



SAER Policy



Rationale

Use a range of external and internal agencies to develop strategies to provide support for students who are experiencing difficulties in learning.

Outcome

To maximize student learning.

Process

1. Students are identified at risk due to
 - a) poor achievement
 - b) poor attendance
 - c) medical issues
 - d) learning difficulties
 - e) behaviour issues
 - f) excellent achievement (TAGS)

These students are identified, monitored and reviewed through the school planning process. Assessment data such as WALNA results, Literacy Net, SA Spelling Test and the Waddington Reading Test will be used.

2. Relevant Individual Education Plans, Group Education Plans, Behaviour Management Plans, Risk Management Plans are developed for the student(s).
3. Parents are fully involved in the process and are given a plan to sign.
4. The Plan is reviewed at the stated interval and the student(s) progress reassessed.
5. Appropriate plans are developed and the cycle continues.

Responsibilities

The Principal or his / her representative shall:

- Ensure that SAER are identified (using WALNA DATA, Literacy Net data and Teacher Judgment) monitored and reviewed through the school development planning process. Ensure that records move with the student to progressive grades and to other schools to allow for continuity of educational programs and update school data annually (sample files).
- Monitor the effectiveness of intervention programs.
- Liaise with teachers, parents, school psychologists and other professionals to improve learning outcomes for SAER.
- Provide support and PD for all staff, based on the identified needs of SAER.
- Coordinate case conferences as needed/necessary.
- Ensure that the Office File for the SAER has a **RED** dot on it.

GIR teacher shall:

- Use the Literacy Net as a benchmark for literacy progress.
- Support teachers to enhance on teaching strategies for SAER.
- Assist teachers to set up appropriate programs for identified students.
- Liaise with Deputy on a regular basis.

LSC (learning support coordinator) shall:

- Co-ordinate services of external agencies for teachers.
- Collate relevant SAER data and up-date SAER files at the end of the year.
- Keep the SAER files until the end of the year.
- Distribute SAER info to the teachers at the beginning of the year.
- Collaborate with classroom teachers to plan IEP for identified students.
- Liaise with Deputy on a regular basis.
- Assist teachers to develop Transition Plans (if necessary).

Classroom teachers shall:

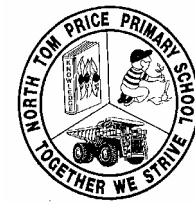
- Monitor and record student progress on a regular basis. This process may include: teacher observation, records, work samples, checklists, standardised tests, curriculum based assessment, timed reading and specialised assessment from other professionals.
- Select appropriate teaching strategies to support further development.
- Integrate SAER curricular into class program.
- Place identified students on an IEP. Teachers, parents relevant professionals and, where appropriate, the students will be involved collaboratively in the implementation of the IEP.
- Place student's IEP file in the Office File at the end of the year and attach a **GREEN** dot on the file if the student is **no longer** at risk.
- Notify parents as soon as there is any indication that their child's achievement levels or rate of work differs noticeably from past performance or is significantly different from his/her peers.
- Liaise with GIR teacher and Deputy Principal if they would like a child to be considered for intervention.
- Regularly inform parents and teachers about child's intervention program.
- Regularly update student's records.
- Keep IEP files for the identified students.
- Develop a transition program for their SAER student(s) for the beginning of the next year and with the High School as needed.

Procedures

- Each SAER student is to have an IEP file that contains
 - the Tracking Wheel
 - IEPs
 - records of parent/agency meetings
 - specialist reports
 - relevant work samples
 - Assessment History sheet
- At the end of the year all information **except**
 - The Tracking Wheel
 - The last IEP
 - The transition IEPis to be given to the LSC for transfer to the SAER folder which will be kept in room 8.
- The IEP file is to be placed with the students progress report file in the office.

A RED DOT is to be placed on the office file to indicate the students SAER status.

CONFIDENTIAL (form 1) (please circle)



INDIVIDUAL EDUCATION PLAN

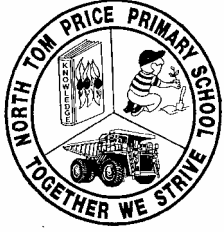
BEHAVIOUR MANAGEMENT PLAN

RISK MANAGEMENT PLAN

| | | | |
|-------|-------|-----|----------|
| NAME: | DATE: | Rm: | TEACHER: |
|-------|-------|-----|----------|

| | | | |
|-----------------------------|------------------------------------|------------------------|-------------------|
| OVERARCHING OUTCOME: | | | |
| OUTCOMES | IMPLEMENTATION / STRATEGIES | WHO / RESOURCES | MONITORING |
| | | | |
| EVALUATION/ REVIEW | | | |

TEACHER: _____ PARENT: _____ EDUCATION ASSISTANT: _____



SAER Tracking System



Student Name: _____

Please shade in the appropriate section of the wheel with the colour stated for the student's current year level to indicate which support provider has been accessed.

Class History

| Year | Code | Teacher | Room | Year | Code | Teacher | Room |
|------|--------|---------|------|------|--------|---------|------|
| K | Red | | | 4 | Purple | | |
| P | Orange | | | 5 | Grey | | |
| 1 | Yellow | | | 6 | Brown | | |
| 2 | Green | | | 7 | White | | |
| 3 | Blue | | | | | | |