



STUDENTS AT EDUCATIONAL RISK

CONTENTS

Students at Educational Risk Flowchart	2
Tier 1 Intervention: Class Teacher Level	2
Tier 2 Intervention: Student Services Team	2
Tier 3 Intervention: Student Services Team/School Psychologist	2
Success Primary School Tiered Intervention	3
Differentiated Teaching Learning Strategies and Adjustments	4



STUDENTS AT EDUCATIONAL RISK FLOWCHART

Tier 1 Intervention: Class Teacher Level

Teacher identifies student requires adjustment and additional support within the classroom setting within the area/s of academic, behaviour and social emotional.

Teacher reviews what has already been implemented and checked:

- Parent meeting/previous teacher for background
- Speak with previous teacher/school for background information
- Reviewed individual student file on shared drive
- Possible Integris records in Behaviour Management and Student Activity
- Implementing SPS Tier 1 of Mental Health and Behaviour and Engagement
- Implementing SPS Differentiated Teaching and Learning Strategies and Accommodations
- Gather data (**refer to Request for Student Services Support**)
- Seek support from Line Manager

Tier 2 Intervention: Student Services Team

Seek support from Student Services Team:

- Organise time to discuss student with the Student Services Deputy and possible case conference with the parent/carer. Discuss outside agencies that may already be linked to the student
- Request for Student Services Support from Learning Support Team to observe in the classroom to review existing strategies and accommodations
- Learning Support Team makes recommendations and supports implementation of resources/recommendations
- Request for assistance from school chaplain or school counsellor

Students with Disabilities have ongoing case management with Line Manager and Student Services Deputy

Tier 3 Intervention: Student Services Team/School Psychologist

After case conference with parent and/or observations, determine the level of support:

- Outside agency support e.g. CDS referral, private speech/OT, paediatrician referral, GP/Mental Health Care Plan
- Learning Support Team to observe student in the classroom if Tier 2 intervention is ineffective. Provide mentoring and support to classroom teacher and/or EA.
- Learning Support Team to assist classroom teacher to update Positive Behaviour Support and Risk Management Plan. Changes communicated to parents.
- Learning Support Team to refer to School Psychologist if required – referral will be discussed and considered during Student Services Team Meetings in Week 4 and 8 of each term.
- School chaplain or school counsellor to refer to School Psychologist if required - referral will be discussed and considered during Student Services Team Meetings in Week 4 and 8 of each term.
- Possible case conference with School Psychologist, member of the Student Services Team and parents and any relevant allied health professionals.
- Student Services Deputy submits Request for Assistance to SEND based on outcomes of case conference and/or Student Service Team meetings. RFA based on Priority 2 and 3 Levels outlined in SEND Service Catalogue.

Classroom Teacher concerned about students in relation to Child Protection, Self Harm and Suicidal Ideation automatically progress to Student Services Deputy



