



ASHBURTON DRIVE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

1.0 STATEMENT OF NEED

Ashburton Drive Primary School has a responsibility to:

- establish and implement procedures for the identification of SEN;
- develop and implement appropriate educational programs for individuals and groups of SEN; and
- be accountable for the educational progress of individuals and groups of SEN

Who are SEN? SEN are students with **Special Educational Needs**. They are those students who may be at risk of not achieving the major learning outcomes of schooling to levels which enable them to achieve their potential.

They can be characterised as students:

- who are at risk of not achieving the outcomes described in the WA Curriculum;
- whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of his/her peers;
- who are not engaged in their schooling.

Schools and teachers are governed by the Code of Conduct, which requires teachers to follow the principles of justice, respect for persons and responsible care, as well as the Public Sector Code of Ethics, which is based around the principles of protective care, openness, loyalty, lawful obedience, personal development and leadership.

2.0 REFERENCE FOR POLICY

Departmental Based Policies

- Department of Education's Classroom First Strategy 2007
- Department of Education's Focus 2017
- School Education Act 1999, Part 2 Divisions 3 and 5, Sections 67, 73 and 87
- School Education Regulations 2000 Part 3, Division 5.
- The Code of Conduct for Department of Education Employees
- The Public Sector Code of Ethics
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

Ashburton Drive Primary School Related Policies/Planning Documents

- Attendance and Engagement Policy
- Aboriginal Cultural Standards Plan
- School Improvement Plan
 - Teaching and Learning
 - Learning Environment
- Positive Behaviour Support Policy
- Operational Plans
 - English
 - Mathematics

3.0 OUR SCHOOL'S CORE VALUES

Our school endorses those values that enhance the teaching and learning process. The core values that underpin our decision-making processes are adaptability, trust, responsibility, confidence, competence, collaboration, rights and respect.

4.0 SCHOOL IMPLEMENTATION AND MANAGEMENT PLANNING

The job of improving the learning potential of SEN, is one which assumes shared responsibility. Ashburton Drive Primary School endeavours to provide an environment that fosters open communication, trust and mutual respect between all relevant stakeholders. In creating this environment, each level of the system must take responsibility for its contribution to improving outcomes.

Teachers are responsible for

- developing and delivering a quality curriculum, which is responsive to the individual needs of SEN;
- using performance data and intended educational outcomes as the key elements of planning for SEN;
- planning educational programs through consultation with the parents or caregivers, students and relevant professionals;
- reporting on the educational progress of students to the principal, parents or caregivers and students themselves; and
- communicating to the principal, their own professional development requirements to assist in meeting the needs of SEN.

Principals are responsible for

- ensuring the implementation of the SEN policy and procedures;
- establishing processes for the identification of SEN;
- establishing a communication process with parents of SEN which is open and based on mutual respect; and
- reporting to the community and the District Director on the educational outcomes of students considered to be at educational risk.

Students are responsible for

- actively participating in the educational process within the school community; and
- behaving in a manner which is accepted by the school.

Parents and caregivers are responsible for

- being proactive in developing partnerships with the school to achieve optimum outcomes for their child;
- ensuring that their child participates in an educational program;
- communicating issues and concerns which may impact on their child's performance or progress at school;
- participating in agreed home activities that will assist the child's development within the educational setting; and
- attending collaboration meetings with school staff and other relevant professionals, to discuss issues relating to progress and performance.

Ashburton Drive Primary School employs the services of other specialist personnel, who play a pivotal role in catering for the needs of SEN. They include a Chaplain, AIEO, Speech Pathologist, School Psychologist and Curriculum Coordinators.

The roles of these personnel are numerous; however, their main responsibilities are outlined as follows.

The Chaplain is responsible for

- assisting class teachers with programs to improve self esteem, behaviour, values, or as requested;
- meeting with children to provide strategies for conflict resolution, or other school based issues as requested; and
- Organising and coordinating events within and around the school to foster a "Caring and Sharing" environment. Eg. Breakfast Club, incursions, staff vs. students activities, common rooms etc.

The AIEO is responsible for

- Assisting in the strategic planning of Aboriginal Education within the school setting;
- Assisting teachers in the delivery of curriculum to Aboriginal children, who may be identified as being at risk;
- Working with the ASSPA Committee to plan and implement initiatives to engage students and parents in the school environment;
- Acting as a liaison between the school and parents or caregivers; and
- Providing support to Aboriginal children, in order to boost their self esteem and become more engaged in their schooling.

