



ATWELL
PRIMARY SCHOOL

An Independent Public School

Student Services

Atwell Primary School



PURPOSE

At Atwell Primary School we will work together with all stakeholders of education in supporting students to foster progress in their academic development and social and emotional wellbeing.



Our School Vision:

‘Building well rounded citizens with a passion for lifelong learning.’

School Ethos and Values Statement

Twenty-first century Atwell students identify that as Australians we are members of a global community, connected to the whole world by ties of culture, economics and politics, enhanced communication and travel and a shared environment.

Enabling young people to participate in shaping a better shared future for the world is at the heart of education at our school.

We believe in emphasising a unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, and building peace and actions for a sustainable future in different times and places.

We promote an environment where students learn to take responsibility for their actions, respect and value diversity, and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

Our learning program has;

- an approach which takes into account the whole of human society and the environments in which people live
- an emphasis on the future, the dynamic nature of human society, and each person’s capacity to choose and shape preferred futures
- an opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice
- a focus on cooperative learning and action, and shared responsibility
- an emphasis on critical thinking and communication
- an opportunity to develop positive and responsible values and attitudes, important skills and an orientation to active participation.



ATWELL PRIMARY SCHOOL

Together we aspire, Together we achieve



Our Atwell Vision

‘Building well rounded citizens with a passion for lifelong learning.’



Our Atwell Values

Respect and Understanding

Treat ourselves, others and our environment with care

Personal Excellence

Try your best to achieve your goals

Freedom

Respect the rules and rights of others

Inclusion and Fair Go

Treat others the way you want to be treated

Resilience

Learn from your mistakes

Sustainability

Respect nature for all generations



Our Atwell Ethos

We promote an environment where students learn to take responsibility for their actions, respect and value diversity, and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

Guiding Principles

Student Services for Atwell Primary School Students

Purpose

At Atwell Primary School we will work together with all stakeholders of education to assist in supporting students and foster progress in their academic development and social and emotional wellbeing.

To achieve our purpose, we have:

- A Student Services Team
- Early Intervention support
- Processes in place to track student progress
- Response to Intervention approach to support Students at Educational Risk (SAER)
- Ongoing Communication with stakeholders of education
- Safe and happy learning environments
- Staff professional learning to continue to upskill knowledge and skills using current evidence based research

Student Services Team

The Student Services Team consists of School Principal, Student Services Deputy Principals, School Psychologist, School Chaplain, School Nurse, Autism Spectrum Disorder Specialist Teacher, Classroom Management Strategies (CMS) Leaders, EALD Co-ordinator and classroom teachers.

