



Special Education Needs (SEN) Policy

Rational

Landsdale Gardens Primary School will provide an inclusive, safe and stimulating learning environment where student differences are recognised and catered for. Through the implementation of this Special Education Needs (SEN) Policy, our school is committed to:

- Implementing a uniform approach which is consultative and collaborative.
- Ensuring all students are supported to engage in the curriculum and meet their full potential.
- Ensuring our SEN processes are supported by the efficient and effective use of school resources.

Inclusive Education

Inclusive education involves all students being welcomed and supported in their learning in all aspects of schooling (Australian Institute for Teaching and School Leadership Limited, 2020). The introduction of the Australian Disability Standards of Education 2005 requires all students with or without a disability to be given opportunities and reasonable adjustments to be made so students can access and participate in education (Department of Education, Science and Training, 2005). This policy outlines the procedures used to identify students with special needs, adjustments and modifications made to support students with special needs, procedures for evaluation and reporting of student progress.

At Landsdale Gardens Primary School, we believe:

- We are accountable and committed to providing opportunities for all children to learn and achieve to their full potential
- All children can learn when given appropriate time and support.
- Learning is developmental and children learn at their own rate.
- Early identification of students at educational risk is critical to meeting their needs.
- Students at educational risk are a shared responsibility and a collaborative approach from the school, parents/carers and related agencies.
- Reliable evidence-based programs underpin any strategy for intervention.

Identification

Identified SEN students may not be achieving their potential for a variety of reasons which may present at different stages throughout their school life.

SEN students may be identified if:

- They are performing below year level.
- They are not engaged in their schooling.
- Their performance is at risk due to poor rates of attendance.
- Their social and emotional state is impacting on their learning.
- Their behaviour is hindering their capacity to learn.
- They have a diagnosed disability.
- They are EAL/D (English as an Additional Language or Dialect).
- They are performing well above year level (Gifted and Talented).



A variety of methods are used to identify SEN students including:

- data and records
- professional judgements
- observations
- relevant information from parents/carers and outside agencies