The Speech Pathology Services are responsible for

- Collaborating with the classroom teachers to cater for identification, planning, implementation of programs and monitoring of SEN in the English Learning Area;
- Assessing students who have been referred by class teachers and providing feedback to teachers and/or parents as deemed necessary; and
- Providing resources and professional development to teachers, which will assist in catering for and assessing children in the English Learning Area.

The Curriculum Coordinators are responsible for

- Collaborating with their committees to provide strategic planning for the School Improvement Plan, in their respective Learning Areas;
- Identifying areas of need in Professional Learning for staff;
- Purchasing resources that will assist in catering for the needs of all children and bringing these resources to the attention of the staff; and
- Assisting staff in the formation and delivery of Group Plans and SEN Plans, as deemed necessary.

The School Psychologist is responsible for

- Meeting with SEN Deputy and class teachers to discuss referrals and formulate action plans for intervention, if deemed appropriate;
- Providing strategies for teachers/parents to cater for SEN, as deemed necessary;
- Acting as a referring agent to other relevant professional services;
- Assessing students to provide information that will assist in the formation of an SEN Plan; and
- Collaborating with all relevant stakeholders to determine placements for SEN.

ESSENTIAL COMPONENTS FOR CATERING FOR SEN

The following seven areas are considered essential components for effective planning and catering for SEN.

- Identification
- Curriculum
- Planning for Improvement
- Collaboration
- Learning Environment
- Reporting
- Professional Development

IDENTIFICATION

Schools must have clearly defined processes for the early identification of SEN. Monitoring student progress on a regular basis will identify those students whose participation, educational outcomes or rate of progress differs noticeably from past performances or whose performance is a concern to the teacher and or parents/caregivers. Identification of SEN must commence in the kindergarten year and continue throughout the primary years.

Ashburton Drive Primary School uses the following means of identifying SEN

- Teacher observations and comparisons
- Portfolios and Reports from previous years
- Parent/Teacher discussions

- Standardised testing such as NAPLAN
- School based assessments such as PM Benchmarks, Maths Tracker and/or classroom activities
- District PEAC testing
- School Health Nurse reports

CURRICULUM

Schools must develop and deliver quality curriculum, which is responsive to the individual needs of SEN . Curriculum refers to all planned experiences provided by schools to facilitate students' learning and development. It includes teaching and learning programs and approaches, student activities, and the way teachers and classes are organised.

Ashburton Drive PS provides adequate curriculum for all students in the following means:

- Implementation of the WA Curriculum
- iSTAR as an explicit instruction model
- Buddy classes
- Team teaching situations with "open walls" where appropriate
- Incursions and excursions that consolidate learning experiences
- Recognition and catering for cultural diversities
- TAGS programs
- Targeted intervention programs for SEN
- Quality differentiated teaching practice allowing all children to work at their ability
- Use of support staff, assistants and parents in the classrooms

PLANNING FOR IMPROVEMENT

Schools must use performance data and outcomes as the key element of planning for SEN . Meeting the needs of SEN is a whole-school responsibility that is reflected in school planning. Student achievement data and other information such as attendance, participation and behaviour are important factors to be considered in the planning cycle.

Ashburton Drive PS strategically plans for the educational experiences of all children via:

- Curriculum Committees who gather data, observe trends and formulate plans for Curriculum Improvement in all learning areas
- Detailed data collection on factors such as attendance and behaviour
- Use of external agencies and consultants to analyse data and assist in the planning and implementation of programs
- Detailed data collection of Indigenous children
- Budget allocations and timetabling which allow for Curriculum teams to meet and review progress in their learning area
- Regular collaboration between all stakeholders of SEN, including parents and district personnel
- Staffing deployment which allows for remediation and extension of SEN
- Regular whole school review of School Improvement Plan at staff meetings and development days

COLLABORATION

Schools must collaborate with key stakeholders in the development of educational plans for SEN. Meeting the needs of the student in a holistic way is a complex task. Effective education takes place when all key stakeholders are included; the student, the parent and the school. A partnership can then be formed between home and school, ensuring that learning is supported in both contexts. Schools and families may not be able to achieve this without the help of outside agencies to provide information and support.

