



**FREMANTLE LANGUAGE
DEVELOPMENT CENTRE**

Students at Educational Risk (SAER) Policy

Students at Educational Risk (SAER) are defined as: those students whose academic, social and/ or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum over and above their primary language impairment.

These attributes may be related to one or more of the following:

- Learning – students who are performing at a level significantly lower than their peers in literacy and/ or literacy.
- Wellbeing – students whose learning is impaired by social/ emotional factors.
- Behaviour – students whose behaviour is impaired due to inappropriate behaviour.
- Attendance – students whose learning is impaired due to poor attendance.
- Welfare – students whose learning is impaired due to factors beyond their control.

Principals and teaching staff at Fremantle Language Development Centre (Fremantle LDC) will develop and implement clearly defined strategic plans and processes, using a range of evidence-based procedures that enable the early identification of students who may be at educational risk.



FREMANTLE LDC STUDENTS AT EDUCATIONAL RISK POLICY

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1. SCHOOL PROFILE

The Fremantle Language Development Centre (Fremantle LDC) is an Independent Public School that provides a state-wide service for students with speech and language difficulties. It is a school for children from Kindergarten to Year 3 who have a severe speech and language disability/delay and provides specialised language and academic intervention on an individual and small group basis. The school caters for students who have been identified as having intelligence within or above normal range but whose academic and social performance is seriously limited by disordered speech and language development.

The Fremantle LDC accepts referred students from within the Fremantle/Cockburn Education District school zone. The Fremantle LDC is located across three sites where facilities are shared with local primary schools, enabling children from the LDC to benefit from an inclusive learning environment that facilitates interaction with the partner school for play, sporting, cultural events, assemblies and other special activities. The main administration of the Fremantle LDC is located at the Willagee site

The Fremantle LDC recognises that children with a Developmental Language Disorder (DLD) may require additional teaching, support and understanding from the school community to assist them to develop appropriate behaviours. Students with DLD need:

- Strong positive role models
- Immediate reinforcement or consequences
- A structured consistent environment
- Clear simple instructions
- Time to process information
- Time to respond appropriately
- Encouragement to reflect on their own behaviour
- Programs and strategies to support the development of social skills, resilience, self-regulation and to assist in the management of anxiety.

2. RATIONALE

At school everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports not only their academic learning but also their social and emotional development. The Fremantle LDC, in accordance with the Department of Education Students at Educational Risk Policy:

- Identifies, responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum.
- Develops and implements processes to identify, provide for, monitor and report on students who may be at educational risk.
- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk;
- Employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk;
- Allocate available resources and engage appropriate agencies to support individuals and groups of students at risk;
- Confirm that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;



- Confirm that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students; and
- Encourage teachers to consult with relevant school-based and external stakeholders when planning for students at risk.

3. LEGISLATION AND POLICIES

3a. Relevant Legislation or Authority

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Equal Opportunity Act 1984 (WA)
- School Curriculum and Standards Authority Act 1997 (WA)
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)

3b. Relevant Policies, Department of Education, WA

- Student Behaviour in Public Schools
- Curriculum, Assessment and Reporting Policy and Procedures
- Employee Performance Policy and Procedures
- Enrolment in Public Schools Policy and Procedures
- Gifted and Talented in Public Schools
- School Improvement and Accountability
- Student Attendance in Public Schools Policy and Procedures

4. SCHOOL ETHOS

4a. School Values

The Fremantle LDC has identified three core values which underpin the school's Students at Educational Risk Policy. The Fremantle LDC believes that all members of a school community have the right and responsibility to demonstrate:

- Respect for self, others and their environment



- Care and courtesy for all
- Courage and determination to face the challenges they may meet

4b. Code of Conduct

- The FLDC Code of Conduct describes a set of behaviours that students and staff are expected to adhere to.

