Wembley Downs Primary School · Reviewed Term 4, 2026

Student Support & Success (SAER) Policy

Purpose

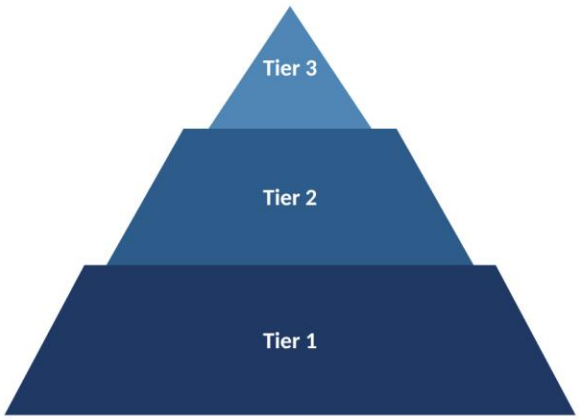
Wembley Downs Primary School is committed to supporting every student to engage, progress and succeed in their learning. This policy explains how we identify students who need additional support, the levels of support available, and when a documented plan is developed.

Guiding Principles

- Every student is capable of making progress.
- High-quality classroom teaching is the first and most important intervention.
- Adjustments are responsive to need, not diagnosis.
- Documentation should support practice, not create unnecessary administrative burden.
- Student support is a shared responsibility between the school, families and, where appropriate, external professionals.

Multi-Tiered System of Support (MTSS)

Wembley Downs' three-tier model reflects the Department's Multi-Tiered System of Support (MTSS) approach. Support is layered by level of need rather than diagnosis, with the intensity of support increasing — and the number of students needing it decreasing. Around 80% of students have their needs met at Tier 1 through quality differentiated teaching, around 15% need additional Tier 2 targeted support, and around 5% need Tier 3 intensive, individualised support. Movement between tiers is responsive, based on ongoing data and review, so a student can move up or down as their needs change.



- **Tier 1 — universal.** Quality differentiated teaching for every student, in every classroom. No individual document is required.
- **Tier 2 — targeted.** Short-term small-group support for some students — intervention programs, EA support and flexible or ability grouping.
- **Tier 3 — intensive.** For a smaller number of students — AbleWA monitoring and/or a documented plan, including an IEP where criteria are met.

Tier 1: Quality Differentiated Teaching

"Tier 1" is Wembley Downs' term for quality differentiated teaching — the universal strategies used with every student in every classroom. Every classroom teacher is responsible for delivering this. These strategies are not individually documented, and a student does not need a diagnosis to receive them.

Tier 1 strategies used across the school include:

- explicit teaching, using a gradual-release model (I do, we do, you do)
- differentiated tasks
- small-group instruction
- visual supports, schedules and cues
- predictable routines
- structured transitions

- movement and brain breaks
- flexible seating
- assistive technology, where appropriate
- Classroom PBS supports and incentives

These align with the Department's Tier 1 Supports checklist of evidence-informed universal strategies, which staff have completed professional learning on.

Tier 2: Targeted Support

Some students access additional targeted support alongside Tier 1 teaching, through one or more of the following:

Literacy Intervention Program P-3. Some students access short-term, small-group intervention in addition to Tier 1 teaching, which provides additional small-group support alongside classroom phonics instruction (Sounds-Write). Students are identified using classroom data, teacher observations and assessment results, and sessions are delivered by trained staff. Groupings are reviewed regularly with students moving between groups or exiting back to classroom-only support as their progress changes. Intervention is time-limited and reviewed each semester. The goal is always for students to return confidently to full classroom learning. Where a student continues to need support after a sustained period of intervention, families are encouraged to also explore options such as a private assessment (for example through DSF Dyslexia-SPELD Foundation), speech pathology, or tutoring, alongside the ongoing differentiated support provided in the classroom.

Education Assistant (EA) Support. EA time is allocated to a classroom or small group based on identified need, under the direction of the classroom teacher. EAs work alongside the teacher to reinforce explicit teaching, provide additional repetition, prompting and encouragement, and support a student's access to a task. EA allocation is reviewed frequently against current need across the school.

Adjusted Level Materials. Where a student needs to engage with the same topic or concept at a more accessible level, teachers provide adjusted-level textbooks, readers, worksheets or tasks alongside the rest of the class. This allows the student to take part in the same lesson as their peers while working with materials matched to their current skill level, without requiring an individual plan.

Targeted teaching (flexible grouping) Within or across classes, students are grouped by their current skill level for particular learning areas, most commonly literacy and numeracy, so teaching can be pitched at what each student is ready to learn next. Groups are formed using current assessment data, reviewed regularly and are not fixed. Students move between groups as their skills develop, and progress is monitored against clear next learning steps.

Tier 3 — Intensive Support

AbleWA monitoring- For students whose progress needs closer tracking. For example, a student receiving a D or E grade, but who don't meet the criteria for a documented plan below. AbleWA records the suggested strategies and records progress, without the workload of a full documented plan.