Ashburton Drive PS ensures collaboration in the following ways:

- Three way conferencing, involving student, parent and teacher
- Sharing of information between teachers during handover of files
- Collaboration between SEN Deputy and teachers
- Parentlines and Newsletters, informing parents of educational matters
- Access support of external agencies for SEN eg SSEN:D, SSEN:BE

- Access of School Psychologist for strategies and ideas
- Parent helpers in the classroom
- Case conferences for SEN as deemed necessary
- Collaboration between staff regarding student placements
- Sharing of ideas between Curriculum Coordinators and teachers

THE LEARNING ENVIRONMENT

Schools must create a learning environment that is responsive to and supports the needs of SEN. The school environment conveys messages to students, their families and to professional colleagues. These messages include how an individual is valued and the way in which an individual is expected to behave. An environment which is welcoming, encouraging and offers support is an environment which promotes effective teaching and learning for all students.

Ashburton Drive PS provides a productive learning environment for all children in the following ways:

- Great emphasis is placed on individual achievement
- Incentives for all children are provided within the class and playground
- A strong Behaviour Support policy ensures a safe environment
- Support provided for SEN students when required
- Children have opportunities to succeed in numerous environments and to share their successes with others
- Phase of Learning planning ensures consistency across all classes

REPORTING

Schools must establish reporting practices that provide key stakeholders with meaningful information to improve learning outcomes. Departmental policy requires parents to be provided with accurate and relevant information about their child's achievement and progress. The school should notify parents as soon as there is any indication that a child's achievement level, rate of progress or behaviours differ noticeably from past performance and his/her peers. Effective reporting requires a broad range of formal and informal, oral and written communication strategies.

Parents at Ashburton Drive PS are informed of their child's progress in the following ways:

- Parent Interviews held at the beginning of the year
- An interim report at the end of Term One
- Two formal written reports at the end of each semester, covering all learning areas, attendance, behaviour and social development
- Term Three Open Night, showcasing students' work
- Reports to the P&C Executive and School Council, regarding academic progress and trends
- Presentation of student's work at assemblies
- Case conferences for SEN, when deemed necessary
- Phone calls to parents when children receive lunch time detentions
- Parent interviews/meetings with admin or teachers upon request from teacher or parent
- A detailed Annual Report to Regional Executive Director

PROFESSIONAL DEVELOPMENT

Schools must identify and address the professional development requirements of its teachers of SEN . Appropriate professional development for staff is considered an important factor in assisting them to support SEN .

Staff at Ashburton Drive PS are supported in the following ways:

- Planning sessions at staff meetings and development days allow sharing of expertise
- District staff and external agencies are called upon to provide support and strategies when appropriate.
- Specific Professional Development is provided for teachers and teacher assistants of children with physical disabilities
- Resources and support material are readily made available to staff by Curriculum Coordinators and the English Support Team
- External consultants are used to analyse standardised results and provide feedback and strategies to staff, to cater for SEN

- Regular PD provided for AIEO, in areas pertaining to Aboriginal Education

SUMMARY OF SUPPORT SERVICES AVAILABLE TO STAFF

SCHOOL NURSE

- Complete Referral to Community Nurse form in school nurse pigeon hole.
- Must be signed by a parent before submission to the nurse.
- Referrals all year

SCHOOL PSYCHOLOGIST

- Provides strategies and advice for teachers of SEN.
- Complete referral form from SEN Coordinator
- Must have documentation of concerns and/or strategies tried already
- Parent consent only required if psychologist takes on case or wants to assess student.
- Referrals must be made early in the year, to ensure appropriate intervention

EDUCATION SUPPORT PLACEMENT

- For children with "Intellectual Disability"
- Requires a psychological assessment
- Application form to be completed by parent, teacher and school psychologist
- Parent consent required
- Referrals all year

LANGUAGE DEVELOPMENT CENTRE

- For children with high IQ non verbal score, but low verbal score
- Referral through school psychologist and/or speech pathologist
- Application requires reports from school psych, speech pathologist and teacher
- Requires parental permission
- Not applicable beyond year 3
- Very difficult to gain entry
- Deadline for application in term 3 – Annual intake

EDUCATIONAL ASSISTANT - SPECIAL NEEDS

- For children with a disability
- Requires a psychologist report and teacher report/checklist
- Additional reports from external agencies suggested eg Cerebral Palsy Association
- Applications open all year, as well as reviews for Aide Time

FAMILY AND CHILDREN SERVICES

- For children suspected of neglect and/or abuse
- Can be referred upon disclosure from child
- Teacher concerns, with or without disclosure, to be well documented and brought to admin attention
- Referrals all year

