



**EFFECTIVE: 1 FEBRUARY 2023**

**REVEIWED: 9 MAY 2024**

## **LEARNER SUPPORT & INTERVENTION POLICY**

This policy should be read in conjunction with the ASSESSMENT POLICY and the ADMISSION POLICY.

Country house school believes that each student should have access to appropriate support, we aim specifically to:

- Show zero discrimination for background, lifestyle, culture and race, fairly and equally recognising individual needs.
- Development and progress takes place through the provision of the support
- Continuous improvement and implementations of the quality of support given

### **1. IDENTIFICATION**

In most cases the Heads will support the classroom teacher in identifying barriers to learning by means of screening (baseline assessments: evaluating the level of reading, spelling, comprehension and basic mathematical ability) and observations.

Students who are referred include those who have:

1. A learning difficulty or challenge
2. Speech and/or learning and/or language problems
3. Emotional and/or behavioural problems
4. A need for further extension/challenge in an area of talent or academic strength.

### **2. PROCESS**

1. Beginning of each term, After each summative assessment, the Heads and HOD's are called to discuss the learners who are border line or failures, internally an action plan is discussed and confirmed.
2. the present grades' teachers will meet with the following year's teacher, to discuss the strengths and needs of the grades' learners.
3. Learners who need academic and/or social support are identified and the specific teachers informed.
4. All records and intervention is recorded. (intervention individual recording)
5. The parent's of the learners who are border line or failures are contacted and called in the action support programme is then discussed. The interview and the action to be implemented is documented.
6. Learners who need to attend extra lessons/tutorials are to be issued with the standardized extra lesson letter by the relevant subject teacher.
7. Refer to intervention plan for record.
8. If all support has been exhausted and a child cannot meet the minimum pass requirements, a meeting will be called with the parents and all the relevant staff. Such meetings will be held at least once a term.
9. At the end of September, If there is still no improvement, the parents will be notified , that, for their child's best academic development, he/she will need to repeat the grade.
10. At the end of each year, the present grades' teachers will meet with the following year's teacher, to discuss the strengths and needs of the grades' learners.

### 3. EXTERNAL REFERRALS & SUPPORT

Should interventions not prove to be successful then students will be referred for an external assessment, starting off by a General practitioner followed by an Educational Psychologist or another specified specialist at the full family's expense.

(psychotherapy, occupational therapy, play therapy, speech and language therapy as well as paediatric physiotherapy)

All reports have to be provided to the school through official English translation.

Ongoing evaluation and monitoring of student progress continues following the recommendations from the external assessment.

### 4. ALTERNATIVE PLACEMENT

When necessary, consideration will be given to an alternative educational placement for the student to be determined by:

- The student's abilities and best long term interests.
- The **Student Support Team's** determination that CHS cannot provide an appropriate educational programme.
- All alternative placement decisions are to be determined in full partnership with the student's parents. The school will assist, where possible, to seek out or identify appropriate alternative placement in cooperation with the parents. The final responsibility for alternative student placement resides with the parents.
- Should a decision for alternative educational placement for the student be decided upon, a formal letter will be sent to the parents outlining the previous actions taken and recommendations given. In the event that an agreement with parents cannot be established to effectively work through the referral process, support teachers will be responsible for reporting the case to their Principal and SGB, their decision on student's placement at the school is final.

### 5. TEACHER INTERVENTIONS AND SUPPORT GUIDELINES

#### CURRICULUM INTERVENTION

Content can be differentiated, e.g. taking into account that every learner should have access to the grade level teaching and assessment best suited to his/her needs. Have the learner's needs been met by a differentiated curriculum? Have the learner's abilities determined what is expected of him/her without discrimination?

**Teaching methods** have been adapted/differentiated, e.g. how classroom management has been changed to accommodate learners working at different levels of knowledge; how activities have been modified to ensure that they are meaningful; how a range of graded materials has been used (how material has been modified to allow for a learner: disability, for instance); how the presentation has been modified (e.g. by using pictures/pictures with descriptions/explanations, etc.)

**Assessments** have been modified, e.g. by organising the learner's tasks, using different methods of assessment, without compromising the curriculum standards.

#### LEARNING ENVIRONMENT (CLASSROOM/SCHOOL)

Classroom management have been modified/adapted (e.g. culture/class rules/attitudes/ awareness of disabilities); playground management, e.g. buddy system. The seating arrangement of the learner has been changed to limit distractions, use of flexible grouping(s) to accommodate learner, the environment has been made wheelchair-friendly.

#### SUPPORT AVAILABLE AND ACCOMMODATIONS PROVIDED:

1. Small group teaching, floating assistants in each phase
2. Individual learner support available twice a week from 14:00 – 15:00hrs
3. If a child requires further assistance parents can schedule tutoring after school at a fee agreed upon by the teacher
4. Relevant intervention work will be scheduled after analysis of informal or formal assessments have been done, during class time.
5. A suggestion for a facilitator in class (full family's expense)
6. Concession granted (Grade 4 and up)

#### CHECKLIST

To determine the decision on support to be provided to the learner.

**IMPORTANT:** SHOULD A SUPPORT BE DECIDED/CONCESSION ON A TRIAL OF ITS IMPLEMENTATION WILL BE DONE OVER A PERIOD OF 6 MONTHS.

SUPPORT NEEDED	PROVIDED BY	FREQUENCY
Psychological, Social, Therapeutic and Learning Support Services	<input type="checkbox"/> Psychologist <input type="checkbox"/> Medication or diet recommendation <input type="checkbox"/> Occupational therapist <input type="checkbox"/> Physiotherapist <input type="checkbox"/> Speech language therapist <input type="checkbox"/> Speech therapist and audiologist <input type="checkbox"/> Audiologist <input type="checkbox"/> Learning support teacher <input type="checkbox"/> Counsellor <input type="checkbox"/> Social worker <input type="checkbox"/> Nurse <input type="checkbox"/> Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Once per month <input type="checkbox"/> Once per term <input type="checkbox"/> Twice per annum <input type="checkbox"/> Once a year
Curriculum and Assessment Support	<input type="checkbox"/> Inputs from curriculum advisors (DBE) <input type="checkbox"/> Inputs from learning support Team <input type="checkbox"/> Inputs from exams <input type="checkbox"/> Oral examination <input type="checkbox"/> Reader <input type="checkbox"/> Rest / breaks <input type="checkbox"/> Adaption of questions <input type="checkbox"/> Additional time <input type="checkbox"/> Handwriting & spelling <input type="checkbox"/> Assistants & facilitators <input type="checkbox"/> Accommodations / adapted assessment <input type="checkbox"/> Differentiated curriculum (straddling) <input type="checkbox"/> Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Once per month <input type="checkbox"/> Once per term <input type="checkbox"/> Twice per annum <input type="checkbox"/> Once a year
Specialised LTSM and Devices	<input type="checkbox"/> Large print <input type="checkbox"/> Prompter <input type="checkbox"/> Scribe <input type="checkbox"/> Video/recording/webcam <input type="checkbox"/> Separate venue <input type="checkbox"/> Digital player or recorder <input type="checkbox"/> Computer/voice to text or visa versa <input type="checkbox"/> Individual assistive device <input type="checkbox"/> Adapted activity sheets <input type="checkbox"/> Physical access at site level <input type="checkbox"/> Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Once per month <input type="checkbox"/> Once per term <input type="checkbox"/> Twice per annum <input type="checkbox"/> Once a year

**SIGNATURE APPROVAL**

BEHALF OF HEADS		DATE	
BEHALF OF SGB		DATE	
PRINCIPAL		DATE	