Mental Health & Behaviour and Engagement	Tier 1	Tier 2	Tier 3
	<p>Classroom Environment/Practice</p> <ul style="list-style-type: none"> - Implementation of our differentiated teaching and learning strategies and accommodations. - Low Key Skills e.g., winning over, greeting at the classroom door, using student's name in a positive manner. - Active Participation –lessons planned to incorporate the safety and accountable attributes and low-key skills. - Explicit modelling of task and instructions - Daily visual timetable on display for all students (text with visual support) Visual Timetable, using large class First and Then on whiteboard - Designated chill out/break space in classroom - Scheduled whole class brain breaks/mindfulness - Morning meetings/classroom meeting - Sitting students with peers for peer mentoring/support - Morning fitness involving cardio activity - Sensory – access to class fidget toys - Using the language associated with the Zones of Regulation daily <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> - Whole class positive reinforcement e.g. marbles in a jar, race the teacher – working towards a whole class game/reward – - Positive Behaviour Reinforcement - Managing Challenging Behaviour - Group points, wishing stones - Raffle tickets, STAR slips - Prize box, stickers - Explicitly teach behaviours (social stories/visual supports) – Education Support - Daily communication with parent through communication book or simple checklist – Education Support <p>Whole School Programs</p> <ul style="list-style-type: none"> - Follow Whole School Behaviour Management System - Follow SAER Flowchart - Request for Services for Learning Support Team - Tier 1 - Zones of Regulation and the tools for each zone explicitly taught - Zones of Regulation. - Timetabled, daily mindful moments - Mindfulness - Timetabled lunch and recess clubs e.g., Lego Club, Art Club - Cyber safety education - Cyber Safety Planners - Protective Behaviours and language associated - Protective Behaviours - Social Skills and Healthy Relationships - Health Planners - Team Teach – self regulation strategies 	<p>Classroom Environment/Practice</p> <ul style="list-style-type: none"> - Individual daily visual timetable displayed on student's desk - Individual First and Then - Designated chill out area for student to access - Designated 'safe' area for student to access - Appropriate noise level in classroom to support a calm environment - Strategies in place for transition into the classroom for a smooth start e.g., special job in the classroom, morning activity, distractor - Layout of classroom to support students and staff <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> - Individual reward system in place if applicable - Individual breaks system in place if applicable - Sensory tools if applicable - Access to a variety of sensory resources (weighted blanket, fidget tools/items, sensory timers, chair bands, cushions, trampoline) - Informal agreement with student in place to change identified behaviour - Creating an individual Self-Management Plan if required - Planning templates - Read and discuss 'Calmer Classrooms' and 'Making Space for Learning' with Line Manager/Student Services Deputy. - Development of Positive Behaviour Support and Risk Management Plan with Line Manager/Student Services Deputy. Case conference with parent to discuss plan. - Daily communication with parent (if required) through communication book or simple checklist - Consult with Health and Wellbeing Leader - Development of One Page Profile - Social story for the end of year transition to new classroom/school <p>Student Services Team (Learning Support Teacher, Lead EA, Deputies, Chaplain, and Counsellor)</p> <ul style="list-style-type: none"> - Organise time to discuss student with the Student Services Deputy and possible case conference with the parent/carer - Request for Student Services Support from Learning Support Team to observe in the classroom to review existing strategies and accommodations being implemented. - Learning Support Team makes recommendations and supports implementation of resources/recommendations. - Request assistance from school chaplain or school counsellor <p>Whole School Programs</p> <ul style="list-style-type: none"> - Follow SAER Flowchart - Request for Services for Learning Support Team - Tier 2 	<p>Classroom Environment/Practice</p> <ul style="list-style-type: none"> - Request for student services support submitted by classroom/specialist teacher with Learning Support Team to observe student in the classroom if Tier 2 intervention is ineffective. - Implement recommendations of Learning Support Team. Learning Support Team to update Positive Behaviour Support and Risk Management Plan. Changes communicated to parents. <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> - Implement recommendations of Learning Support Team. - Develop SEN Plan under Personal and Social Capability – Self Awareness and Management and/or Social Awareness and Management to implement recommendations of School Psychologist and allied health professionals and update any relevant documentation with Line Manager/Student Services Deputy. - Classroom layout supports ease of exit and proximity <p>Student Services Team (Learning Support Teacher, Lead EA, Deputies, Chaplain, and Counsellor)</p> <ul style="list-style-type: none"> - Learning Support Team to observe student in the classroom if Tier 2 intervention is ineffective. Provide mentoring and support to classroom teacher and/or EA. - Learning Support Team to assist classroom teacher to update Positive Behaviour Support and Risk Management Plan. Changes communicated to parents. - Learning Support Team to refer to School Psychologist if required – referral will be discussed and considered during Student Services Team Meetings in Week 4 and 8 of each term. - School chaplain or school counsellor to refer to School Psychologist if required - referral will be discussed and considered during Student Services Team Meetings in Week 4 and 8 of each term. - Possible case conference with School Psychologist, member of the Student Services Team and parents and any relevant allied health professionals. - Student Services Deputy submits Request for Assistance to SSEND based on outcomes of case conference and/or Student Service Team meetings. RFA based on Priority 2 and 3 Levels outlined in SSEND Service Catalogue. <p>Whole School Programs</p> <ul style="list-style-type: none"> - Follow SAER Flowchart - Request for Services for Learning Support Team - Stage 3

DIFFERENTIATED TEACHING LEARNING STRATEGIES AND ADJUSTMENTS



EVIDENCE BASED PROGRAMS AND SCREENERS IMPLEMENTED

PROGRAMS—ENGLISH		PROGRAMS—MATHEMATICS	
<input type="checkbox"/> Letters and Sounds Synthetic Phonics		<input type="checkbox"/> Paul Swan Trajectories	
<input type="checkbox"/> Letters and Sounds Tracking Booklet		<input type="checkbox"/> First Steps Number and Algebra	
<input type="checkbox"/> Grammar & Punctuation Scope & Sequence		<input type="checkbox"/> Problem Solving Scope and Sequence	
<input type="checkbox"/> Oral Language K-2 Scope and Sequence		<input type="checkbox"/> Common Assessment Tasks	
<input type="checkbox"/> Oral Language Screeners – Crevola & Vineis/SOCS		<input type="checkbox"/> First Steps Measurement	
<input type="checkbox"/> Dibbels Fluency	<input type="checkbox"/> Reading Academy	<input type="checkbox"/> First Steps Chance and Data	
<input type="checkbox"/> Sound Waves Spelling	<input type="checkbox"/> Warmups/Daily Review	<input type="checkbox"/> First Steps Space	
<input type="checkbox"/> Brightpath	<input type="checkbox"/> Writing Revolution	<input type="checkbox"/> Scope and Sequence Math Language Development	
<input type="checkbox"/> Reading Eggs/Nessy	<input type="checkbox"/> Reading Rope	<input type="checkbox"/> WAC Year Level Scope and Sequence	
<input type="checkbox"/> EAL/D Progress Maps	<input type="checkbox"/> PAT Reading	<input type="checkbox"/> Scope and Sequence Calculate Strategies	
<input type="checkbox"/> Decodable Readers	<input type="checkbox"/> Heggerty PA Program	<input type="checkbox"/> Warmups/Daily Review	<input type="checkbox"/> Mathletics
<input type="checkbox"/>		<input type="checkbox"/> JEMM/EMM	<input type="checkbox"/> PAT Math
<input type="checkbox"/>		<input type="checkbox"/> Top Ten Math	<input type="checkbox"/> Think boards
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

