



# **Diversity and Differentiation Policy and Procedures for Students at Educational Risk**

November 2021

**The full Diversity and Differentiation Policy includes procedures and guidelines for teachers, and contains additional appendices.**

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## Abbreviations

<b>ABBREVIATION</b>	<b>DEFINITION</b>
ABLES	Abilities Based Learning and Education Support
CDS	Child Development Service
CPFS	Child Protection and Family Services
EP	Escalation Profile
IAP	Individual Adjustment Plan
OT	Occupational Therapist
Physio.	Physiotherapist
RMP	Risk Management Plan
SAER	Students at Educational Risk
SEN	Special Educational Needs
Speech	Speech Therapist
SSEN	School Special Educational Needs

## Policy Statement

Ranford Primary 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 and in accordance with the [\*Western Australian Department of Education Students at Educational Risk in Public Schools Policy\*](#) and [\*Western Australian Department of Education Students at Educational Risk in Public Schools Procedures\*](#)

## Students at Educational Risk

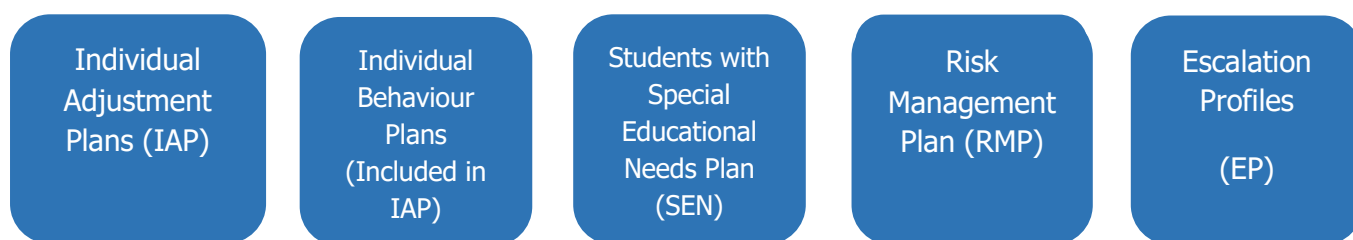
Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.

## Plans and Process

Ranford Primary staff 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.

Staff and parents/carers will be involved in the collaborative planning process, including the support of the Student Services Deputy, School Psychologist and external agencies as required.

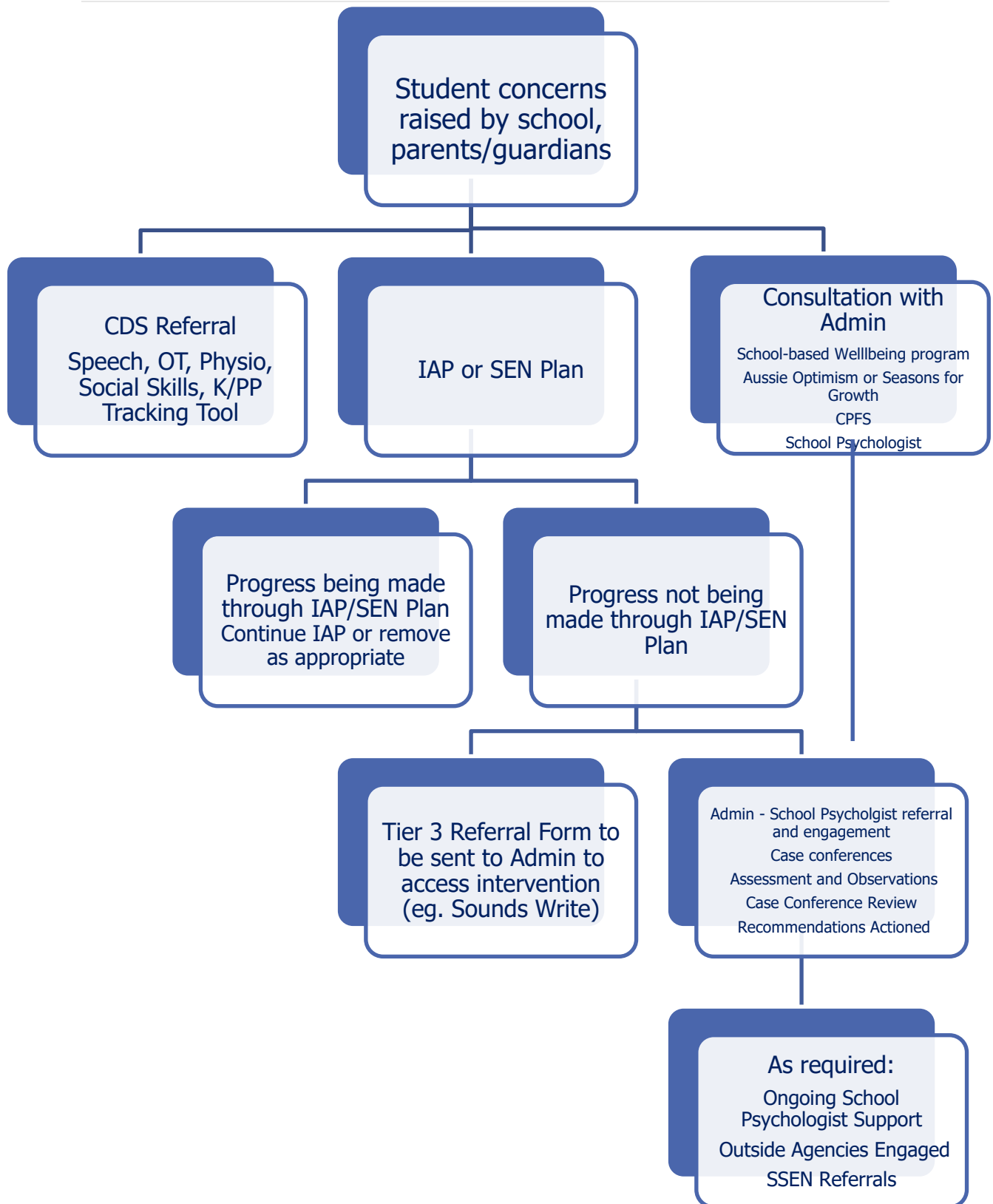
The following plans describe a range of ways to cater for the educational needs of individuals or smaller groups of students with identified needs:



