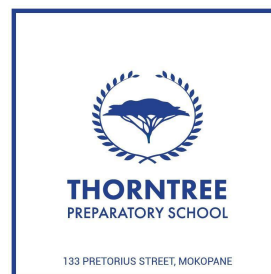




# THORNTREE PREPARATORY SCHOOL

## LEARNER SUPPORT POLICY

### INTERMEDIATE & SENIOR PHASE



<b>Document Name</b>	Learner Support Policy Intermediate & Senior Phase
<b>Document Number</b>	TPS_C3.3.3.2
<b>Authority</b>	Head/Secretary
<b>Administration of Document</b>	Admin/Heads
<b>Effective Date</b>	01/01/2021
<b>Approved by</b>	Head
<b>Scope of Document</b>	Staff, Students, Parents
<b>Last Revision Date</b>	7/4/2022
<b>Next Review</b>	7/4/2023
<b>Related Policies</b>	<p>The Constitution of the Republic of South Africa (Act 108/1996.)</p> <p>The South African Schools' Act (Act 84/1996) and subsequent amendments.</p> <p>The National Education Policy Act (Act 27/1996) and any applicable policies determined in terms of this Act, including the Regulations for Admissions to Schools.</p>

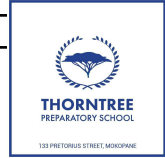
<b>Approved by:</b>	<b>Approved by:</b>
	
<b>Helyn Tooley (Principal)</b> MJB Properties CC	<b>Ursula van den Berg</b> MJB Properties CC



## CONTENTS

1	Purpose of the policy	3
2	Learner Support Unit Vision	
3	Structure of the Learner Support Unit	3
4	Services Provided	3 - 4
5	Procedure	4
5	How the Policy is Implemented	5 - 6
6	Further list of specialists & extra assistance recommended	7 - 9

DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022



**1. PURPOSE OF THE POLICY:**

The Learner Support Unit Policy was developed to ensure that as per the South African Education White Paper 6: Thorntree Preparatory School builds an inclusive education and training system that provides a policy framework for the transformation of practices related to assessment, examinations and teaching & learning. As Thorntree Preparatory School is an institution that caters for learners with barriers to learning, the Learner Support Unit is seen as an essential service.

**2. LEARNER SUPPORT UNIT VISION**

We strive to assist each learner with identified needs at Thorntree Preparatory School to reach their full potential. This is done by incorporating a holistic approach that focuses on the best interests of the individual child by making use of a multi-disciplinary team.

**3. STRUCTURE OF THE LEARNER SUPPORT UNIT**

The Learner Support Unit is composed of multiple allied health professionals who fall under the direction of the Learner Support Unit Managers.

- Educational Psychologist - Lizette Roussow
- Speech Therapist - Faadila Tayob
- Remedial Therapist - Rene Kruger

**4. SERVICES PROVIDED:**

Field:	Services Provided:
Educational Psychologist:	<ul style="list-style-type: none"> <li>• Admissions assessments</li> <li>• Admissions report writing</li> <li>• Individual learner therapy</li> <li>• Group learner therapy</li> <li>• Classroom interventions</li> <li>• Staff training</li> <li>• Educational Psychology Assessments</li> <li>• Educational Psychology report writing</li> <li>• Referrals to Health practitioners</li> <li>• Monitoring of Educational Psychology University interns</li> </ul>
Speech Therapist:	<ul style="list-style-type: none"> <li>• Individual learner therapy</li> <li>• Group learner therapy</li> <li>• Classroom interventions</li> <li>• Referrals to Health practitioners</li> <li>• Monitoring of Speech Therapy University interns</li> <li>• Staff and learner hearing tests</li> <li>• Speech Therapy assessments</li> <li>• Staff training</li> </ul>

DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022



Remedial Therapist:	<ul style="list-style-type: none"> <li>• Individual learner therapy</li> <li>• Group learner therapy</li> <li>• Classroom interventions</li> <li>• Referrals to health practitioners</li> <li>• Staff training</li> </ul>
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**5. PROCEDURE**

**A. IDENTIFICATION OF THE CHILDREN NEEDING LEARNER SUPPORT**

It is the responsibility of the subject teacher to identify children with learning difficulties in his/her own class. Continuous assessments throughout the year will help with this process.

After a discussion with the head of the phase, an interview should be arranged with the parents to discuss the child’s problems and recommendations should be made in the best interest of the child.

If necessary, recommendations should be made for further assessment by either an Occupational Therapist, Speech Therapist, Play Therapist, Audiologist, Education Psychologist or Neurologist.