Individual Education Plan- Reserved for students who receive a SEN Report because they are working on a substantially different learning program from their year level (NCCD substantial or extensive adjustments). Students with an IEP will also have their progress tracked through AbleWA. Most students with a documented plan will not need an IEP through SEN Planning or SEN Report.

Documented Plans

Required where a student:

- is identified through the Nationally Consistent Collection of Data (NCCD) as needing substantial or extensive adjustments, and/or receives an Individual Disability Allocation (IDA)
- is in the care of the CEO of the Department of Communities

- has chronic, long-term or significant health care conditions
- has persistent absences
- has complex and challenging behaviour support needs
- presents a risk of harm to themselves or others

A **documented plan** is one holistic document for the student, not a separate plan for each issue. Where a student needs support in more than one area (for example attendance and behaviour) this is captured through tick-box priorities within the same plan, not multiple documents. A student requiring substantial adjustments to the curriculum, working on an individualised curriculum would have an **IEP** through SEN Planning (RTP). Any student on an IEP will automatically have a SEN Report.

Documented plans are developed collaboratively with families and do not require a parent signature. They record the student's priorities, planned outcomes and strategies, agreed actions, and a review date. Review timing is decided by the teacher based on the student's level of need. This is generally at least once a semester or more often for higher-needs students.

If a family disagrees with a decision that a documented plan isn't required according to the Department of Education guidelines, we will listen to their concerns and review whether the criteria are met. Where this remains unresolved, families can contact regional office.

What does "substantial" mean?

Substantial adjustments are provided when a student requires significant changes to the curriculum, teaching methods, assessment, learning environment, or level of adult support in order to access and participate in education on the same basis as their peers. These adjustments are generally extensive, frequent and ongoing, and may involve individualised learning programs, regular specialist support, modified assessment tasks, intensive behaviour or wellbeing support plans, alternative communication systems, or significant environmental modifications.

Teachers should consider whether the student is able to engage in learning without these adjustments, and whether the level of support required is considerably beyond what would typically be provided through quality differentiated teaching practice.

External Reports and Diagnoses

Families are encouraged to share copies of external reports (for example, from a paediatrician, psychologist, speech pathologist or occupational therapist). Reports are uploaded and linked to the student's Compass profile, where they are visible to relevant staff and to families. A diagnosis or specialist report does not automatically result in additional staffing or an IEP.

Families who would prefer a particular report not be visible on their child's Compass profile can let the school know, and this will be respected.

Completing questionnaires requested by external specialists (for example, the Conners Rating Scale) takes time, and we ask families to keep this in mind. Teachers are very willing to support the diagnostic process and are allocated additional DOTT (Duties Other Than Teaching) time to complete these assessments. To help this run smoothly, please give your child's teacher as much notice as possible when an assessment needs to be completed.

External Therapy and Tutoring at School

Requests for therapy, tutoring or other external services to take place on school grounds are considered in line with Department policy and the school's External Service Providers Collaboration Policy. External providers may contribute to a documented plan or IEP review by invitation, but the school leads all educational decision-making.

Families wishing to discuss a request for External Therapy or Tutoring at school should speak with George Tolev (Kindergarten–Year 2).

Recording in Compass

Compass is the central record for SAER documentation. The following are uploaded as Compass Chronicle entries against the student's profile:

- documented plans
- AbleWA reports
- external and specialist reports
- Diagnoses
- records of parent meetings
- SAER Referrals
- SAER team response
- External Service referrals

Uploading these is the responsibility of the classroom teacher or Deputy Principal, whoever is leading the plan, referral or meeting. Keeping Compass up to date ensures the right people can see a student's history and current supports at a glance.

Transitions

Wembley Downs is committed to a smooth handover of student support information between classes, year levels and schools, so that parents can feel confident their child's needs are known, discussed and handed over from year to year. Each year, there is a morning where Kindy and Pre-Primary students move up to PP and Year 1 classrooms to familiarise themselves with their new environment and routines for the following year. Teachers are not announced until the start of the following year, so this morning is about the space and routines, not meeting a specific teacher.

Documentation

All teachers complete a standardised handover document for their class at the end of the year. Handover conversations between outgoing and incoming teachers take place on the Term 4 and Term 1 school development days (SDDs).

Compass profiles carry custom flags, so a small icon appears next to a student's name if they have a documented plan, diagnosis, an AbleWA assessment, specialist report, Risk Management Plan, no media consent, chaplain consent/opt-out, medication etc. This means a teacher can see at a glance which students in their new class have additional support in place, then open the student's profile to review the full documentation.

Meetings

For **relevant students with complex needs**, a transition meeting is held in addition to the standard handover. This brings together the Deputy Principal, the outgoing and incoming classroom teachers, relevant education assistants and the family, to talk through the student's needs and plan for a smooth start to the year. The school psychologist attends where they have an active involvement with the student. This meeting will be arranged by the Deputy Principal's if relevant.