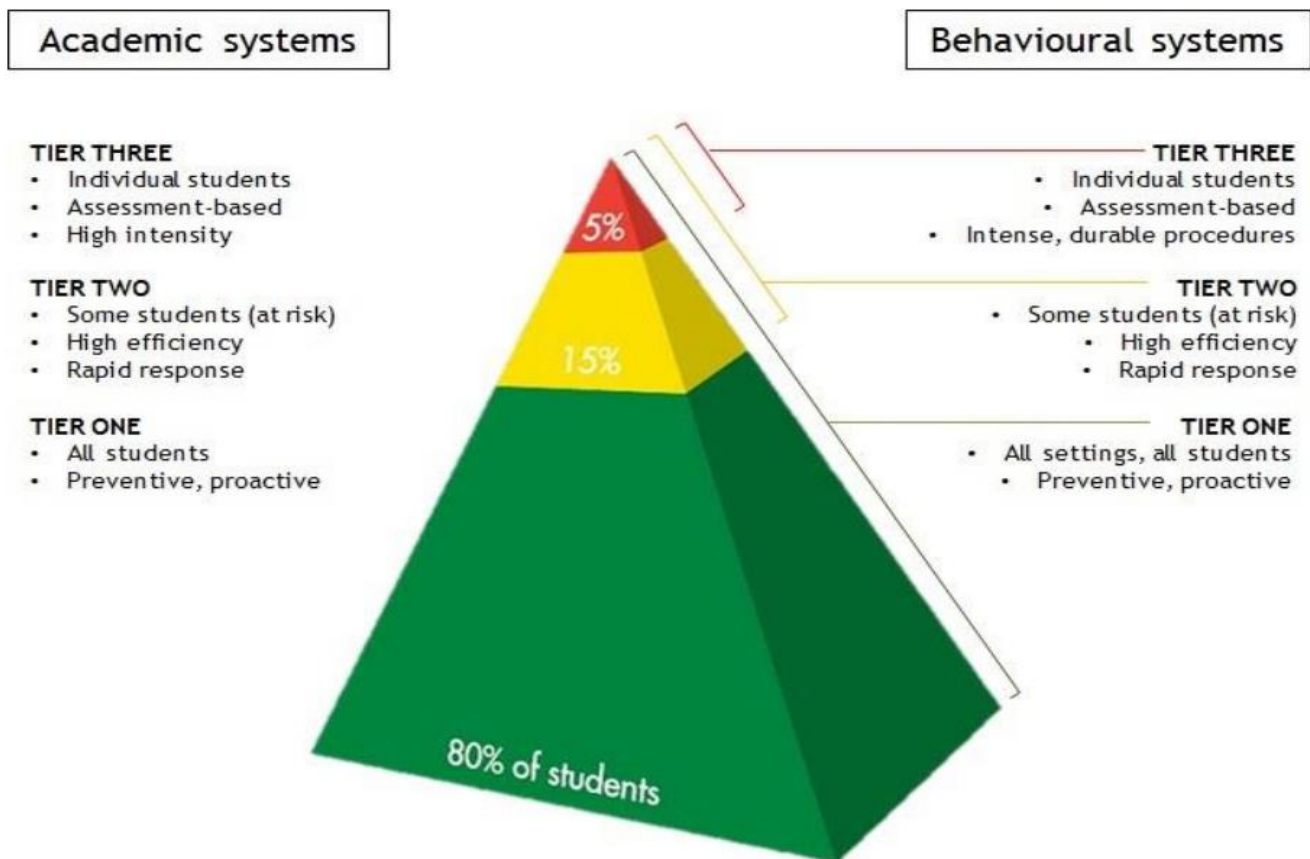
We believe it is essential to support students across all areas of their schooling. This is based on individual needs with a number of factors taken into consideration;

- Current academic, social and emotional or behavioural needs (Response to Intervention Tier 1,2 or 3)
- National Consistency Collection of Data (NCCD)
- Disability diagnosis and severity as well as School Resourcing Funding level allocated
- Students with an imputed disability
- Students affected by trauma
- Students in the Care of Communities WA (Child Protection)
- Students of Indigenous backgrounds
- Australian Early Development Census Data (AEDC)

Response to Intervention (RTI)

Response to Intervention is a high quality instruction multi-tier approach used to support students. Data is used to inform targeted intervention and to foster positive academic, social and emotional and behavioural outcomes for all students.

Response to Intervention Multi-Tiered System of Support



RTI Tier 1 students make up approximately 80% of school student population. Students access a differentiated curriculum at a classroom level. Teachers and parents/carers work together to support students.

RTI Tier 2 students make up approximately 15% of the school student population. Examples of students at Tier 2 level include those who are participating in specific small group intervention programs, including Minilit or have a **Learner Profile** to support their social / emotional wellbeing or behaviour. Parents/carers and teachers meet and discuss learning adjustments that are necessary and this is documented on **Learning Adjustments for Individual Students**.

RTI Tier 3 students make up approximately 5% of the school population. Tier 3 students are identified as those who are not responsive to Tier 1 and 2 support. Data is collected and analysed to assist in planning and adjustments are made to meet the individualised needs of the student. Examples of students at Tier 3 academic level include those who are accessing ABLEWA Curriculum, have an imputed disability or those who have not shown improvement with a highly individualised English support program, including Reading Intervention, Multilit or Toe By Toe. Other examples include those who have an Escalation Profile, Behaviour Support Plan or Risk Management Plan. In some cases, after School Psychology Intervention, students are referred to the School of Special Education Needs.