ABORIGINAL LIAISON OFFICER

- Assists the AIEO with issues pertaining to the education and well being of Aboriginal children eg. attendance, health, behaviour and academic progress
- Efforts must be made by the teacher, AIEO and admin to contact parents, before requesting ALO services.
- Teacher to have comprehensive documentation of concerns
- Referrals through admin and/or AIEO
- Referrals all year – however, no official referral form available

ESL SUPPORT or INTENSIVE LANGUAGE CENTRE

- For children with English as a second language
- Provide support and strategies for the classroom
- Visa status determines the level of student and teacher support
- Could possibly lead to enrolment in an Intensive Language Centre
- Department of Education stipulate guidelines for receiving ESL support
- Referrals/Inquiries to admin at start of school year or upon enrolment

HOSPITAL SCHOOL SERVICES

- For children who can not attend school due to a medical reason, or who will miss out on schooling due to hospitalisation
- Work is provided by the class teacher
- Liaison officers visit the school and home
- Referrals from admin – all year

CREATING AN INDIVIDUAL EDUCATION PLAN

It is an expectation of all teaching staff at Ashburton Drive PS to:

- Identify severe “at risk” children
- Create an Individual Education Plan in collaboration with parents and other support staff
- Implement the Individual Education Plan in conjunction with other support staff
- Review and revise the Individual Education Plan on a regular basis, in conjunction with parents and other support staff.
- Keep detailed records of plans and reviews for reporting, hand over and accountability purposes.
- Create documented plans for all students receiving Disability Resourcing.

IDENTIFICATION

- Use of PM Benchmarks, Maths Tracker, Psych reports, observations, class comparisons, NAPLAN etc.
- Identify where improvement is needed. eg spelling, number facts, comprehension

CREATION

- Use the SEN Planning tool on the Department of Education portal
- Design short term goals. eg match letters with sounds, recognise 20 words, identify “ch” blend, master the 4 times table. **Goals must be measurable and be time related**
- Decide what strategies and resources will be used to achieve these short term goals. This is where support staff such as Curriculum leaders, SEN Deputy, School Psych etc. should be accessed.
- Decide who will be responsible for implementing certain strategies. Responsibilities should be shared between parent, teacher, student and support staff if appropriate.
- Meet with parents to discuss the plan and sign off on the agreed goals and responsibilities

IMPLEMENTATION

- Modify the workload according to the short term goals
- Work with child during class in a practical manner eg. silent reading, or once class has started an activity
- Use support staff such as parents, education assistants or support teachers
- All planning documents should be kept in the child’s file.
- New SEN files will be created for newly identified or newly enrolled SEN students.

REVIEW

- Meet with parents at a designated time to review progress of the short term goals.
- Meetings should occur once a term, or as needed, if child is meeting short term goals
- During the meeting, make notes of progress, review the goals if appropriate, or review the strategies if needed.
- Document new goals or strategies and sign off again.

TIMELINES AND ACCOUNTABILITY

- It is expected that teachers, with the assistance of support staff, will identify children for SEN Plans by **Week 5 of Term 1.**
- SEN Plans should be designed, signed off and implemented by **Week 8 Term 1**
- Reviews should be scheduled for end of **Term 2**
- New goals and strategies should be set for the beginning of **Term 3 and Term 4**
- Subsequent meetings should be made through consultation with the parents.
- Class teachers will discuss SEN Plans with Line Managers, and the progress that students have made, during Performance Management meetings

As a result of this process:

- Staff are meeting their professional obligation to provide a curriculum which is accessible to SEN. Parents are involved in the planning process at all times and gain greater insight and appreciation as to what is being provided for their child/ren.
- SEN experience success, which filters through to other aspects of their schooling.
- Future teachers obtain instant and detailed information about a child's capabilities.
- The educational programme and processes involved are transparent to all stakeholders.
- Staff are exposed to ongoing professional development, via support staff, assessment techniques strategies and resources to cater for SEN.
- Staff are better informed to report on children's progress.

5.0 OUTCOME CRITERIA

- The extent to which our school has clearly defined processes for the identification of students at educational risk.
- The extent to which our school develops and delivers quality curriculum, which is responsive to the individual needs of students at educational risk.
- The extent to which our school uses performance data and outcomes as the key elements of planning for students at educational risk.
- The extent to which our school collaborates with key stakeholders in the development of educational plans for students at educational risk.
- The extent to which our school creates a learning environment that is responsive to and supports the needs of students at educational risk.
- The extent to which our school establishes reporting practices that provide key stakeholders with meaningful information to improve learning outcomes.
- The extent to which our school identifies and addresses the professional development requirements of all teachers, in catering for students at educational risk.