Students with funding have their own individual opportunity to meet their new teacher in Term 4, facilitated by SNEAs. Parents are informed of when this is happening but are not required to be involved. If a parent of a funded student would like the chance to meet the teacher themselves, they can reach out to the classroom teacher to arrange this either in term 4 or term 1.

If a child is facing severe anxiety about the following year, and meeting their new teacher in Term 4 would benefit them, parents can contact the Principal.

Working Together: Supporting Your Child

The best outcomes happen when families and the school work as partners. A few things that help:

- Raise concerns early, directly with your child's classroom teacher in the first instance.
- Come to meetings ready to share what you're noticing at home, and to hear about the strategies already happening in the classroom.
- Where a case conference with the school psychologist is arranged, the school will explain why it has been called and what will be discussed.
- External reports and specialist advice are welcomed and considered
- If you disagree with a decision, please ask questions first. If concerns remain unresolved, you can speak with the Deputy Principal.

Roles and Responsibilities

Classroom teachers provide quality differentiated teaching to all students, trial and record classroom strategies before referral, develop and review documented plans with support from their Deputy Principal, participate in end-of-year transition handover, and keep families informed.

SAER team (Deputy Principals, School Psychologist, School Chaplain where needed) triage referrals at fortnightly meetings, coordinate support across the school, and maintain oversight of students with complex needs.

School Psychologist gathers information through observation, consultation and assessment to guide planning and support. A teacher may raise the possibility of school psychologist involvement with a family, without committing to a specific action. Teachers can also consult with Suzanne about a student without identifying them. Where school psychologist involvement is appropriate, a case conference is convened with the family, teacher and school psychologist to discuss concerns and agree to a plan. Parental consent is obtained before the school psychologist works directly with a student.

Deputy Principals maintain whole-school records, manage funding and resourcing processes, facilitate transition handover for students with complex needs and support teachers to develop and review plans.

Chaplain provides general pastoral care and wellbeing support. She isn’t affiliated with any religion and doesn’t provide counselling, therapy or clinical mental health services. K-2 students require a consent form for parents and years 3-6 runs through an Opt-Out system.

Parents and carers share relevant information about their child, including external reports and diagnoses, and work collaboratively with the school on strategies and plans.

Related Documents & Resources

This policy works alongside the following.

- **External Service Providers Collaboration Policy** — rules for therapists/tutors working with students on school grounds [link]
- **Student Disability Funding Information Sheet** — what funding can be used for and how it's allocated [link]

STUDENT SUPPORT PROCESS · Wembley Downs Primary School

⚠ CRISIS IDENTIFIED BY STAFF OR PARENT — Any concern regarding child protection, self-harm or suicidal ideation (including indirect disclosures) is **immediately** reported to a member of the Admin Team — this bypasses the steps below. Mandatory reporting, risk assessment and other appropriate procedures are followed, with ongoing support implemented with the family and external agencies.

Concern noticed in class — a teacher notices a student isn't progressing as expected.

Concern raised another way — e.g. by a parent/carer, about something not seen directly in the classroom.

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1 **Classroom strategies** — Tier 1 adjustments are trialled and monitored over a number of weeks. A quick, informal chat with the SAER team is always an option before a formal referral. — TEACHER

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2 **Parent/carer meeting** — if a teacher has ongoing concerns, plan a parent/carer meeting: share strategies tried, gather family insight, and keep them updated on progress. Meeting early keeps small concerns from becoming bigger ones. — TEACHER

↓ *if concerns continue*

3 **Referral** — the teacher submits a SAER referral using the Compass Chronicle template, noting strategies already trialled. — TEACHER

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4 **Consultation** — the SAER team considers the referral at its fortnightly meeting, completes a SAER Response Chronicle entry, and selects the agreed outcome(s): — SAER TEAM

Continue Tier 1 No escalation needed — strategies continue in the classroom	**Tier 2 — Targeted Support** Literacy Intervention Program · SNEA timetable review · flexible/ability grouping	**Tier 3 — Intensive Support** AbleWA monitoring · SEN Planning support (IEP)
Documented Plan Development One holistic plan — not tied to a single tier	**School Psychologist & Case Conference** Involvement/case conference · observations and data collection	**Chaplain Involvement** Pastoral care delivered as required
External Agency Referral e.g. LDC, CDS — recorded via External Service Referral	**SSEN Request for Assistance** SSEN:D / SSEN:BE	**Staff Professional Learning** Coaching/PL support for the teacher

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5 **Review** — support is reviewed at the agreed date, and adjusted as the student's needs change. — SAER TEAM

WORKING — Support continues, reviewed again at the next agreed date.

NOT WORKING ↓

! **Escalate** — where school-level support isn't resolving the concern, regional support is accessed by the Deputy Principal/Admin team. — ADMIN

Teacher-level step · SAER team step · Staff-facing outcome (dashed) · Crisis — immediate action, bypasses process