**B. ASSESSMENT AND REPORTS**

The teacher will do a continuous assessment of the child. These assessments include cycle tests; in Intermediate Phase, Grades 4 – 7

Children will receive reports four times a year to inform parents of the progress made and to pinpoint problems remaining.

Suggestions for further steps or recommendations for further assessment could be made.

**C. PARENT MEETINGS**

Regular interviews to discuss progress, problems or homework should be held with the parents of these children. The Class/Subject Teacher and head of the phase should initiate the interviews.

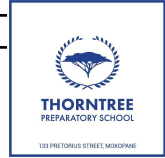
**D. OTHER DISCIPLINES**

Children could have a learning problem due to external circumstances, eg. Long-term illness, changing of schools, etc., or developmental problems. They then need to be recommended for further evaluation by an Occupational Therapist, Speech Therapist, Audiologist, Educational Psychologist or Neurologist. Any reports from these assessments need to be made known to the head of the phase and subject teacher, who should treat the information with the utmost confidence. Where possible the subject teacher and therapist should work as closely together as possible and regularly discuss the child’s programme, progress made as well as future steps to be taken.

**E. SPECIALIST CONTACT INFORMATION**

It is the duty of the subject teacher to keep updated information on relevant specialists available to the parents and pupils. Eg. Speech Therapists, Occupational therapists, Audiologists, Educational psychologists or Neurologists.

DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022



**6. HOW THE POLICY IS IMPLEMENTED:**

5.1 Observation through classwork & homework (informal assessments)

- Should a teacher identify a continuous pattern through observation during classwork & homework of the teacher’s subject, the teacher raises this concern in the next weekly phase meeting, along with the necessary evidence to the head of the phase and other teachers in the phase.
- This allows all the teachers and the head of the phase to agree or disagree if this is a pattern occurring across multiple subjects of just one.

5.2 Observation through formal assessments (cycle tests, assignments, projects et.)

- Every teacher has the responsibility to analyse each learner’s results after every formal assessment. Should there be a learner that has not met the minimum requirements (50% result) in the assessment, the teacher must arrange a time to meet with this student to complete an intervention session.

5.3 Completing an intervention session with the individual learner

- This time can be in either one of the two breaks, the homework period, or if arranged with the parent it can also be done immediately after school, between 1:30 PM - 2:00 PM
- During the intervention session, the teacher goes through the assessment and the learner’s errors in the assessment and observe if the errors made in the assessment are due to lack of preparation, lack of understanding or concern with retention of information learnt.
- The intervention is then minuted and recorded on a designated document:  
  - ☐ Intervention Plan for Learner Support , signed and filed in the learner’s administrative file in the school office.
- Should the teacher identify that the result of the assessment was due to a concern with the retention of information learnt, the intervention record sheet along with evidence is provided to the head of the phase and the head of the school to consider arranging a meeting with the learner’s parents/guardians to discuss these concerns.

5.4 Completing an intervention meeting with the individual parents/guardians:

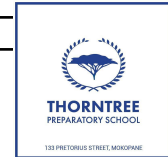
- The head of the phase arranges a time with the parents/guardians to meet with her and the head of the school to discuss the concerns raised by the teacher, provide evidence as observed in classwork/homework, formal assessments and the learner intervention session.
- This meeting is then recorded ☐ Record of Parent Meeting Template [UPDATED] signed and filed in the learner’s administrative file in the school office.
- Depending on the possible cause for the underlying issue and reasonings that may have been enlightened by the parents/guardians, the child will then be referred to at least one of our three specialists, else an external specialist can be considered too:
  - Educational Psychologist - Lizette Roussow
  - Speech Therapist - Faadila Tayob
  - Remedial Therapist - Rene Kruger

DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022



- The decision to go forth with this suggestion will be entirely on the parent. Should the parent go forward with the suggestion, the school will ensure to give as much background and information to the specific specialist in order to aid the specialist with as much information that may be needed in order to aid the specialist’s assessment of the child to identify the learning barrier that may have surfaced.
  
- The specialists are then also encouraged, if needed, to come into class and observe the learner, have a look through the learner’s workbooks and assessments and have a discussion meeting with the head of the school, principal and subject teacher to gain further information.
  
- After a thorough assessment and once the specialist has liaised with the parents/guardians of the learner, the school is informed of the necessary measures to be taken or concessions that need to be made to support the learner in order to allow the learner to reach their full potential without any barriers.
  