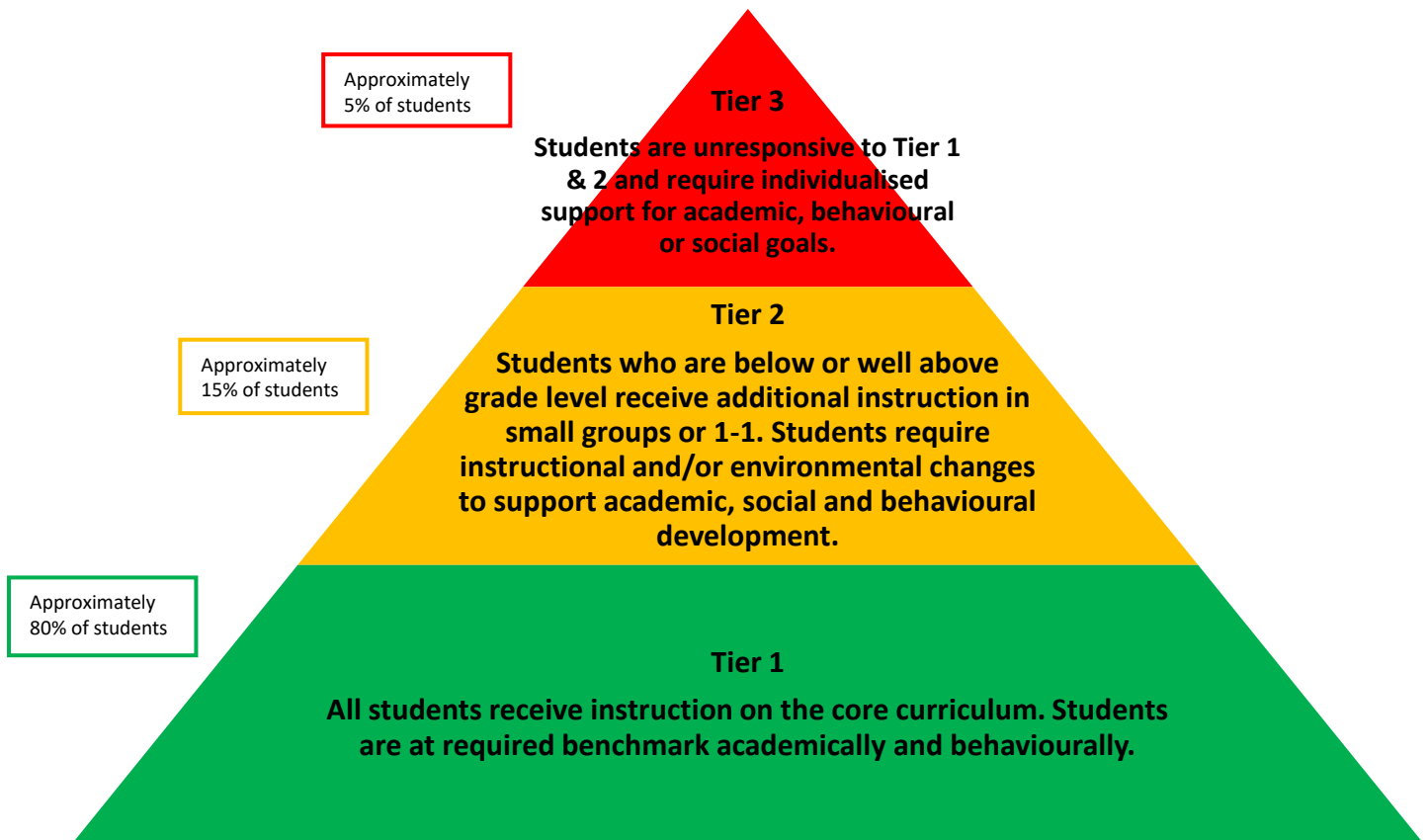
When a SEN student enrolls, an appointment between the family, classroom teacher and/or relevant Principal and/or Associate Principal will be made to discuss the student's needs and requirements. The parties will discuss the student's diagnosis, abilities to navigate the school grounds, specialised equipment the student accesses or requires, their personal care and medical needs, and any intervention or therapy programs the student has or is currently completing. The family will be asked to share any at home strategies for their child that the teacher may utilise if appropriate (Department of Education, 2021).

The Disability Discrimination Act (DDA) 1992 (Cth) will be used to assist in identifying students with special needs. The DDA 1992 (Cth) defines disability as someone who has loss or damage to bodily function, disorder or malfunction that impacts a person's learning, or illness affecting processes, perception of reality, emotions, judgement, and behaviour. The DDA 1992 (Cth) and Disability Standards for Education 2005 (Department of Education, Science and Training, 2005) state that a disability must be recognised if presently or previously exists, may exist in the future or is imputed.

Teachers will identify a student who is not learning as expected and may have reasonable grounds to believe that a student may have a disability. (Australian Institute for Teaching and School Leadership Limited, 2020). The teacher will be expected to follow the Disability Standards for Education 2005, Department of Education WA Code of Conduct and Public Sector Code of Ethics to ensure that reasonable adjustments are made for the inclusion of the student (Australian Institute for Teaching and School Leadership Limited, 2020). Observations will be discussed with school administration and the student's family (Australian Institute for Teaching and School Leadership Limited, 2020). The Nationally Consistent Collection of Data on School Students with Disability (NCCD) may help to identify special needs students, with collection highlighting students requiring adjustments to access education (Australian Institute for Teaching and School Leadership Limited, 2020).

Response to Intervention Model

The Response to Intervention (RTI) model is a three-tier approach to the identification and support of students at risk. Students are supported with interventions in increasing levels to aid their learning. The RTI model requires identifying and planning for students at educational risk. Quality differentiated teaching will support 80% of students in a classroom. The remaining 20% require intervention that may include evidence-based approaches and programs. This multi-tier approach to classroom learning enables teachers to identify the abilities of individual learners and provide additional instruction to learners who may benefit from support in smaller, more targeted settings. Student achievement is closely monitored to help both teachers and students understand how their development is progressing, and to celebrate success in their learning. Teachers can use this data to make decisions about student's instructional needs and whether they may require SEN planning if at Tier 2 or Tier 3.



