



Success Primary School

TIERED SYSTEMS OF SUPPORT AND INTERVENTION

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SPS TIERED SYSTEM OF SUPPORT 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 **COMPASS** records in Behaviour Management and Student Activity

Implementing SPS Tier 1 Intervention – Learning Environment

Implementing SPS **Differentiated Adjustment Checklist (DAC)**

- Gather data (**refer to Request for Student Services Support**)

Seek support from Line Manager

Whole Class Profiles – check



Tier 2 Intervention: Student Services Team

Seek support from Student Services Team:

Organize 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



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, pediatrician 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, escalation plans**. 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 3, 7 and 9 of each term.

School chaplain or school counsellor to discuss with line manager & refer to School Psychologist if required - referral will be discussed and considered during Student Services Team Meetings.

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 / SSEN MH** 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.

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

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



SPS TIERED INTERVENTION – LEARNING ENVIRONMENT

Tier 1 Intervention: Class Teacher Level		Actions
<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 a 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). 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 – group points, wishing stones, raffle tickets, STARS token, prize box, stickers - Explicitly teach behaviours (social stories/visual supports) - Daily communication with parent through communication book or simple checklist (ESP) <p>Whole School Programs</p> <ul style="list-style-type: none"> - Follow SPS Tiered System of Support Flowchart – Tier 1 - Good Standing Policy - Behaviour Matrix linked with Positive Behaviour faction tokens. - Follow ‘Responding to Unexpected Student Behaviour’ - Zones of Regulation and the tools for each zone explicitly taught - Timetabled, daily mindful moments - Timetabled lunch and recess clubs e.g., Lego Club, Art Club, Social Cognition club - Cyber safety education - Cyber Safety Planners - Protective Behaviours education and language associated - Social Skills and Healthy Relationships ie Aussie Optimism and Social Cognition - Team Teach – self regulation strategies 		

Tier 2 Intervention: In Collaboration with Student Services Team		Actions
<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 - 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 (RSSS) 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 SPS Tiered System of Support Flowchart – Tier 2 		

<p style="text-align: center;">Tier 3 Intervention: In Collaboration with Student Services Team/School Psychologist</p>		<p style="text-align: center;">Actions</p>
<p>Classroom Environment/Practice</p> <ul style="list-style-type: none"> - Request for student services support (RSSS) 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 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. <p>Whole School Programs</p> <ul style="list-style-type: none"> - Follow SPS Tiered System of Support Flowchart – Tier 3 		

DIFFERENTIATED AND ADJUSTMENT CHECKLIST (DAC)



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"/> Scope and Sequence Math Language Development	
<input type="checkbox"/> Dibbels Fluency	<input type="checkbox"/> Reading Academy	<input type="checkbox"/> WAC Year Level Scope and Sequence	
<input type="checkbox"/> Sound Waves Spelling	<input type="checkbox"/> Warmups/Daily Review	<input type="checkbox"/> Scope and Sequence Calculate Strategies	
<input type="checkbox"/> Brightpath	<input type="checkbox"/> Writing Revolution	<input type="checkbox"/> Warmups/Daily Review	
<input type="checkbox"/> Decodable Readers	<input type="checkbox"/> Reading Rope	<input type="checkbox"/> PAT Math	
<input type="checkbox"/> EAL/D Progress Maps	<input type="checkbox"/> PAT Reading	<input type="checkbox"/> KNOWS problem solving	
<input type="checkbox"/>	<input type="checkbox"/> Heggerty PA Program	<input type="checkbox"/> Think Boards	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/> Top Ten Math	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<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

OFFICIAL

<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"/> Social Stories	<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
7 May 2025	2.0	Deputy Principal

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