



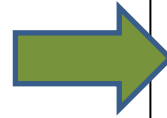
PROCEDURE FOR STUDENTS WHO ARE IDENTIFIED AS SAER: 2021

Familiarise yourself with last year's documents for SAER students. Look at handover documents. Consider strategies from the plan and **EVALUATE CONTINUED RELEVANCE**

OR

Identify students at risk using:

- Whole school assessment such as: On entry, ABLES WA, PAT, NAPLAN
- Class based assessment
- **Teacher judgement**



Create a relevant Documented Plan (educational/behavioural/attendance) for students who require SIGNIFICANT adjustments to be made to allow them to access the curriculum.

A Documented plan is developed that reflects the teaching and learning adjustments being made to address student needs. This plan outlines **how** needs will be addressed and **when** monitoring and assessment will take place. Should include consultation with:

- Previous teachers and EA's
- Parents/Carer of student
- LSC/Student Services Deputy
- School Psychologist and/or outside providers and specialists

Who Requires a Documented Plan? (DOE Policy)

- Students who receive a Disability Funding Allocation
- Students who have DCP involvement
- Students designated to require supplementary, substantial or extensive adjustments as according to the NCCD categories
- Students who have ongoing attendance issue (Below 80% - ongoing)
- Students requiring individualised behaviour support
- Students who require a Risk Management plan to ensure their own and/or others safety.

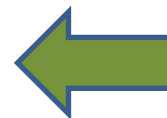
Conduct a formal termly evaluation of the plan – reviewing, adjusting and discussing changes with parents/carers

- Conduct ongoing discussion regarding progress with student, parents and where appropriate the Student Services Deputy.
- Place the *last signed* Documented plan for the Year into Student files for recording purposes (end of year)



Implement the plan – please remember to inform the Specialist Teachers and consult with relevant EA's and Admin where appropriate.

- Ongoing monitoring and communication of progress
- Working document that reflects changes, progress and setbacks



Include parents and caregivers in the process as much as possible – they must be informed of the plan and sign the Documented Plan each time it is significantly altered.

And/or

Complete a Student Services request form (for psych. chaplain or external agency involvement – please note that the existence of a Documented Plan (or the fact that a Case Conference has previously been conducted) – does not *automatically* mean this will occur subsequently.