Monitoring and Review

Teachers are accountable for the progress and achievement of all students. SEN students require documentation of the interventions that have been implemented using documented plans.

“Documented plan - is the umbrella term describing a range of ways of catering for the identified education needs of an individual student and/or a small group of students with similar education needs.”

WA Department of Education Director General’s Statement (2017).

Documented plans include:

- Individual Education Plan (IEP) – DOE SEN planning tool
- Behaviour Management Plan (BMP) – Appendix 1
- Risk Management Plan (RMP) – Appendix 2
- Attendance Plan – See attendance policy
- Individual Health Care Plan

Documented plans are required for students:

- Receiving an overall D or E in a learning area (Tier 2 or Tier 3).
- Who are achieving well above year level.
- Who have been identified in the Nationally Consistent Collection of Data (NCCD) as requiring substantial or extensive adjustments.
- Receiving an Individual Disability Allocation.
- In the care of Child Protection and Family Support (Mandated by DOE)
- Who have persistent absences from school and where school wide policies for engagement have not been successful.
- With complex and challenging behaviours which cannot be addressed through our school’s Behaviour Support Policy.
- With chronic, long term or significant health care conditions.



All documented plans should:

- Build on the current knowledge and skills of the students.
- Include SMART (Specific, Measurable, Achievable, Relevant, Timely) goals.
- Be recorded on the templates provided in the appendices of this policy and using the DOE SEN planning tool.
- Be discussed with parents/carers and adjusted to incorporate parent feedback.
- Be signed by parents/carers.
- Be collaboratively reviewed with the student (where appropriate), relevant staff and parents/carers.
- **Note: Students should have reference to their documented plans in their Semester 1 and 2 formal reports.**

Timelines:

- It is expected that teachers, with the assistance of support staff, will identify children for SEN plans by Week 5 of Term 1.
- SEN plan should be written, discussed with parents and implemented by Week 8 Term 1.
- SEN plan to be reviewed, new goals and strategies written, discussed with parents by the end of Week 7 Term 2 and Term 3.
- SEN plan to be reviewed, discussed with parent by the end of Week 8 Term 4.
- If a teacher believes that an identified student no longer requires a SEN plan, a 'Documented Plan Exit' must be completed by the end of Week 8 of the applicable term (see appendix 3). The Exit form needs to be emailed to the Associate Principal and SEN Coordinator and saved in the student's One Drive folder.

Filing of documented plans:

- an electronic copy and scanned signed copy of all documented plans should be stored in the student's electronic SAER file on the school's One Drive.

Early Intervention

Landsdale Gardens PS believes that early intervention gives the child the best possible path to success. It is very important that children have access to allied professionals as required. If a teacher has identified that a child does require assistance, they will meet with the parent/s to discuss any concerns. If deemed appropriate by the parent and teacher, a referral to a Child Development Centre or specialist may take place. Teachers will notify the Associate Principal of the referral and upload a copy in Chronicle.

Roles and Responsibilities

The job of improving the learning potential of SEN, is one which assumes shared responsibility. Landsdale Gardens 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.

School Psychologist is responsible for:

- Liaising with parents and teachers to discuss student needs.
- Engaging in case conferences to collaborate with key stakeholders to identify support needs and follow up negotiated actions.
- Supporting families to access external services (i.e. support with referrals, identifying appropriate services).
- Supporting the school and external services to investigate ongoing learning and developmental concerns.



Associate Principal /SAER Coordinator are responsible for:

- Ensuring the implementation of the SEN policy and procedures.
- Working collaboratively with CT to develop SEN plans for SEN students.
- Working with and monitoring allied professionals.
- Managing Case Conferences.
- Monitoring SEN students.
- Accountability and review of SEN plans.
- Talented and Gifted programs.
- Liaising with School Psychologist and Principal.
- Analysis of attendance data.
- Completing DOE Disability Resourcing.