'We Care'			
Consideration and Courtesy for all	Aiming high to Achieve our best	Responsible and Respectful behaviour	Empathy for Everyone
STUDENTS			
<ul style="list-style-type: none"> • I use my manners • I listen carefully • I follow instructions • I follow the school rules • I care for myself and others 	<ul style="list-style-type: none"> • I do my best • I show courage and have a go • I am ready to learn • I allow others to learn 	<ul style="list-style-type: none"> • I respect myself and others • I play safely • I take care of my things • I keep my school clean • I tell the truth 	<ul style="list-style-type: none"> • I consider people's feelings • I act with kindness • I show patience • I value people's differences • I treat others fairly
STAFF			
<ul style="list-style-type: none"> • I communicate calmly and respectfully in all modes • I am aware of my body language • I engage in active listening • I care for my own and others' wellbeing • I consider cultural differences • I foster a positive working environment • I use the language of the virtues • I act with tact 	<ul style="list-style-type: none"> • I have high expectations of myself and others • I am punctual, organised and prepared • I engage in continuous learning • I share my knowledge with others • I implement evidence based, best practice • I reflect on my teaching practice • I model a growth mindset • I am strengths focused 	<ul style="list-style-type: none"> • I treat people with respect • I model the three R's (reduce, reuse, recycle) • I take care of my own and others' belongings • I maintain a tidy workplace • I respect others' opinions • I am honest and trustworthy • I follow policies, procedures and processes • I take responsibility for my actions 	<ul style="list-style-type: none"> • I consider the feelings of others before I act • I demonstrate kindness • I show patience • I value people's differences • I treat others fairly • I withhold judgement • I consider others' needs as well as my own • I am supportive of my colleagues, students and the school community



5. PROGRAMS THAT SUPPORT POSITIVE STUDENT WELLBEING

Students with a DLD can find it challenging to make friends, express their feelings and at times manage their own behaviour. The Fremantle LDC has a number of programs and strategies to assist students to develop their pragmatic skills as well as resilience, confidence, self-regulation and self-esteem.

5a. Be You (*formerly known as KidsMatter*)

In 2012, Fremantle LDC began the implementation of KidsMatter Primary, a mental health and well-being framework proven to make a positive difference to the lives of Australian children. Methods, tools and support to help schools work with parents and carers, health services and the wider community were explored and implemented to nurture happy, balanced children. The Fremantle LDC focused on developing:

- A positive school environment and strong links with families and the community
- Teaching social and emotional learning programs within every classroom from Kindy to Year 3
- Working together with parents and carers to achieve the best outcomes for students at the Fremantle LDC
- Seeking expert support for children with mental health difficulties when needed.

In 2019, Be You is a Federal Government initiative that is committed to building early learning service and school capacity to promote positive mental health and wellbeing for children from the early years. The initiative builds on Early Childhood Australia's ten years working with Beyond Blue to deliver Kidsmatter.

The Fremantle LDC has a Be You Committee consisting of Administration, teaching and non-teaching staff who develop, implement and review the goals and strategies as set out in the Be You/ KidsMatter Operational Plan in collaboration with the Fremantle LDC Staff.

5b. Connect for Kids

The Connect for Kids Social Skills Program was developed by a Speech Pathologist, Amanda Styles, to support children with Speech and/or Language Impairment to develop the skills they need to interact socially. Connect for Kids is a fun, innovative learning experience designed to help kids develop the essential skills of communication and social interaction. The Fremantle LDC received professional learning on the Connect for Kids Program by Amanda Styles in 2009 and 2013 and the strategies are embedded in the Be You/ KidsMatter Operational Plan (2019).

The Connect for Kids skills taught at the Fremantle LDC include:

- The essentials of getting along with others such as reading social cues accurately, joining in and making decisions together
- Conversational skills including listening, initiating and maintaining conversations
- Assertive problem solving and developing the skills of compromising and negotiation
- Dealing with tough social times including teasing, bullying, peer pressure and isolation
- Developing specific language skills such as understanding instructions, strategies for dealing with comprehension breakdowns and expressing yourself effectively.