- These measures or concessions can possibly be one of the following, provided that it has been documented and instructed officially by a professional specialist:
  - concessions for provision of extra time to complete the assessment
  - concessions to have the assessment read aloud to the learner (learner will still write their own answers themselves)
  - concessions for a teacher/staff member to write down the learners answer as dictated by the learner
  - concessions to enlarge the print size of the assessment in terms of font size and page size to allow the learner to see the text/images clearly

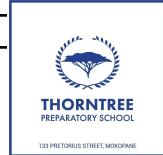
DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022



**7. FURTHER LIST OF SPECIALISTS & EXTRA ASSISTANCE RECOMMENDED:**

<b>Specialist:</b>	<b>Name:</b>	<b>Assistance in:</b>	<b>Cell:</b>
Paediatric Psychiatrist	Dr Hanneke Malan		012-542 9915/77 (Pretoria)
Dyslexia & Learning Problems	Ronita Engelbrecht	<ul style="list-style-type: none"> <li>- Davis dyslexia correction</li> <li>- Attention mastery</li> <li>- Math Mastery</li> <li>- Davis Reading program</li> </ul>	084 589 2011 (Pretoria)
Educational Psychologist	Lizette Rossouw	<ul style="list-style-type: none"> <li>- School readiness testing</li> <li>- Scholastic testing</li> <li>- Emotional guidance</li> <li>- Career guidance</li> </ul>	015-491 7554 084 245 0643 (Mokopane)
Psychologist & Counsellor	Naasira Lambat - Nyl Counselling		079 777 1517 (Mokopane, Thorntree Preparatory School)
Speech Therapist	Faadila Tayob		079 122 9776 (Mokopane, Thorntree Preparatory School)
Speech Therapist	Natalie Kapp		083 302 1798 (Mokopane & Polokwane)
Occupational Therapist	Marietjie Strydom		015-495 0775 (Polokwane & Mokopane)
Play Therapist	Estie Boltman	<ul style="list-style-type: none"> <li>- Play therapy</li> <li>- Social problems</li> <li>- Discipline problems</li> <li>- Emotional problems</li> </ul>	082 230 7021 (Mokopane)
Mind Moves Instructor	Rika Terblanche		081 744 8116 (Polokwane)
Remedial	Rene Kruger	<ul style="list-style-type: none"> <li>- Remedial assistance</li> <li>- Audiblox</li> </ul>	083 871 3209 (Mokopane - Thorntree Preparatory & Naboom)
Audiologist	Sonja Van Rooyen	<ul style="list-style-type: none"> <li>- Tests hearing</li> </ul>	076 540 7169 (Mokopane)
Optometrist	Sandra Thomas White - Torga Mokopane	<ul style="list-style-type: none"> <li>- Eye testing</li> </ul>	015-491 5470 (Mokopane)

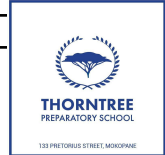
DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022



Ophthalmologist	Eye tek	- Eye screening	011-475 2830 (Johannesburg)
Ophthalmologist	Dr Weyer	- Eye screening	015-297 7873
<b>Extra Assistance:</b>			
<b>Organisation:</b>	<b>Name:</b>	<b>Assistance in:</b>	<b>Cell:</b>
Eye to Eye	Sandra Thomas White & Carmen Burgoffer	- Visual Therapy	015-491 5470 071 239 7272
The Learning Tree	Yda Hawken	- Development issues - Problems with handwriting - Memory - Cogmed training - Integration issues	083 308 1344
Master Maths	Elsie	- Math assistance	081 271 0170 082 889 3864
Tina Cowley	Marinda	- Reading improvement & comprehension	082 200 5059
Thorntree Preparatory School Aftercare	Lome Beeslaar	- Assistance with homework Mondays - Thursdays all grades	078 802 2551
Math Extra Classes (Private services offered by TPS teacher)	Nabeela Mulla	- assistance with math, homework, preparation for assessments & assistance in bridging missing gaps in the intermediate phase (Grade 4 - 7 only) weekly on Tuesdays 1:45 - 3:45 PM	071 543 1036
Afrikaans Extra Classes (Private services offered by TPS teacher)	Marlune Erasmus	- assistance with Afrikaans FAL, homework, preparation for assessments & assistance in bridging missing gaps in the intermediate phase (Grade 4 - 7 only) weekly on Wednesdays 2:00 - 3:30 PM	066 247 1896
English Extra Classes (Private services offered by	Chanelle Chan	- assistance with English HL, homework, preparation for assessments &	082 447 1995

DOC NAME:	Learner Support Policy Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C3.3.3.2	LAST REVISION DATE:	07/04/2022





TPS teacher)		assistance in bridging missing gaps in the intermediate phase (Grade 4 - 7 only) weekly on Mondays 2:00 - 3:30 PM	
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