk management
Risk management issues for an individual student, other students and/or staff should be identified and considered during the Documented Planning process. If it is necessary to establish a Documented Plan which includes risk management issues, then this must be communicated to staff and the parents/carers of the student.

The *Risk Management* policy can assist with the determination of risk and inform the development of a Documented Plan. The Plan should identify risks, minimisation of those risks, targets for change and agreed management strategies. All staff who have a duty of care or manage the student, needs to be informed about agreed risk management strategies to be adopted.

Occupational health and safety
On a needs basis occupational safety and health issues should be included in a student's Documented Plan. Occupational safety and health issues may include, but are not limited to, transfers or lifting, providing personal care requirements or responding to challenging behaviours. The implications for staff who provide this assistance to a student need to be carefully considered and documented.

The training required to provide appropriate care for a student, and agreements to supply and participate in training, need to be documented. The student's Plan should document:

- the names of staff who will provide the assistance required by the student and have received necessary training;
- strategies and/or dates to provide further or ongoing training; and
- monitoring of factors that may indicate a need to review or change strategies, for example, student weight for safe transfers or lifting.

It is essential that there also be individual discussions with staff to identify any occupational safety and health factors that may apply to them personally. If necessary, a personal staff occupational safety and health management plan should be developed in addition to the student's Documented Plan.

The outcomes, targets, teaching and learning adjustments and/or assessments in a Documented Plan must link to information used to plan, monitor or review a teaching and learning program.

4. DEVELOPING AND USING A DOCUMENTED PLAN?

Information gathering
The outcomes, targets, teaching and learning adjustments and/or assessments in a Documented Plan must link to information used to plan, monitor or review a teaching and learning program.

A Plan needs to be based on relevant, accurate and focused information such as:
- current participation and achievement in educational, physical, behavioural, social and/or emotional domains;
- performance in class activities and assessment tasks;
- comparison of performance at the start and end of an agreed period of time, e.g. a term, a month, a semester;
- systemic assessment performances, for example, MSE, Literacy or Numeracy Net, NAPLAN, or moderated work samples; and
- standardised assessment performances, for example, psychological or therapy reports.

Information should be gathered from a variety of sources, including in collaboration with students and parents. For many students the information gathered by the teacher in day to day classroom practice will be sufficient to develop or review their plan.

If a student has significant identified needs, then there may be a need to obtain additional information from other staff or other agencies, such as a learning support coordinator, education assistant, school psychologist, visiting or specialist teacher or therapist.

Outcomes and targets
Effective plans:
- use simple, positive language;
- identify conditions under which the learning takes place and is assessed; and
- criteria or standards for judging performance, progress and/or achievement.

Critical questions include:
- What can the student/s already do independently?
- What can the student/s do with additional prompts, structure or adjustments?
- What are we working towards as priorities, focus areas or prerequisites for longer term outcomes or goals?
- What is needed either to move on, or to lay the foundation for new learning?
- What is manageable in the class, school or home at this time?
- What might have an impact on implementing this Plan?

There should be clear links in the Documented Plan between outcomes and targets. Even students with a significantly differentiated or personalised plan will be working towards agreed Learning Area outcomes.

Targets in a Plan need to be **SMART**:

Specific: What is expected to be learnt is clear to everyone;
Measurable: Observable criteria for achievement and/or progress;
Achievable: Not too far ahead of current skill level or understanding;
Relevant: Linked to current outcomes and perhaps longer term goals; and
Time limited: Regular monitoring with pre-set review dates.

Teaching and learning adjustments

Teaching and learning adjustments are changes to teaching and assessment strategies, resources, equipment or expectations in response to identified needs of an individual student or a small group of students.

A teaching and learning adjustment is provided in order to promote learning, participation or curriculum access and may include:

- differences in the level of complexity of instructional materials or tasks;
- alternative means of presentation or response to activities or assessments;
- adapted content or expectations in class activities;
- additional skill development to prepare for participation in class activities;
- personalised management strategies or supports;
- provision of specialist resources or equipment; and
- deployment of staff.

Monitoring progress

Monitoring and assessment of the targets in a Documented Plan must be practical, efficient and, to the extent possible, link to existing classroom practices. The nature and quantity of information gathered should provide sufficient evidence to make judgements about whether or not adequate progress is being made. For most students adequate progress means:

- the previous rate of progress is maintained or exceeded;
- increased curriculum access is achieved;
- the attainment gap closes between the student and their peers; or
- the attainment gap does not grow wider.

It is appropriate for class planning, student records or work samples to include explicit reference to a Plan. Evidence and information about the effectiveness of teaching and learning adjustments, student progress and achievements will inform the review of a Plan.

A Documented Plan may be discontinued if a student no longer requires a differentiated or personalised program. When a Plan is discontinued the student needs to be carefully monitored, for an agreed period of time, to ensure that adequate progress is maintained. Some students will have a plan at different stages in their schooling. The decision to discontinue a plan does not mean that it cannot be re-established if required. Parents/carers and students may contribute to the decision to discontinue a Plan.

Reporting

If the standard Department report form does not provide relevant information to parents/carers of a student with high support needs, schools can use a report format agreed upon by the school community, or with the parents/carers of an individual student. In these circumstances the use of A - E grades can be replaced by alternative reporting formats. This form of reporting may be linked to or based upon a Documented Plan.

IEP 101 – The SSEND Guide to Individual Education Plans

The Department of Education of Western Australia requires schools to document specific adjustments they may make to cater for students or group of students in their care in what are collectively known as documented plans. Types of documented plans include individual attendance plans, individual behaviour support plans, risk management plans and Individual Education Plans, referred to as an IEP. As with other documentation referring to a student's learning, an IEP falls under the Freedom of Information Act.