DIFFERENTIATED TEACHING AND LEARNING STRATEGIES AND ACCOMMODATIONS (DTLSA)

PLANNING		TEACHING	
<input type="checkbox"/> Student is grouped according to educational needs		<input type="checkbox"/> Instructions are broken down into small steps	
<input type="checkbox"/> Provide extra time to complete work tasks		<input type="checkbox"/> Highlight key words or concepts	
<input type="checkbox"/> Strategies to support the student's organisational skills		<input type="checkbox"/> Modify the complexity of the task to meet educational needs	
<input type="checkbox"/> Whole class visual timetable to assist organisation skills		<input type="checkbox"/> Individual reward system in place	
<input type="checkbox"/> Activities planned around student's interests and strengths		<input type="checkbox"/> Visual supports e.g., timetables, phonic charts, graphs	
<input type="checkbox"/> Individual intervention	<input type="checkbox"/> Small group intervention	<input type="checkbox"/> Modelling, rephrasing, repetition, chunking	
<input type="checkbox"/> Meet with previous teachers to discuss adjustments		<input type="checkbox"/> Pair and group discussions	<input type="checkbox"/> Written instructions
<input type="checkbox"/> Meet with parents to discuss adjustments		<input type="checkbox"/> Provide feedback around student curriculum goals	
<input type="checkbox"/> Student specific data collection to assist planning		<input type="checkbox"/> Co-operative learning strategies (e.g., Think, Pair Share, Give 1 Get 1, Placemat)	
<input type="checkbox"/> Prearrange frequent breaks for the student		<input type="checkbox"/> Questioning strategies to encourage critical thinking	
<input type="checkbox"/> Collaborate with Student Services Team		<input type="checkbox"/> Provide a task schedule	<input type="checkbox"/> Peer mentoring
<input type="checkbox"/> Integrate key speech and OT strategies		<input type="checkbox"/> Take up time	<input type="checkbox"/> Provide scaffolding

<input type="checkbox"/> Provide student with work ahead of time	<input type="checkbox"/> Decrease the amount of oral and written information
<input type="checkbox"/> Student sets goals for learning	<input type="checkbox"/> Reduce the amount of workload expectation for the student
<input type="checkbox"/> Literacy and Numeracy at the start of the school day	<input type="checkbox"/> Use a signal or a timer to structure times when the students are on task
<input type="checkbox"/> Recite, recall, and apply through warmups/daily review to tap into prior knowledge	<input type="checkbox"/> When giving instructions, obtain attention first by calling name and making eye contact
<input type="checkbox"/>	<input type="checkbox"/> Use of discreet fidget toys to release excess energy and maintain focus
ASSESSMENT and REPORTING	ENVIRONMENT
<input type="checkbox"/> Provide immediate, specific, and constructive feedback	<input type="checkbox"/> Sit student near the exits for breaks
<input type="checkbox"/> Multiple opportunities to demonstrate knowledge	<input type="checkbox"/> Provide quiet area in the classroom, wet area
<input type="checkbox"/> Provide a range of assessment methods	<input type="checkbox"/> Provide movement breaks, opportunities to move around the school and classroom
<input type="checkbox"/> Provide checklists and rubrics	<input type="checkbox"/> Specific seating arrangements to support the student
<input type="checkbox"/> Offer assignments in alternative formats e.g., role-play. oral presentation	<input type="checkbox"/> Integrate digital devices to support access to the curriculum
<input type="checkbox"/>	<input type="checkbox"/> Provide individual and group seating
<input type="checkbox"/>	<input type="checkbox"/> Seat student near positive role model
<input type="checkbox"/>	<input type="checkbox"/> Seat student in front row: private signal to refocus attention
RESOURCES	
<input type="checkbox"/> Graphic organisers e.g., visual representation of the task	<input type="checkbox"/> Digital device
<input type="checkbox"/> Specific classroom equipment e.g., pencil grip, positional seat	<input type="checkbox"/> Concrete materials
<input type="checkbox"/> Enlarge font or paper size	<input type="checkbox"/> Small whiteboard to record instructions
<input type="checkbox"/> Student uses a help card/break card	<input type="checkbox"/> Task schedule
<input type="checkbox"/> Mastery folder	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Student's Name: _____ Year Level: _____ LC: _____

Teacher's Name: _____ Date: _____

DOCUMENT HISTORY

DATE	REV	APPROVED
16 March 2023	1.0	Deputy Principal
Success Primary School 390 Wentworth Parade SUCCESS WA 6164 Ph 08 6174 2600 success.ps@education.wa.edu.au www.successprimary.wa.edu.au		