

# **STUDENTS AT EDUCATIONAL RISK POLICY**

Reviewed 2015

## **Rationale**

Children experiencing difficulties in learning are a focus within the school in areas of literacy, numeracy and/or behaviour. Where students are identified as achieving at a level significantly below or above that of their age peers, accurate, meaningful and comprehensive records of student performance should be maintained and curriculum differentiation implemented. This will be achieved through the use of Individual and Group Education Plans (I.E.P/GEPs) from Kindergarten to Year 6.

## **Aims**

- A whole school approach to address, identify, review and monitor students experiencing learning or behaviour concerns.
- Develop and implement IEP/GEPs for students experiencing learning or behavior concerns.
- Involve parents/carers in a collaborative process.

## **Learning Support Team**

To assist in the management of these students, teachers will work with a Learning Support team. This team should consist of the classroom teacher(s), Learning Support Coordinator, Admin, Chaplain where appropriate and the Parent/Carer. Where the student is a Disability Resource Student and attracts additional school funding or the school psychologist is already involved within the support program, they will automatically form part of the LS Team together with a member of the Admin.

When the teacher has formulated an IEP/GEP a meeting of the LS team is arranged to discuss and review the draft plan before being finalized and signed off by the LS Team.

## **Procedures**

IEP/GEP's will be achieved using the following steps:

- Identify the children at risk by assessing them as early as possible. "At Risk" may be academic, behavioural, social, emotional or attendance. Various information could be used to identify at risk students – eg Literacy/Numeracy Net, NAPLAN, Standardized Tests, Teacher Judgments, Specialist referral, Parent referral etc. Typically students identified would fall in the bottom/top 20% of performance expected at their level.
- Formulate IEP/GEPs in collaboration with the LS Team
- Learning Support Team Meetings need to occur when an IEP/GEP is formulated, implemented and/or at the end of each semester to allow discussion of concerns, outcomes planned and strategies to be used.
- Implementation of the program should have a priority of in class assistance, however an intensive withdrawal program may be considered where appropriate.
- Monitoring of IEP/GEPs requires that information needs to be retained in the school, with files to be collated at the end of the year for redistribution the following year with current student records.
- Evaluation of IEP/GEPs occurs in collaboration with the team as required. Parents may be involved at any stage.

## **Collection and Storage of IEP/GEPs**

- Individual Education Plans will be kept in individual "SAER" files within current student records.
- At the beginning of the year active folders will reviewed by the Learning Support Coordinator for modification or to be placed on maintenance.
- Class lists will indicate children with IEP/GEPs in operation.
- Photocopies of the plan will be kept in the school if a child transfers.
- Where possible, during transitional periods, current teachers will be available for consultation with new class teachers.
- All IEP/GEPs will be safely stored in the compactus.
- Teachers continue with program until outcomes are achieved or the plan has been modified.
- All IEP/GEPs will be stored and retained according to DOE policy.

**Outcomes for Students**

- The improvement of skills in areas of literacy and numeracy, behavioural, emotional, social and attendance.
- The provision of appropriate educational programs through Collaborative Action Plans for students experiencing difficulties with learning.
- The provision of continuity of programs.

**Outcomes for Staff / School**

- The development of Collaborative Action Plans appropriate to the needs of their students.
- Comprehensive records of students with learning needs move with the student from year to year.
- Ardross differentiates the curriculum for students with specific learning needs.

**Outcomes for Teachers**

- Increased teacher expertise to develop suitable educational programs.
- Greater teacher knowledge and confidence in identifying, monitoring and teaching children experiencing learning difficulties.