For students who have an imputed or diagnosed disability or those who are working significantly below expected achievement, teaching and learning adjustments may be required. These curricular modifications allow individuals to access and participate in education on the same basis as other students, a requirement outlined in the Disability Standards for Education 2005.

An Individual Education Plan, or IEP, is a written education plan which documents these teaching and learning adjustments. Generally, teaching and learning adjustments involve the modification of the curriculum or accommodations which allow better access or demonstration of achievement.

An IEP should be a realistic, uncomplicated, working document that should be regularly accessed, reviewed and adjusted according to need. IEPs are developed with the consultation of a range of stakeholders, which may include teachers, parents, education assistants or other school staff and the student themselves. Keeping this in mind, it is important to use language that is easily understood by all stakeholders.

While an IEP may be in place for a single student, a Group Education Plan is a variation of an IEP that may be in place to cover a group of students who have similar needs.

While there is no mandated way to structure an IEP, an effective plan should include goals for the student, the resources and strategies required to achieve these goals and review date.

So that an IEP targets the areas of student need and can show progress, it is important to implement a cycle of assessment, planning, implementation and review. Evidence may be gathered through diagnostic tests, observations or any means that achieves the outcome of identifying deficits in the student's education. It is essential that the achievement of IEP goals is recorded as the IEP forms an integral part of the reporting to parents requirements for students with disabilities.

IEP 101 – The SSEND Guide to Individual Education Plans (Cont.)

The goals in the plan should be SMART goals - Specific, Measurable, Attainable, Realistic and Time bound. It is important to remember that the goal should be articulated in such a way so that when the plan is reviewed, the success or otherwise of the goal can be measured.

The Reporting to Parents - Special Educational Needs component, or RTP SEN, is an extremely useful tool for assisting Western Australian schools in developing IEPs, as it already incudes preloaded goals and objectives, tied to the Western Australian Curriculum that can be included or adapted according to student need. Depending on how it has been set up in a particular school, it may also have a bank of strategies to draw upon.

Any plan, once established through RTP SEN, can be easily adapted to suit other students, or groups of students, or printed, filed, or copied over to a new time period, among other features designed to make the process of developing IEPs as uncomplicated as possible.

As outlined by the Education Department of Western Australia, the process of developing an Individual Education Plan is as important as the product. A quality process involving collaboration, consultation, negotiation, agreement and commitment leads to a quality product supporting student learning.

The Learning Disabilities Education Service
July 2016

WBPS Request for Student Support   (Appendix D)

Referrer Details

Name:		Date:

Availability for consult:
(Times on Mon & Tues)

Please answer these questions before proceeding further

Have you had a meeting with the parents of the student to discuss your concerns?	Yes	No
Are you familiar with the information located in the student's green and have you discussed/implemented strategies used by the student's previous teachers?	Yes	No
Have you carried out your own observations and assessments as evidence of the student's current achievement levels? **Please attach.**	Yes	No
If you are concerned about this student's academic progress, have you implemented an IEP? If 'Yes' **please attach a copy of your IEP**. If 'No', please trial an IEP for at least 5 weeks prior to referring this student. If you need assistance with IEPs consult with deputy or school psychologist.	Yes	No
If you are concerned about this student's behaviour, have you implemented a BSP? If 'Yes' **please attach a copy of your BSP**. If 'No', please trial a BSP for at least 2 weeks prior to referring this student. If you need assistance with BSPs consult with deputy or school psychologist.	Yes	No
Have you considered referrals to outside agencies for therapy, testing or support? eg speech therapy, occupational therapy, hearing, vision, paediatrician. If you need assistance with this consult with deputy or school psychologist	Yes	No

Student Details

Name:		TA:	Year:	M / F

Parent Contact Name(s):

Phone:	Email:

Family/Cultural considerations:

Reason for Referral

Main reason for referral/current concerns

Strategies Implemented (and effectiveness)

Desired Outcome

Behaviour
Learning/Academic Performance
Social/Emotional
Attitude/Organisation
Sensory Concerns
Triggers/Glimmers
Further Comments

Snapshot of Concerns (please tick/highlight)

Reading	Attention/Concentration	Memory	Motivation
Writing	Speech/Language	Organisation	Behaviour
Numeracy	Self-care	Self-esteem	
Spelling	Social Skills	Anxiety	

Elaboration:

Considerations & Interventions

Agency/type	Comments/Details/Reports
Previous school psych involvement	
Documented Plan	
Disability/disorder	
Medical Issue	
Attendance Concerns	
EAL/D background	
Speech Pathology	
Occupational Therapy	
Vision Assessment	
Hearing Assessment	
Retention/Acceleration	
Physiotherapy	
Paediatrician	
Psychologist (private)	
DCPFS	
CAMHS	
CDS	
Other	

Consultation

Agreed Actions

Case Conference

Observation

Further Assessment

Outside referrals

NB If school psychology involvement is required, a case conference needs to be arranged by the school and attended by the caregivers, nominated school case manager, school psychologist and any other relevant staff member. Informed consent for school psychologist involvement can be obtained from the caregiver during the case conference.

*** I am aware of this SAER consultation request and the action agreed to above. ***

School Psychologist	Class Teacher
Administration Representative	Other

Informed Parental Consent

Parent Name:	Sign:	Verbal
Means by which consent given:		

-PLEASE **ATTACH** RESULTS OF SCHOOL **ASSESSMENTS**, **DOCUMENTED PLANS** AND **REPORTS** OR OTHER **INFORMATION** YOU BELIEVE IS REQUIRED TO BEST **SUPPORT** THIS REQUEST FOR ASSISTANCE.YOU MAY BE REQUIRED TO PROVIDE MORE INFORMATION AND/OR COMPLETE CHECKLISTS/ASSESSMENTS-