Statewide School Psychology Service

Our school has access to a School Psychology Service. This services provides specialist psychological assessment, intervention and consultation services for schools. Support is provided in the main areas of behaviour, learning, and mental health and wellbeing. School psychologists consult with parents and carers and staff who are working with students. This is not a 1:1 counselling service for students, (exceptional circumstances only). There is a waitlist to access the School Psychology Services as priority is given to those who have been affected by trauma, children under the care of Communities WA and those who are at RTI Tier 3 academic, social and emotional or behaviour.

School of Special Education Needs

Alternate Department of Education support can be sought for RTI Tier 3 students through a referral to the School of Special Education Needs. Schools can access support through:

- Sensory (vision and hearing)
- Consulting teacher service for students with a sensory disability
- Medical and Mental Health
- Students who stay in hospital for a significant length of time
- Students unable to attend school due to health (Covid-19)
- Disability
- Behaviour and Engagement (BE)

Prior to engaging the support of SSEN:BE and Disability, schools must demonstrate they have consulted with the School Psychologist, collected data, implemented adjusted learning programs based on the data and observed minimal progress/improvement. The SSEN team will determine what support will be provided to the school.

National Consistency Collection of Data (NCCD)

We aim to be inclusive of all students in our school and cater for their individual needs. The National Consistency Collection of Data (NCCD) is an annual collection of information about Australian school students with a disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

In NCCD, there are four levels of adjustment:

- Support provided within quality differentiated teaching practice
- Supplementary adjustments
- Substantial adjustments
- Extensive adjustments

There are four broad categories of disability

- Physical
- Cognitive
- Sensory
- Social/emotional

Disability Resource Funding

An *Individual Disability Allocation* will be provided to the school to support eligible students to help address the learning needs of students with a diagnosed disability. Education Assistants work closely with teachers to implement the teaching and learning program developed for the student.

There are eight categories of eligibility and each category has its own criteria. Some categories may require specific assessment or diagnosis by relevant specialists. Eligibility requires verification by *Disability Resourcing* to ensure the diagnosis complies with the Department's criteria and standards.

- Autism Spectrum Disorder
- Deaf and Hard of Hearing
- Global Development Delay
- Intellectual Disability
- Physical Disability
- Severe Medical Health Condition
- Severe Mental Disorder
- Vision Impairment

Students diagnosed with ADHD are not eligible for funding.

Department of Communities - Child Protection and Community Support

Child Protection and Family Support protects and cares for Western Australian children and young people who are in need, and supports families and individuals who are at risk or in crisis.

A documented plan is required for children under the care of Communities WA. This document is developed by the child's school in partnership with Communities WA.

English as an Additional Language or Dialect (EAL/D)

EALD students come from diverse cultural and linguistic backgrounds. EALD students can be from overseas, Aboriginal and Torres Strait Islanders who speak Aboriginal English, a traditional language or a creole, speakers of an English dialect other than Standard Australian English (SAE) such as Aboriginal English, Liberian English or Singaporean English or humanitarian entrants.

EALD students can have different needs when learning English. EALD students:

- May be learning English as a new language or already know some English
- Are learning through spoken and written English and through their surroundings
- Are learning a new culture at school and in the community
- May be starting school for the first time, or may already have attended school in their home country
- Have existing language skills in their home language
- May come from traumatic and disrupted backgrounds

An EALD teacher may support the classroom teacher or student with oral language skills, reading and writing of SAE. The *EAL/D progress map* is used to:

- Determine a student's Standard Australian English Level (SAE)
- Plan a student's SAE learning needs.

Interpreter services are available for parent meetings with the school.

Documented Plans for Individual Students

Documented plans are required for students when the curriculum is modified significantly to cater for specific needs. All students identified as requiring substantial or extensive adjustments through the NCCD and / or receiving the Individual Disability Allocation and need the curriculum to be substituted or modified require a documented plan. Other circumstances where students require documented plans include Children in Care of the Chief Executive Officer for the Department of Communities, students with persistent absence, students with severe behaviour concerns or students with significant health conditions.

Students identified through NCCD as requiring quality differentiated teaching adjustments or supplementary adjustments do not require documented plans as these students are typically taught, assessed and reported on using the year level syllabuses and achievements standards of the Western Australian Curriculum. This includes students who are receiving D or E grades. As adjustments for these students are within context of the regular curriculum, this is part of teachers' normal classroom programming and lesson planning.