Teachers are responsible for:

- Familiarising themselves with previous year's data and SEN plans.
- Delivering, monitoring and data management of whole school assessments (as outlined in the annual assessment schedule).
- Developing and delivering a quality curriculum, which is responsive to 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.
- Developing SEN plans to support learning of SEN students.
- Referring students as necessary to appropriate agencies in consultation with AP.
- Facilitating and attending case conferences with follow up actions.
- Monitoring and reviewing achievement and progress of SEN students.
- Preparing a handover for teachers for the following year.

Allied Professionals are responsible for:

- Implementing strategies outlined in documented plans.
- Attending Case Conferences and meetings where appropriate.
- Student observation when required.

Parents/Carers are responsible for:

- Monitoring their child's progress.
- Meeting with teachers and or administration to discuss any concerns.
- Supporting and working alongside the school to improve their child's learning/behaviour outcomes and reach their SEN goals.
- Signing agreed documented plans.
- Attending appointments.
- Providing the school with documents/reports/notes from outside support services.



Behaviour management Plan (Appendix 1)

Student Name:		Class/ Year Level:		Teacher/s:	
Updated					
Background Information:					
Students Strengths:					
Current Behaviours of Concern:					
Semester 1: Focus on following teacher instructions, engaging in class discussion.					
Long Term Goal (Semester 1)	Short Term Goal: (What specifically do you want the student to do?)	Strategies: (How are you going to achieve the objective- What are you going to do?)	Monitoring: What evidence can show that the student has achieved the short term goal?)	Responsibilities: (Who is going to be responsible for monitoring, reviewing and reporting to stakeholders?)	Review: (When will the effectiveness of the strategies for the short term goal be reviewed?)
		•			
Reward system:					
If XXXXX becomes non-responsive and non-compliant the following steps will be initiated: <ol style="list-style-type: none"> 1) Follow behaviour system. 2) Admin support and red card sent 3) Time to cool down and then reintegrate into the classroom 4) In-school suspensions for admin escalations. 					
Teacher: _____		Parent: _____		Admin: _____	
Date: _____					

Behaviour Management Plan – planning	
Calm:	Acceleration:
Triggers:	Peak:
Agitation:	De-escalation:
Negative behaviours:	

[Appendix 1 Behaviour Management Plan.docx](#)

Risk Management Plan (Appendix 2)

<u>Confidential</u>
School name:
Student details



Student name:		Year:
DOB:		Principal:
Parent/Guardian:	Ph:	Teacher/Year Coordinator:
Parent/Guardian:	Ph:	Deputy/Manager:
Date of implementation:		Review date:
Nominated staff member/s		
Title:		Contact:
Supporting staff		
Title:		Contact:
Title:		Contact:
Support contacts		
Emergency: 000	Urgent mental health telephone support for children and families (Urgent MHTS): 1800 048 636	External agency: #
Situation/ Environment/	School-based strategies to reduce risk at school	Home-based strategies to reduce risk at school
	-	
	-	
	-	
SIGNATURES: Record of endorsement		
_____ (Parent/Guardian)		_____ (Student, where appropriate)
_____ (Administration)		_____ (Student Services)
_____ (Teacher/s)		_____ (Other Staff)
Date: _____		
Note: Circumstances where endorsement received via telephone or signature not obtained : _____		

[Appendix 2 Risk Management Plan.docx](#)

Documented Plan Exit Checklist (Appendix 3)

Documented Plan Exit Request

Student Name: _____ Year Level: _____ Requesting Teacher: _____

Assessment results/evidence

Assessment	Start score	Exit Score
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Supporting Evidence Attached:

Documented Plan Assessment Results Work Samples Psychologist Report

Teacher Comment:

Administration Comment:

Outcome:

Remain Review in 10 weeks Monitor Exit

Administration Signature

Teacher Signature

Date

Parents informed by Teacher

Parent Name

Parent Signature

Date

[Appendix 3 Documented Plan Exit Checklist.docx](#)

Ratified: 13th September 2023

Reviewed: September 2024