5c. Fun FRIENDS and FRIENDS for Life programs

The Fun FRIENDS (4 to 7 year olds) and FRIENDS for Life (8 to 11 year olds) programs are implemented in pre-primary to year three across the Fremantle LDC by teachers who have completed the FRIENDS training. The programs focus on developing emotional resilience in children using an evidence-based curriculum. The program is proven to be effective in building social skills, as well as resilience strategies that are both practical and useful for coping with times of worry and stress. The FRIENDS programs have been proven to give participants the following skills:

- Teach life skills for coping with challenging situations
- Normalise states of emotional distress
- Develop self-regulation and self-soothing skills
- Promote self-confidence and empathy
- Build positive social networks and role models
- Identify values that will promote positive choices
- Improve attitudes to learning and academic performance
- Teach constructive peer relationship skills and reduce bullying.

Every student is provided with an online eBook through the FRIENDS portal that can be accessed at school and home. The Fremantle LDC offers parents information and workshops throughout the year so that these skills can be reinforced and practiced at home and in new situations.

5d. Virtues

Student and staff interactions at the Fremantle LDC are based around the 'virtues' or character traits as outlined in The Virtues Project. These skills and qualities such as friendliness, caring, honesty and consideration and the language that surrounds these qualities are used across the school environment. The Fremantle LDC aims to create an environment that reminds students and staff to live by their highest values at all times. Virtues are taught explicitly in all Fremantle LDC classrooms. They are also used as part of the positive rewards programs such as in awarding honour certificates, TED (Treat Everyone Decently) Awards and as part of class based incentive programs.

5e. Joint Action Routines

The Fremantle LDC use Joint Action Routines to support students in the early years (Kindergarten and Pre-Primary) to develop the skills of social play with their peers. A Joint Action Routine is a powerful teaching tool for children with communication disorders. The term describes a play routine in which two or more children (child/adult, child/child) engage in a meaningful activity together wherein communication patterns are taught and rehearsed. Joint Action Routines:

- Are generally based on familiar experiences such as going shopping, visiting the doctor, getting ready for school, having lunch at a café or buying a pet.



- Are based on the expectation that each partner will participate in specified actions and communicative responses within a logical sequence based on a unifying theme.
- Require participants to interact and negotiate within the context provided.
- Are designed to provide opportunities for turn taking and allow for planned repetition and builds on strengths and skills gained in previous scenarios. Ultimately the children are encouraged to transfer their developing play skills to other scenarios and to generalise across different play environments.

5f. Alert Program

The Alert Program is used to assist children in developing their ability to self-regulate. The Alert program teaches how to identify their physical sensations and control physical aspects of their body so that they can change the way their body feels as well as their emotions, focus and behaviour. Students are taught strategies to help them maintain their 'engine' at the optimal 'speed' so they can attend and learn. The Fremantle LDC Occupational Therapist works collaboratively with class teachers to implement the Alert Program.

5g. 1, 2, 3 Magic and Emotion Coaching

The Fremantle LDC Staff are trained in using 1,2,3 Magic and Emotion Coaching to promote positive student behaviour in the classroom. This program promotes emotional self-regulation in children, encourages positive behaviour and discourages negative behaviour.

6. INDIVIDUAL EDUCATION PLANS AND INDIVIDUAL BEHAVIOUR PLANS

All children at the Fremantle LDC have an Individual Education Plan (IEP) (Appendix 1) that outlines achievement goals specific to that child. The goals cover all learning areas and may include goals for managing behaviour, focusing attention or practising social skills.

The IEP's are reviewed at regular intervals (scheduled each term) by the Teacher, Principal and / or Deputy Principal and the LDC Speech Pathologist. It is during these review sessions that decisions may be made to seek additional support from other agencies where needed. For example, children experiencing extreme behaviour or social or emotional difficulties may be referred for Psychology or Paediatric support. Families are always involved in these decisions either through Teacher/Parent Meetings or through a Case Conference.

An Individual Behaviour Plan (Appendix 2) is developed and implemented for students with severe disruptive behaviours or whose behaviours regularly interfere with their own or others learning. Plans may be developed in consultation with the School Psychologist and parents/carers.