**Outcomes for Parents/Carers**

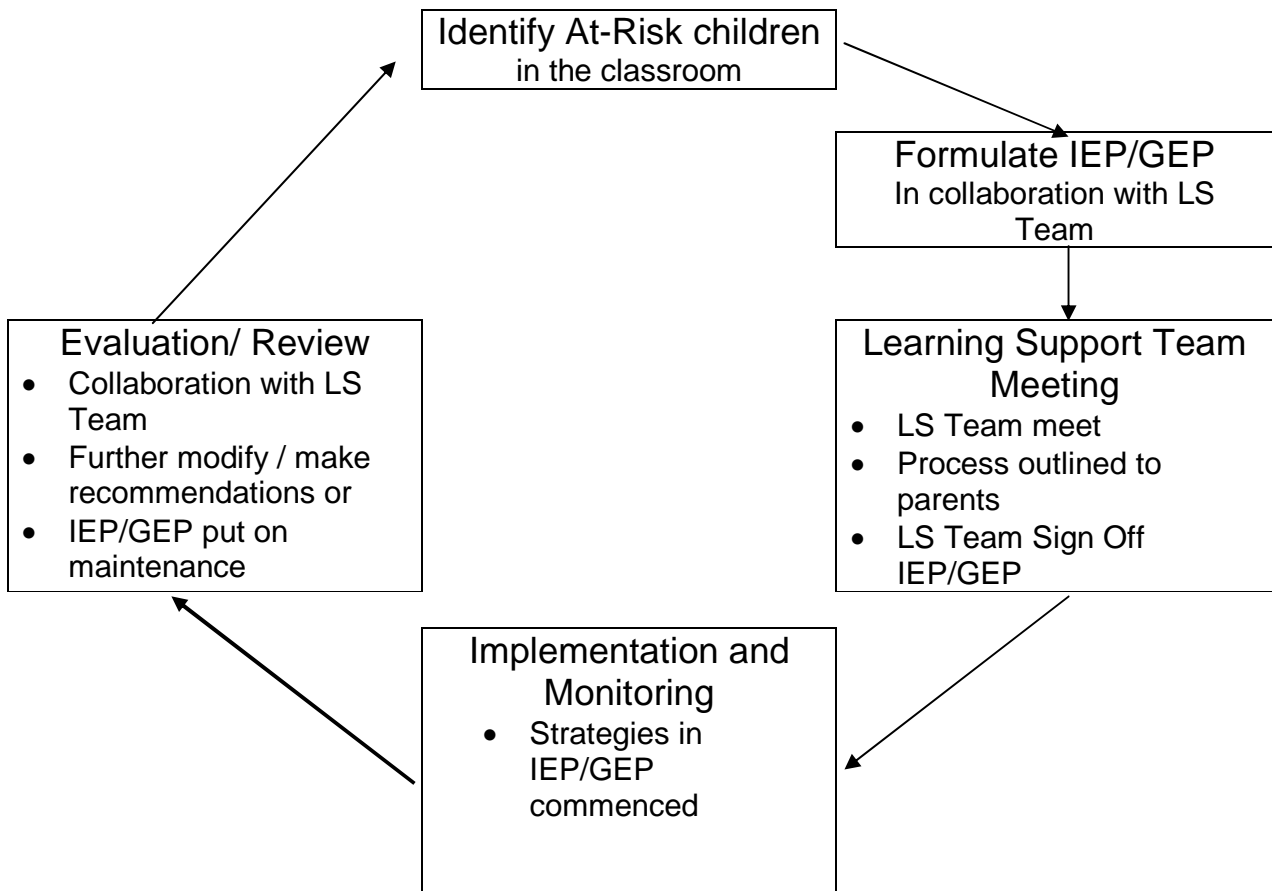
- Parents/Carers understand and are involved in the approach and process to address students experiencing difficulties in learning.
- Parents/Carers support the school in the attainment of positive educational outcomes for their children.
- Increased communication between parents/carers and the school/teacher.



# Ardross Primary

An Independent Public School

## Student's At Risk Identification Process





**ARDROSS PRIMARY SCHOOL INDIVIDUAL EDUCATION PLAN**

**STUDENT INFORMATION:**

NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

ADDRESS \_\_\_\_\_

PARENT NAME \_\_\_\_\_ TELEPHONE \_\_\_\_\_ WORK NO. \_\_\_\_\_

PARENT NAME \_\_\_\_\_ TELEPHONE \_\_\_\_\_ WORK NO. \_\_\_\_\_

CONTACT E-Mail \_\_\_\_\_

Year								
Year Level	Kindy	PP	1	2	3	4	5	6
Teacher								
Support Teacher								
Admin								
Psychologist								
Parent/ Carer								
Learning Support Teacher								
EALD Teacher								
Chaplain								

**RECORDS AVAILABLE:**

- |                        |     |                  |     |                 |     |
|------------------------|-----|------------------|-----|-----------------|-----|
| Parent Collaboration   | [ ] | Psychologist     | [ ] | Audiologist     | [ ] |
| Student Collaboration  | [ ] | Paediatrician    | [ ] | Optometrist     | [ ] |
| Parent Correspondence  | [ ] | Speech Therapist | [ ] | School Nurse    | [ ] |
| Occupational Therapist | [ ] | EALD             | [ ] | CPFS            | [ ] |
| CDS                    | [ ] | Chaplain         | [ ] | Other (Specify) | [ ] |





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## INDIVIDUAL EDUCATION PLAN MEETING

Name	d.o.b.	Yr/Rm	Date
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### Attendees

Teacher _____	School Psychologist _____
Parents/Guardian _____	Principal/Deputy _____
Parents/Guardian _____	Other _____
LSC _____	Other _____

### Concerns


### Outcomes sought


Actions	Who	When

### Signatures

Principal/Deputy _____	School Psychologist _____
Teacher _____	LSC _____
Parents/Guardian _____	Other _____
Parents/Guardian _____	Other _____

Date of next conference/review \_\_\_\_\_