

Croydon Community School & OPTIONS

Children at Risk Policy



PURPOSE

To provide a comprehensive curriculum to all students that is relevant and beneficial.

To provide a caring, stimulating environment that encourages students to work towards their physical, emotional, intellectual and social potential.

To increase educational awareness, understanding and tolerance of students with disabilities or impairments.

To ensure Croydon Community School & OPTIONS 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 has in place strategies to enhance the Child Safe Standards 1 & 2.

SCOPE

Croydon Community School & OPTIONS services aim to provide a positive and inclusive learning experience for every member of the school community.

The school recognises that each student has individual and varied capacity to engage and participate in site-based learning due to a diversity of physical and mental health and life experiences. We aim to promote the maximum level of participation possible for each student. OPTIONS programs are designed to cater for these diverse needs and provide a structured, stepped support to reach fulltime attendance.

Some children will enter school with an identified need for which they are eligible for funding under the Program for Students with Disabilities.

Disability funding may or may not transfer with the children from the transferring school.

DEFINITION

“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. They may or may not receive disability funding.

POLICY

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

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.

As applicable, 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 the 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 once a term for the purpose of developing and/or reviewing the child's Individual Learning Plan.

FURTHER INFORMATION AND RESOURCES

Please refer also to the school's:

- Assessment, Student Policy
- Engagement of Student in Timetabled Classes (Attendance) Policy
- Engagement of Student in Timetabled Classes (O@B) Policy
- Koorie Education Policy
- Student Support Group Policy
- Student Transfers Policy
- Student Wellbeing and Engagement Policy
- Teaching and Learning Policy
- Wellbeing & Learning Policy

REVIEW CYCLE

This policy, first developed in this format in March 2019 and will be reviewed as part of the school's three-yearly review cycle or if guidelines change (no current DET A-Z Advisory Guide reference).