7. SAER PROCESS AND RECORD KEEPING

Students at Educational Risk are identified through the SAER Flow Chart (Appendix 3) and the appropriate course of action follows. The SAER Observation Tool (Appendix 4) is used to collate data on students and may be forwarded on to allied professionals by the SAER Admin coordinator. SAER students are logged on to a database. Updates that are provided by Fremantle LDC staff, parents/ carers and allied professionals are recorded on the database. This data is ongoing and carries over to each year the child attends Fremantle LDC.

SAER students that require further investigation beyond in school support are prioritised and a case conference is held with the class teacher, parent/ carer and SAER Admin coordinator. Observations and actions are recorded (Appendix 5) and updated to the SAER database and filed on the student's individual SAER file.

8. FREMANTLE LDC SPECIALIST AND SUPPORT STAFF

School Psychologist

The Fremantle LDC has access to the services and support of a School Psychologist for half a day per week. The School Psychologist, through an in-school referral process, can provide individual support to students and their families. An important part of the School Psychologist's role is supporting teachers with expert advice on how to best manage and assist children experiencing extreme or persistent behaviour and or emotional difficulties.

School Chaplain

The Fremantle LDC School Chaplains support both students and families within the school on a needs basis. The staff can work at a classroom level or provide individual or support to small groups of students under the direction of the teacher and Administration. These support staff can also provide additional support to families as they exit from the Fremantle LDC.

Speech Pathologist

The Fremantle LDC employs one full time and two-part time speech pathologists who work with classroom teachers to improve the oral communication and pragmatic skills of students. The improvement of these skills can assist students to identify and express their emotions and communicate problems.

Occupational Therapist

The Fremantle LDC employs an Occupational Therapist two days per week. Part of the Occupational Therapist's role is to support teachers to develop sensory processing and self-regulation (sensory) skills in students.

9. ALLIED PROFESSIONALS

Fremantle LDC works closely with the Fremantle Child Development Service (CDS) and private allied professionals as a high number of Fremantle LDC students receive Occupational Therapy, Speech Pathology, Physiotherapy, Psychology and Paediatric services.



10. ATTENDANCE

The Fremantle LDC believes that consistent attendance and participation at school are essential if a student is going to maximise the benefits of the specialist speech and language program. The School Bus Service supports parents to ensure all students can attend on a regular basis.

Pre-requisites for improved student attendance within the school:

- A positive school culture with high expectations for student attendance
- Embedded daily monitoring and follow-up practices
- Engagement of students, families and the community in the learning program
- The connection between attendance and outcomes is understood and valued
- A wide range of targeted strategies that are aligned to the causes of student absence

Fremantle LDC attendance data remains consistently above state average. This is supported by

- Student access to the Department of Transport School Bus Service or provision of a conveyance allowance for families
- “SMS” text service in addition to phone and written forms of explained absences
- Teacher use of mobile apps / programs to share information, promote student learning
- ‘Be You/ Kidsmatter’ school events to engage parents
- Absentee form online via Fremantle LDC website
- Student Attendance Toolkit resources/ information for parents via Fremantle LDC website
- Chaplaincy support

In the case of poor attendance, Fremantle LDC will

- Identification through IEP review process Terms 1,2 and 3
- Regular attendance committee meetings each term to identify and develop action plans
- Coordinated by SAER Coordinator
- Phone call follow ups
- Letter notification of poor attendance
- Case conferences
- Individual attendance plans including reward systems
- Attendance Committee in partnership with Caralee CS.

11. CASE MANAGEMENT PROCESS

Individual Education Plans (IEP's) are written for every student based on standardised and school based oral language assessments.



Whole school IEP review process to identify adjustments, actions and Students at Educational Risk (SAER) in Terms 1, 2 and 3 of each year.



Classroom teacher meets with parents to discuss IEP's progress and concerns in Terms 1,2 and 3.



SAER Admin coordinator organises case conference with relevant stakeholders. Observations and actions are recorded on SAER database.



Monitoring of actions agreed including review meeting conducted.

