



CHILDREN AT RISK POLICY

Rationale

- Some children will enter school with an identified need for which they are eligible for funding under the Program for Students with Disabilities.
- Some children will be identified through the school referral process and relevant testing to be emotionally, socially or academically at risk.
- This need may emerge sometime after the student has commenced school.
- Disability funding may or may not transfer with the children from the feeder primary school.

Purpose

- To ensure Footscray North Primary School has a specific plan to engage children at risk and to cater for their needs.
- To ensure the school complies with DET policy and guidelines.
- To ensure the school complies with Child Safe Standards 1 & 2.

Definitions

“Children at Risk” are children who have been identified with special learning needs and require alternative consideration and program modification for them to reach their potential.

Implementation

- The school will establish a formal collaborative process for support of children suspected of being at risk.
- Support programs specific to the needs of each student will be developed using consultative processes including the use of specialist personnel, when appropriate.
- Student Support Group meetings will be held regularly with the parents/carers, parent advocate, Principal or nominee, classroom teachers and Education Support Staff.
- The Student Support Group will follow the sequential curriculum planning process of:
 - understanding the student
 - goal setting
 - program planning
 - implementation
 - evaluation
- Regular communication will be maintained between the school and home.
- A variety of teaching strategies with an emphasis on cooperative learning, consistent with those used for other class members, will be utilised.
- All Education Support Staff will work within the classroom program under the guidance of the teacher.
- Teachers will provide an individual program for the child, which will be supervised by ESS, where appropriate, within the classroom. Teachers will provide specific program directions to aides to ensure continuity of learning for integrated students.
- Resources specifically required by children will be obtained and used as recommended by the Program Support Group, within the limitations of funding and where appropriate.
- If the school receives a child deemed at risk, the Principal will perform a risk assessment and develop an Action Plan that involves parents/carers, staff, guidance officers, the child if appropriate and any other party.

Note: Where there is a foreseeable risk, the transferring Principal is required to collect evidence from school records, CASES21 incident reports, specific program information for the child or other relevant information provided by school staff and update the transfer note with the circumstances relevant to the risk such as known triggers that escalate the risk and actions known to lessen or remove the risk.

- Parents/carers must be informed, but their consent is not required for documenting foreseeable risk information or including this information on the transfer note.
- Privacy provisions require that staff keep the information confidential.
- If deemed appropriate, external agencies will be engaged to provide professional input into the identification of the needs of the child.
- The Support Group will meet at least twice yearly for the purpose of developing and/or reviewing the child's Individual Learning Plan.
- Please refer also to the school's *Student Engagement Policy*, the *Gifted & Talented Students Policy*, the *Student Transfers Policy* and the *Wellbeing & Learning Policy*.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (no DET A-Z Index reference).

This policy was ratified by School Council 25/3/2019.

Reference:
Nil