## School Psychologist

Ranford Primary has access to the services and support of a School Psychologist (See current plan). The School Psychologist, through an in-school referral process (**Appendix 1**), can provide support to students and their families. An important part of the School Psychologist's role is supporting teachers with expert advice to meet the needs of individual students.

# SAER Response to Intervention



## Students Requiring an Individual Adjustment Plan or SEN Plan

Students who require an IAP or SEN Plan can be determined using the following criteria:

Students with low grades and other educational adjustments

Students with overall 'D' or 'E' Grades only require an IAP when other supports and/or educational adjustments are necessary.

Students with special educational needs

Students receiving an Individual Disability Allocation or students requiring substantial or extensive adjustments through the NCCD require an IAP or SEN plan based on the needs of the student.

Children in Care

Children in care of the Chief Executive Officer for the Department of Communities – Child Protection and Family Support need a plan as specified in the Documented Education Plan for Children in Care Coversheet or an IAP if required to address other substantial support needs as outlined. Appendix 2.

Students with Persistent Absence

The Student Attendance Policy requires plans to be developed for students with persistent absence which impacts on progress and achievement. Recording of attendance concerns on the IAP is required and in some cases, an Individual Attendance plan may be developed to restore their attendance.

Students with Challenging Behaviour

Students requiring significant personalised behaviour support may require an IAP. Additional documentation may include an Escalation Profile and/or a Risk Management Plan.

Students with Significant Health Care Conditions

Students with chronic, long-term, or significant health care conditions and students who present a risk of harm to themselves or others require a plan to ensure their needs are managed effectively.

Students with Significant Personal Learning Difficulties

An IAP may be developed for students with significant personal learning challenges requiring substantial support.