Appendix 1 – Individual Education Plan (SEN Planning Platform)

Student:	D.O.B:	Gender:
Teacher(s):	Year Group:	Start Date:

ENGLISH		STRATEGIES	REVIEW / COMMENTS
Reading and Viewing			
Writing			

MATHEMATICS		STRATEGIES	REVIEW / COMMENTS
Number and Algebra			



MATHEMATICS		STRATEGIES	REVIEW / COMMENTS
Measurement and Geometry			

ORAL LANGUAGE		STRATEGIES	REVIEW / COMMENTS

SOCIAL, EMOTIONAL, LEARNING		STRATEGIES	REVIEW / COMMENTS
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SPEECH SOUND DEVELOPMENT		STRATEGIES	REVIEW / COMMENTS
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REVIEW	
Review Date:	
Notes:	

SIGNATORIES		
Parent/Caregiver		Date:
Teacher		Date:
Principal		Date:
Other		Date:

Appendix 2 – Individual Behaviour Plan

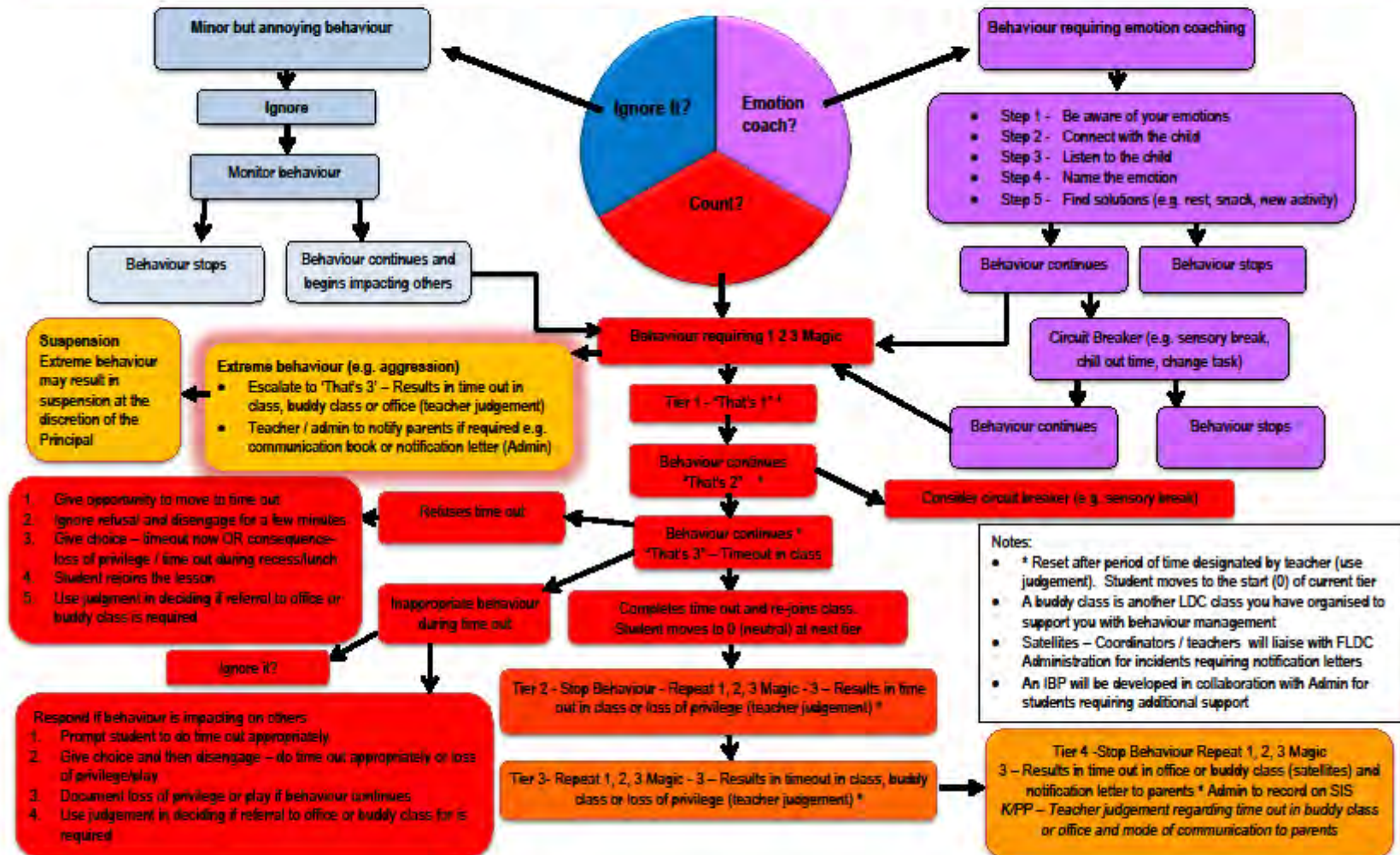
Fremantle Language Development Centre

STOP BEHAVIOUR

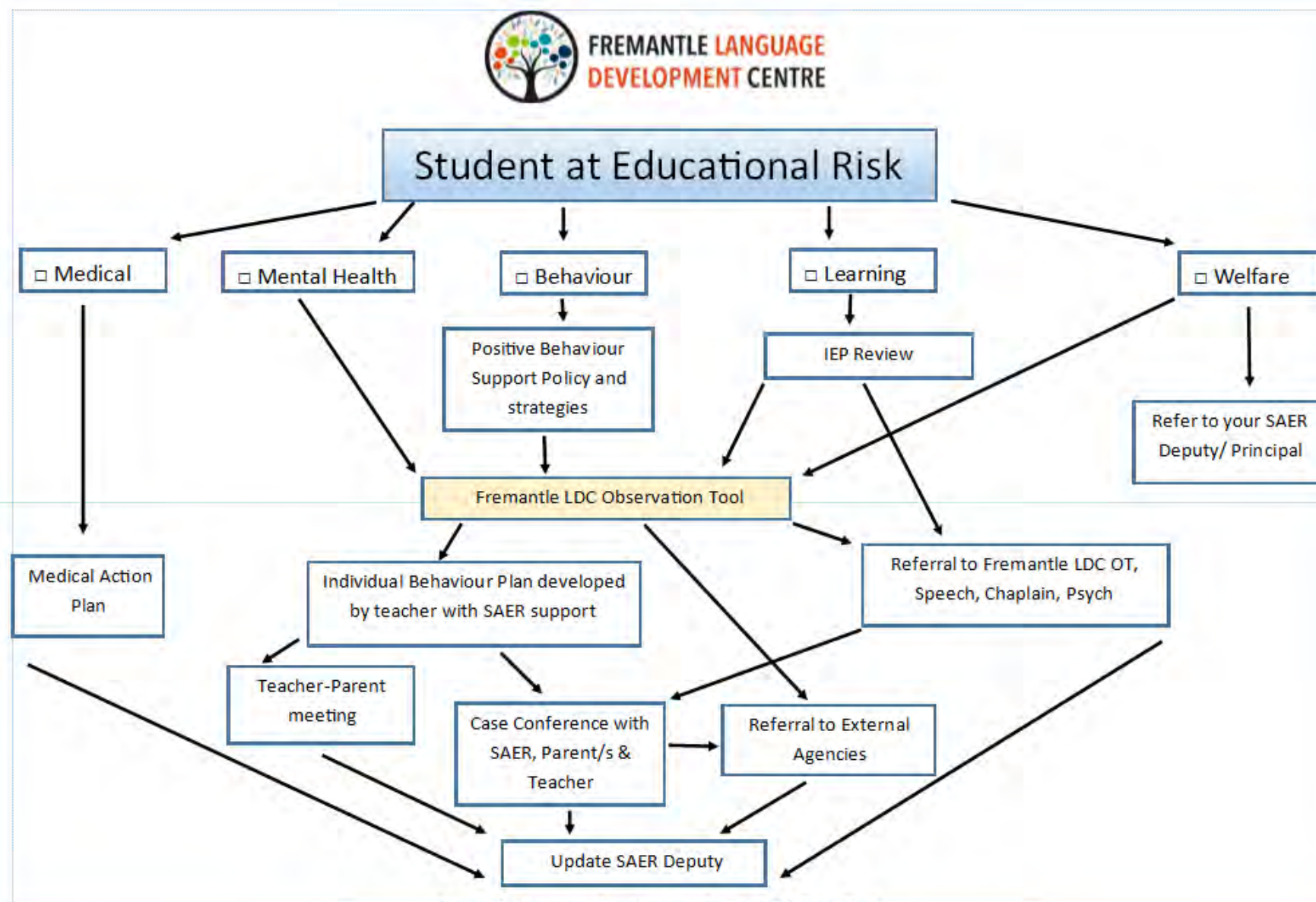
Behaviour Management Plan



The FLDC recognises that the behaviour of students with DLD is impacted by their age, expressive and receptive language difficulties as well as associated difficulties with self-regulation and sensory processing.



Appendix 3 – SAER Flow Chart



Fremantle Language Development Centre SAER Flow Chart

Appendix 4 – SAER Observation Tool



OBSERVATION TOOL

This tool is a template for gathering and documenting information and observations about a student, and your particular concerns. It also allows you to note any other additional information that could be contributing to the concern.

This tool may form part of the information provided to an external agency the student has been referred to. This will be decided on by the SAER Deputy working with you.

