



WILLOW ACADEMY

A department of Word of Faith Christian Centre

WILLOW ACADEMY

LEARNER SUPPORT

(3.3.1)



Controlled Document Number	
Document Title	Learner support 3.3.1
Date of first draft	
Date of last amended	
Date of next review	



1. Learner Support Policy

2. Preamble

The growing number of learners with barriers to learning necessitates the implementation of a planned system of learner support at Willow Academy. This system will endeavour to utilise all available resources and expertise in order to equip every learner to fulfil their academic potential. This system will follow the recommendations of the Education White Paper 6 on special needs as far as is possible within the unique organisational context of Willow Academy.

3. Purpose

The purpose of this policy is to provide a clear procedural framework for identifying, assessing and providing interventions for all learners who require additional support. The interventions employed will enhance their participation and inclusion in school.

4. Scope

This policy will apply to all the learners and teaching staff of Willow Academy.

5. Definitions and terms

Barriers to learning: Refer to difficulties that arise within the education system as a whole, the learning site and/ or within the learner him/ himself which prevent access to learning and development

Support Needs Assessment (SNA): Process of determining the additional support provision that is needed by a learner. The process is guided by the various sections of the SNA form.

Learners with special educational needs (LSEN)

School Based Assessment (SBA)

6. Policy content and guidelines

6.1 Inclusivity

6.1.1 Willow Academy does not discriminate against any learner based on a disability or perceived barrier to learning.



6.1.2 All staff of Willow Academy endeavour to use every means at their disposal to support our learners in their cognitive, emotional and physical development.

6.1.3 Every effort is made to accommodate learners with barriers to learning. Learners who need more support than that which the school can offer, must be referred to an institution for specialised education.

6.2 Early Intervention

6.2.1 Early identification of disabilities and learning barriers is vital to providing the correct intervention timeously.

6.2.2 Extra attention must be given to learners in Grade R-3 in order to identify potential barriers to learning and to develop suitable interventions.

6.3 Professional/Specialist intervention

6.3.1 Educators are encouraged to incorporate recommendations from appropriate professionals or specialists into their intervention programme.

6.3.2 Teachers are to refer learners and their caregivers/parents to appropriate professionals and specialists who can provide the required interventions.

6.4 Sensitivity and confidentiality

6.4.1 The process of identifying barriers to learning and implementing any form of intervention must be handled with sensitivity and discretion.

6.4.2 Confidentiality must be maintained at all times.

6.5 Monitoring and Review

The recommended intervention programme must be regularly monitored and reviewed for effectiveness.

6.6 Communication

The educator must facilitate regular communication with the parent and the various professionals and specialists which form part of the program of intervention.



7 The designated structure which has the authority to approve, adjust and review the policy

This policy can be adjusted and reviewed by the School Management Team. All adjustments are subject to approval by the School Board.

8 Administration

Each educator is responsible for administering this policy with assistance from the relevant Phase Head and the Principal.

9 Effective date of the policy

January 2017

10 Procedures

10.1 Admission Criteria

10.1.1 Prospective learners must be compatible with the ethos of Willow Academy as articulated within our school vision and mission statements.

10.1.2 Parent interview and application form must be completed.
Parents must meet our financial affordability criteria.

10.1.3 Learners must meet certain minimum academic criteria. These are:

- a) Grade R-3: The learner must have passed the previous grade and cope with class work during a class visit.
- b) Grade 4-7: The learner must have passed the previous grade and cope with class work during a class visit.
- c) Grade 8-10: The learner must have passed the previous grade and perform satisfactorily in a written entrance examination.
- d) Grade 11-12: must have passed the previous grade at an IEB school and perform satisfactorily in a written entrance examination.

10.1.5 In the case of learners with existing barriers to learning, the school must have the available resources and expertise to provide adequate instruction for the learner.



10.2 Selection for support

- 10.2.1 Learner are selected to receive support based on the results of their School Based Assessments, their behaviour in class or due to information obtained from the parents/caregiver.
- 10.2.2 Once a learner has been identified by the teacher, the phase head must be consulted.
- 10.2.3 Parents/ caregivers must be notified regarding the possible barriers as soon as possible.
- 10.2.4 Educators must provide appropriate support to the learner in class.
- 10.2.5 Parents/caregivers will be referred to relevant learner support services (**See Appendix A: List of Learner Support Services**).
- 10.2.6 The teacher must compile an intervention programme with input from the relevant learner support service (**See Appendix B: Intervention Programme Template**).

10.3 Monitoring and review

- 10.3.1 The intervention programme must be monitored and reviewed for effectiveness once a term.
- 10.3.2 The process of monitoring and review must determine if there are sufficient physical and human resources for the effective implementation of the intervention programme.
- 10.3.3 Communication between the educator and the parent/caregiver must be reviewed in order to ensure that the parent/caregiver has a clear understanding regarding the progress of the intervention programme.
- 10.3.4 The intervention programme should be adjusted if necessary. These adjustments should be based on observations by the educator as well as feedback from the parents and the relevant LSP.

10.4 Reporting on learners progress

- 10.4.1 The learner's progress and the effectiveness of the intervention programme should be reported to both the Parent and the LSP.
- 10.4.2 All reports and correspondence relating to the learner's barriers to learning must be kept confidential and stored in accordance with the **Data Management Policy**.
- 10.4.3 Insufficient progress will result in the learner being referred to an institution for specialised education. This is in the best interest of the learner.
- 10.4.4 Insufficient progress occurs when the learner's performance has not improved after a year of implementing the intervention programme.



11 Appendices

- 11.1 Appendix A: List of Learner Support Services
- 11.2 Appendix B: Intervention Programme Template
- 11.3 Appendix C: Parent communication form

Appendix A: List of Learner Support Services

Support	Name	Qualification	Contact number
Psychologist (Counselling)	Leanne Naidoo		0839262990
Psychologist (Clinical)	Sally Wessels		0826574100
Psychometric Testing	Leanne Naidoo		0839262990
Pastoral Advice	Matthew Cullis		0741854636
Occupational Therapist	Marieta Cronje		0824687604
Paediatrician	Dr Wickens		041 3632456



Appendix B: Intervention Programme Template

Identified Barrier	Recommended Intervention	Special Resources	Feedback
eg. Speech Difficulties	<ul style="list-style-type: none">• Shorten speaking assignments• Use written reports instead• Follow up on speech therapy exercises.	None	<ul style="list-style-type: none">• Learner is able to perform better when speaking assignments are shorter.• There is an improvement in the aspects that are being remediated with speech therapy