## Kindergarten and Pre-primary

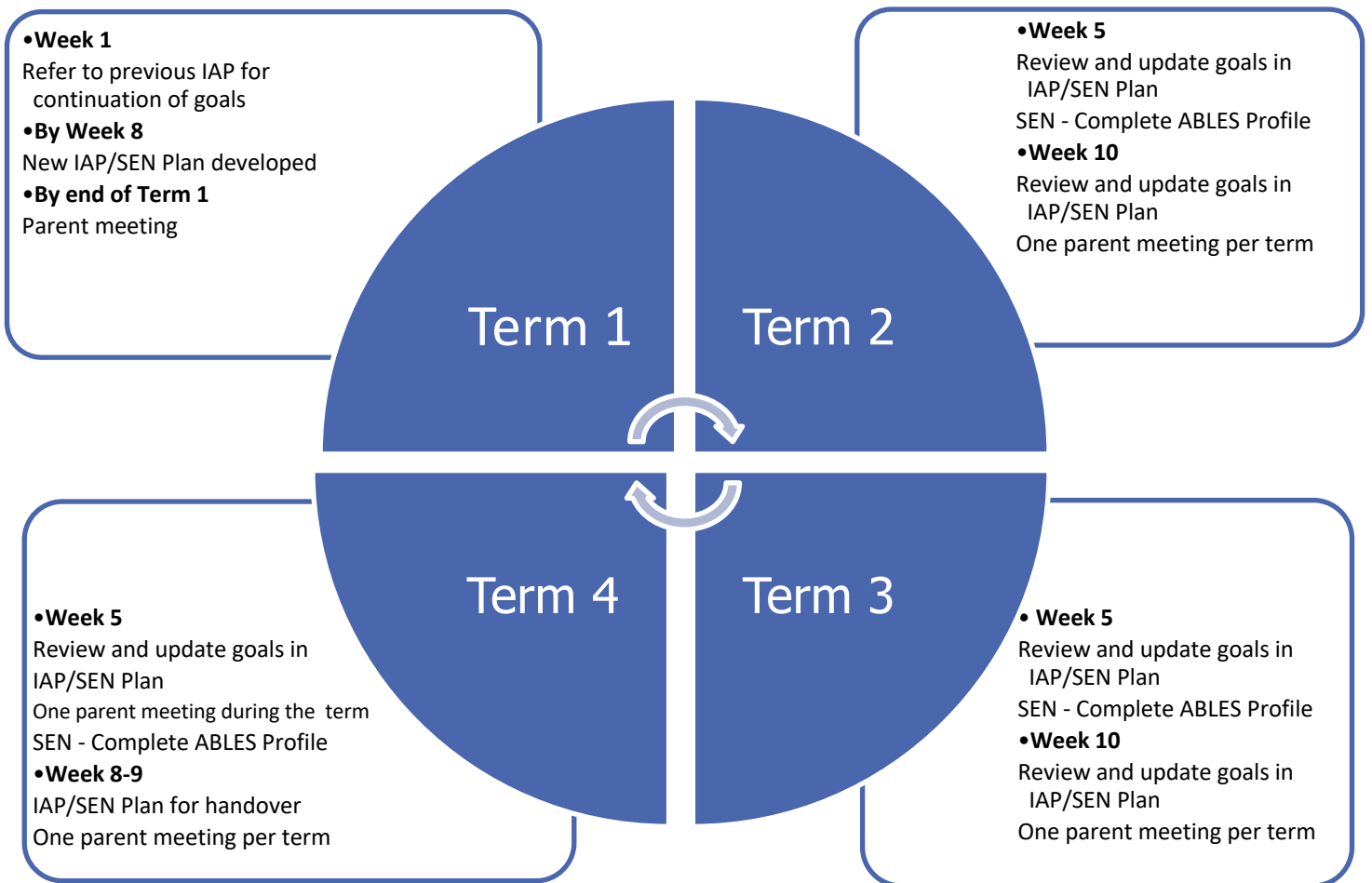
Kindergarten and Pre-primary students identified as 'at risk' are recorded on the K and PP Tracking Tool. Student needs will be identified and monitored within the following domains;



Students in Kindergarten and Pre-primary requiring substantial adjustments require an Individual Adjustment Plan.

A Pre-primary student requiring an IAP under the previous criteria will need to be established during Semester 2 of Pre-primary.

## Individual Adjustment Plan and Special Educational Needs Plan Cycle



## IAP and SEN Plan Process



## ABLES Guidelines

The ABLES assessments create a comprehensive picture of a student's strengths and abilities. They are designed to capture indicators of student proficiency and understanding that can be readily observed by teachers in the context of school and classroom interactions, and upon which teachers can draw when planning a learning program for students.



## **Monitoring and Reporting**

Staff will use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at risk and provide parents with ongoing, accurate and relevant information about their child's progress. Reporting on student achievement from Kindergarten to Year 6 is completed through the Department of Education Semester Report Template each semester. Students with SEN Plans will receive a Special Educational Need (SEN) Report each semester.

## **Handover Process**

At the end of each year, where possible, staff will meet to provide detailed information about each student to the teacher for the following year. Staff will utilise the Handover Template to record information for handover and where possible, provide new teachers with a copy on the Handover day.

Education Assistants, if available, will meet at the commencement of each year to provide detailed information about individual students.

## **Learner Profiles**

Learner Profiles are established for students, as required, to provide additional information about the student's skills, strengths, interests and highlight potential barriers to learning. These profiles form part of the student handover process each year and are stored in Student Services files in all classrooms.

## **Transition Booklets**

At the end of each year, Transition Booklets are established for some students, as required, and provided to families to support the transition of individual students to a new school year.

## **Student Services Files**

Student Services files are established for each classroom and specialist staff. Files include classroom information and individual student information in the areas of Medical, Learning Needs and Behaviour. Files are kept on the teacher's desk for easy access for all staff and relief staff as appropriate.