The tool has been adapted from the BELTS observation tool developed by Be You Beyond Blue.

OBSERVATIONS SHOULD:

- Be based on one or more of the following areas:
 - Behaviours: What is the student doing? (e.g. not following instructions, getting into conflict)
 - Emotions: What emotions is the student displaying? (e.g. anger, frustration)
 - Thoughts: What is the student might be thinking? (e.g. I'm missing my family)
 - Learning: What learning areas are being affected? What are the specific concerns? (e.g. attention)
 - Social Relationships: What social areas are being affected? (e.g. avoids group situations)
- Focus only on what you actually see and hear rather than making inferences (with the exception of if you are making a judgement about what the student may be thinking in a situation).
- Note when, where and how often the behaviour/concern occurs.
- Note any triggers or patterns.

AFTER OBSERVATION:

- Decide on a course of action e.g.:
 - Collect more information (e.g. speak to other teachers, Speech Path, OT, previous teacher, parents or student)
 - Continue to monitor, observe and document
 - Trial different strategies
 - Organise to meet with SAER Deputy to discuss concerns and observation tool
 - Share concerns and information gathered through tool at IEP Review meeting
- File the tool in a sleeve in the student's IEP file



OBSERVATION TOOL

DETAILS:

Student:		DOB:	
Teacher:		Year Level:	
School Speech Path:		Date of observation:	

ABOUT THE FREMANTLE LDC:

The Fremantle Language Development Centre is a school for children from Kindergarten to Year Three who have been diagnosed with Developmental Language Disorder. It provides specialised language and academic intervention on an individual and small group basis. Class sizes are kept small (with a maximum of ten children in Kindy and 13 in year one to three classes) to enable intensive intervention. The school is located across three sites in Willagee, Bull Creek and Beeliar, which are shared with local primary schools.

REFERRAL INFORMATION: *This will be completed by SAER Deputy if being used as information for external provider.*

Year of Entry to LDC:	
Referral Information:	

STRENGTHS AND CONCERNS:

Student strengths:	
Concerns:	



PERVASIVENESS OF CONCERNS:

Where do the concerns present themselves?	
When do they occur? e.g. time of day, what occurs before or after?	

FREQUENCY, PERSISTENCE AND SEVERITY:

How often does the concern present? e.g. times per day/ wk ?	
How long has the concern been apparent?	
How much does the behaviour impact on the student/others?	

PERSISTENCE AND STRATEGIES:

What things have been tried?	
Who implemented the strategies?	
What was the outcome?	

OTHER NOTES/OBSERVATIONS:

Does the child have any formal diagnosis impacting?	
Is the child on any medications?	
Any other factors?	

Appendix 5 – Case Conference Record Sheet



CASE CONFERENCE RECORD SHEET

Date: _____

Year Level:

Parents:

Others:

Teacher <input type="checkbox"/>	Parent <input type="checkbox"/>	School Psych <input type="checkbox"/>	Speech Pathologist <input type="checkbox"/>	Other <input type="checkbox"/>
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NOTES: _____

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