**DA SILVA**

**ACADEMY**

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**LEARNER SUPPORT POLICY**

**POLICY STATEMENT:** Pupils are more likely to succeed if barriers to learning are identified and addressed as early as possible.

**OBJECTIVES:** To put structures in place to ensure that;

a.) An effective system is in place to identify and support pupils with barriers to learning.

b.) Appropriate and timeous intervention is implemented.

c.) Progress is monitored.

d.) All stakeholders are involved in supporting the pupil.

**PROCEDURE**

**LEVEL 1- Classroom support and monitoring**

a.) Identify specific areas of difficulty – record in Assessment Book with notes.

b.) Provide individual, class, and small group academic support.

c.) Assist pupil with class activities, and write TA (Teacher Assisted) on pages where assistance was provided.

d.) Discuss gaps in learning with parent, and suggest ways that a concept can be practised or reinforced informally at home.

e.) Pupil included in the Class Based Support Programme. (Support teacher visits class weekly providing small group support in the classroom environment)

f.) Evidence of support provided must be indicated by observation notes in the

Mark book and/or TA (Teacher assisted) written where assistance is given in books.

**LEVEL 2 – REFERRAL**

1. If insufficient progress is made, it may be necessary to refer the pupil for more specialised intervention:

**1. SCHOOL ACADEMIC SUPPORT PROGRAMME**

a.) At the end of term Grade Teachers meet with Academic Support Teacher to prioritise pupils to attend support based on their summative assessment.

b.) Depending on the need, the pupil may be allocated to:

\* Individual support

\*Group sessions

\*Reading Programme

\* Referred to outside occupational therapist

c.)Academic Support Teacher meets with the class teacher at least twice a term to discuss progress and carry-over of skills.

d.) Parents are requested to sign a consent form to join the Academic Support Programme and are expected to commit to supporting the intervention by ensuring homework is thoroughly done and attend meetings with the Support Teacher.

e.) Parents meeting is held at the end of Term one. Detailed intervention reports are issued Mid-year and year end.

f.) Summary of specific areas of concern and progress must be recorded.

g.) At the end of a report cycle, meetings are held to discuss progress and decide if Academic Support is to continue.

h.) Teacher continues to support pupil in class and communicate with parents.

**2. INDEPENDENT SPECIALIST PRACTITIONER**

1. Parents are advised to arrange an assessment with a specialist practitioner. Should a concern arise that may require psychological intervention, the school psychologist will meet with the pupil and advise on the best course of action.

b.) Parents have the option of choosing which therapists they would like to go to.

c.) Where an assessment is conducted, the document is viewed by the Parent, Academic Head, Class Teacher and Academic Support Teacher, and a support programme is implemented based on the report and recommendations made.

d.) Teachers are to ensure that they receive a copy of assessment reports and that these are kept in the learners profile.

e.) A Therapy Progress Report (OT and Speech and Language) is compiled at the end of the term and noted in the learners profile.

f.) Teachers are required to contact therapists at least once per term and note details of discussion on learners profile.

g.)Where medication is indicated, this must be noted on learners profile noting dosage and name of prescribing doctor.

h.) Teacher continues to support pupil in class and communicate with parents.

**CONCERN MEETINGS**

1. Scheduled at the end of each term – Class Teacher, Grade Head, Academic Head and Academic Support Teacher

b.) Pupil’s progress is discussed and the following information is recorded on the learners profile:

\* Barriers to learning

\*Support provided (with evidence)

\*Progress noted

\*Action/intervention required

**SUPPORT TEAM MEETINGS**

1. Support Team Meetings are held where there is a high level of concern. All

stakeholders meet to discuss pupil progress, and agree on recommendations

from the teachers, parents and professionals and agree on action to be taken.

1. Support Team Meeting include a combination of; Parents, Class Teacher,

Grade Head, Academic Support Teacher, Deputy Head, Head, Therapists,

Practitioners, and Caregivers.

1. All factors are taken into account; formal and informal assessments, socioemotional

development, and the best interests of the child.

1. A pupil who achieves a 3 (Moderate achievement - Requirements have been

partially achieved) for English and Mathematics will be retained in the grade.

1. Possible Retention Meetings are held during the first week of October and

final placement decisions are made by the first week of November.

1. Possible action:

\* Psychological Educational Assessment advised with parent assurance that recommendations will be followed.

\*Conditional Promotion – where grade requirements have not been achieved, but due to particular circumstances such as age, or a scatter of marks, the pupil may be placed in the next grade with conditions.

\* Retention – with signed consent of both Parents.

\* Remedial School where it is deemed in the pupils’ best interest after consultation with several professionals.