Teachers should collaborate to ensure adjustments for these students are applied consistently and effectively. Teacher workload and the ability to make reasonable adjustments within the classroom context needs to be taken into consideration.

The ***Atwell Primary School Documented Plans for Individual Students*** provides clarity for staff and parents on determining whether a student requires a documented plan. For students who have learning adjustments made and that do not have a documented plan, ***Learning Adjustments For Individual Students*** will be completed and shared with parents / carers.

Assessment and Reporting

Students who have a documented plan due to a significantly modified program will be reported on using the Reporting to Parents Special Education Needs (SEN) tool.

Using the Reporting to Parents SEN template, teachers will comment on progress and achievement against their individualised learning objectives. Some students will receive a report that comprises of the regular RTP template for some learning areas and the SEN template for others.

For further information see the Atwell Primary School Assessment and Reporting Policy.

School Nurse

School health services to promote healthy development and wellbeing to help students reach their full potential are provided by a school nurse.

Services provided in partnership with the school include:

- Information and support to students (and their families) to help them make informed decisions about their health, wellbeing and development.
- School immunisation programs.
- Providing a first point of contact for health care for students.
- Referral to other health professionals if required.
- Working with teachers to support health education sessions.
- Student health and wellbeing programs.
- Health assessments for vision, hearing and development, if required.
- Helping school staff and parents develop health care plans for students with special needs (such as chronic disease, physical disability or other complex health conditions).
- Parenting advice.

Referrals can be made to the School Nurse through the Student Services Deputy Principals

Accessing Support Outside of School

Outside support for students may be recommended through health professionals. Support can be accessed through the Public Health System **Child Development Services (CDS)** or private providers, including paediatricians, clinical psychologists and speech and occupational therapists. Parents / Carers will need to attend a GP appointment to get a referral. A letter of support can be written by the school for this which will include current concerns.

Students with diagnosed disabilities have access to the **National Disability Insurance Scheme (NDIS)** and have funding provided to support their needs.

School Chaplaincy Service

Chaplaincy services play a key role in supporting school pastoral care provisions. The chaplain supports the social and emotional wellbeing of students. Parents and carers can request access to the school chaplain through the Student Services Deputy Principal.

The School P & C Association supports a portion of the School Chaplain funding so that students can access this service.

Working with Outside Agencies

It is important to have consistent practice and common goals to support students with all stakeholders. Our school will work together with therapists, including psychologists, speech therapists and occupational therapists. Teachers will consider the recommended strategies and advice from therapists and if these strategies support the school education program of students, will implement these in the teaching program.

The school will attempt to accommodate therapy for students during the school day to occur at school. In order for this to happen, parents/carers and the therapists must meet with the Student Services Deputy Principal to complete a ***Therapy Support on School Grounds form***. The therapy must meet the needs of the education program of the school.

Issues or Concerns

A strong relationship between the home and the school plays a very important part in a student's education. Two-way communication is a critical factor in the partnership between parents and the school.

What you should do if you are worried about your child:

Speak to your child's teacher

- Make an appointment with the teacher
- Let the teacher know what you want to talk about

Before the meeting, be clear about the issues that concern you

- Prepare for your meeting with the teacher writing down what worries you and what you think would be a reasonable action to improve things

At the meeting, express your concerns and discuss options

- At the meeting, be clear about your reason for being there and what you'd like to aim for
- Make sure you understand and are happy with what is decided at the meeting
- Arrange for some way of being kept informed about what is happening at school

Support the teacher and the plan of action decided on

- Keep in touch with your child's teacher
- Support the plan of action proposed by the teacher or worked out between you

Monitor the situation

- If, after a reasonable period of time, things don't seem to improve, get further help. As a matter of courtesy and if appropriate, let your child's teacher know of your decision

Request the support of the Student Service's Team.

- Ask your child's teacher to request a meeting with a member of the Student Services Team
- Work with the Student Services Team to aim to find a way of addressing your child's needs and secure a plan of action
- Parent / carer and school to implement plan of action

Talking with our School Information for Parents and Carers details the process to resolve an issue.