



## LEARNING SUPPORT POLICY

### STATEMENT OF POLICY

SAHETI School believes that all students should have access to appropriate learner support. The values which underpin this policy are:

- Treating people fairly and equally regardless of whom they are their background or their lifestyle  
Recognition of individual difference and support needed to progress in learning
- Development and progress can take place through the provision of appropriate support
- Continuous improvement in the quality of support provided

### OBJECTIVES

The policy's aims and objectives are to:

- Ensure all students receive information about learner support and its availability at the initial guidance interview (Grade 8)
- Learners views about the nature and level of support is encouraged, recorded and forms an integral part of assessment

### RESPONSIBILITIES

Overall responsibility for the implementation of this policy lies with the Psychology Department (aka support team) and the Grade Heads. SAHETI expects the guidance team and staff undertaking initial assessment to assess additional or educational learning needs.

- Identification of Barriers to Learning
  - In most cases within the primary and high school, the support team will support the classroom teacher in identifying barriers to learning by means of workshops, screening and rating scales, observations etc. In cases where a barrier is identified, the support team will be notified within a formal process (as discussed in the next section) or on an ad hoc basis.
  - Formal Screenings will be conducted in Grade 8 (baseline screening) to ascertain the level of reading, spelling, comprehension and basic mathematical ability. Visual Eye Screening assessments will also be completed by an external service provider.
- Those who are referred to the Learning Support Team include those who have:
  - a learning difficulty or challenge;
  - speech and/or learning and/or language problems;
  - emotional and/or behavioural problems;
  - a need for further extension/challenge in an area of talent or academic strength.

- Support available includes:
  - Small group teaching (language support in primary school)
  - Individual learner support
  - Adaptive equipment, ICT hardware or software
  - Other adaptive resources Interpreter, note taker or concession granted
  - Offering of multi-disciplinary services, including psychotherapy, occupational therapy, speech and language therapy as well as paediatric physiotherapy.
  - Weekly support tutorials of 30 minutes in Literacy and Numeracy in Grades 1-3
  - Weekly support tutorials of 45 minutes in English, Isizulu/Afrikaans and Mathematics in Grades 4-7
  - Reading specialist in Grades 1-3 who engages with every pupil to ensure they read every week and to identify and assist pupils with reading difficulties
  - ReadingPower Support Program available for high school learners aimed at enhancing reading speed, fluency, accuracy and comprehension
  - Cogmed Training Program to enhance working memory and processing speed (introducing in 2016)
  - Elevate Education Program implemented across high school to enhance study skills
  - Tutorials in all major high school core subject after school to enhance curriculum and provide support to learners where needed

## PROCESS

- 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.
- Learners who need academic and/or social support are identified and the class teachers are made aware. The specific phase school Psychologist are informed.
- All communication is documented in the learner's observation schedule (primary school).
- The Primary School Psychologist, the therapist of the Multi-Disciplinary Team and grade teachers meet every 6/7 weeks to discuss learner progress (primary school). Individual students are discussed on a need-to-basis within the high school.
- After each summative assessment, a mark schedule is completed by the subject teacher. The parent's of the learners who are border line or failures are contacted and an action support programme is discussed with the parents.
- The interview and the action to be implemented is documented.
- A copy of the mark schedule is then submitted to the Subject Leader, Vice-Principal of Academics.
- The subject teacher will inform the grade controller and the Vice Principals of any academic and behavioural/social issues.
- Learners who need to attend extra lessons/tutorials are to be issued with the standardized extra lesson letter by the relevant subject teacher. These are monitored by the Academic Vice-Principal.
- A register is to be kept of the extra lessons. If a learner does not attend for two consecutive weeks, the parents are to be notified by the relevant teacher and the grade controller informed.
- A 'daily report' may also be used to assist in monitoring a learner during class time. The 'daily report' programme may be used for a maximum of 2 weeks.
- The Academic Policy and Procedure needs to be adhered to at all times.
- 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.

At the end of September, a final plan will be actioned. If there is still no improvement, the parents will be notified by first week of November, that, for their child's best academic development, he/she will need to repeat the grade.

- The notification will be done by the class teacher and the Grade Controller only after consultation and discussion with the Vice-Principal of Academics/H.O.D., Principal and Psychologist.
- A 'hand over' between the Grade 7 learners entering Grade 8 takes place during the month of November amongst: Primary and High School psychologists, all Grade 7 class teachers, Grade 8 Grade Controller and the Vice-Principal of Academics.
- The above policy is to be read in conjunction with the Academic Policy and the Learner Support Process.
- The Grade 0 teacher, Pre-Primary Principal, Primary School Principal and relevant psychologist needs to discuss the new intake of Grade 0 pupils.

### EXTERNAL REFERRALS

All available and applicable data will be used to monitor the progress of students with additional or educational support needs.

Should interventions not prove to be successful then students will be referred for an external assessment that will be conducted by an Educational Psychologist or another specified specialist at the family's expense.

- All Educational Psychological reports have to be provided to the school through official English translation, as English is the language of instruction.
- For external examination purposes, students who wish to benefit from special accommodations are required to produce an Educational Psychological report for the relevant examination authority.
- Ongoing evaluation and monitoring of student progress continues following the recommendations from the external assessment.
- 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, and
  - The Student Support Team's determination that SAHETI cannot provide an appropriate educational programme for the student.
  - 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 for further action to take place. The Principal will provide the appropriate information to the Executive Head. In all such matters the Executive Head's decision on student placement at the school is final.