



## **DANSA COMBINED SCHOOL**

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## **LEARNER SUPPORT POLICY**

### **1. Preamble**

The policy aims to make sure that, learners who need academic and emotional assistance will get the best possible help from the teachers at Dansa Combined School. The school will make sure that by gathering valid and reliable information about the performance of learners they will get the help they need by using a variety of methods, tools, and techniques.

### **2. Vision**

Ensuring every learner feels valued and that he/she sets the emotional and academic assistance he/she needs to fulfil his/her potential as a human being.

### **3. Objective**

The objective of this policy is to outline the steps to be taken to assist learners academically and emotionally.

### **4. Academic intervention**

The first line of intervention is done in the class by the teacher. Learners are identified for intervention after formal/informal tests and assignments have been done. Teachers are required to do a diagnostic and statistical analysis after every formal assessment. After reviewing the analysis, a teacher will be able to tell whether the whole class needs intervention in a specific topic/ section. If the percentage for a specific question/topic is below 50%, it is seen as unsuccessful, and the topic qualifies for intervention by the teacher. The teacher is then required to re-teach the topic and give extra work/exercises to the class.

This intervention may take the form of any of the following:

- ✚ The teacher re-teaches the concept in class before moving on to the next concept.
- ✚ The teacher will make use of the official intervention period on a Friday afternoon which is set aside specifically for re-teaching of concepts. The learners receive an intervention timetable at the beginning of each term so that they know in advance which classes will be on specific dates.
- ✚ Teachers also have extra classes in the afternoon which learners may attend if they need extra assistance.
- ✚ If the class average is above but an individual learner does not perform well in a specific area, individual intervention is required by the teacher. It may also be that a teacher



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identifies a learner struggling in class as a lesson is presented. A learner may ask a teacher for assistance when he/she realizes that he/she does not understand the work.

Individual intervention approaches differ and may be any of the following:

- ✚ When the class starts with class work a teacher may call a specific learner to the teacher's desk and explain the concept for a second time.
- ✚ The teacher may write extra examples in a learner's exercise book and assist the learner in answering these questions step by step.
- ✚ The teacher will give the learner extra work complete at, home for the learner to set, practice in a specific concept. The work must then be marked by the teacher when the learner returns it.
- ✚ The teacher may organize an extra lesson after school if more time is needed to explain the concept.
- ✚ The teacher must continuously motivate and encourage the learner. Positive feedback if there is progress is essential.
- ✚ Learners who fail formal assignments/oral presentations may receive extended opportunities to improve their marks. If a learner fails to make use of this opportunity the teacher must record it immediately in their intervention file.

Each teacher must have an intervention file where all intervention issues are recorded.

Each file must contain the following:

- ✚ Class lists on which learners who attend intervention sign.
- ✚ Evidence of learners who have been formally invited to intervention but did not pitch up.
- ✚ Intervention forms where teachers write down learners' challenges and strategies used to intervene.
- ✚ Register class teachers must open toke official CIDE SNA form for learners who are identified as possible failures the end of the year.
- ✚ Evidence of extended opportunities and intervention done.

Teachers are required to record all forms of intervention in the intervention file. The intervention stamp provided by the school must be used to stamp the learner/s exercise books to indicate that intervention has been done by the teacher. Any marking done, which has to do with intervention, must be done in a purple pen to indicate clearly that it is intervention done by the teacher.

Communication with parents take place on a regular basis. Parents are called in to discuss academic issues and to make them aware of the areas in which the learner is struggling. Parents' meetings are also held once a term after the reports have been handed out. Parents of learners at risk receive a formal invitation to come and discuss the learners' challenges.



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Teachers may also bring specific learners to Mrs De Bruin's attention during the term if they feel parents must be contacted immediately.

If learners continue to struggle with the pace and level of difficulty in mainstream classes despite all teachers by the teacher, parents may be asked to have the learner tested. Dansa Combined School does not have special classes to accommodate these learners. They will either go to a government school that have special classes or in extreme cases to a special school like Kwaggasrand. Space in special schools is very restricted but Dansa usually accommodates these learners until they set a space in a special school.

## **5. Emotional intervention**

The first line of intervention is the class teacher. Teachers may identify learners with emotional challenges. It may also be that a learner decides to confide in a specific teacher concerning problems he/she may be experiencing. Any emotional challenges must be recorded immediately in the Parental File which is kept by the resister class teacher. The teacher must also record how the situation was handled by the teacher. The teacher must try and assist the learner as best as possible but must also be careful when advice is given. Teachers must be aware of differences in culture and religion when giving advice. Teachers must also be very careful not to make promises to learners that they are not able to keep — for example that he/she promises not to tell take principal or the learner's parents. Teachers must be aware that our first responsibility as educators is the safety of the child. If a teacher feels uncomfortable handling the situation, it must be referred to the HOD which will then refer it to the principal if it is a serious case. The school usually communicates with the parents immediately if a problem is identified. The school may voice concerns to the parents and ask them to take the child to a psychologist for evaluation. The parents may then use their own discretion whether they want to follow this route or not. Dansa Combined School does not have a psychologist on the premises and the teachers and staff are not qualified to diagnose the mental health of any child. If the problem involves the parents, the school usually contacts a social worker to handle the situation. Learners' academic performance and emotional well-being are continuously discussed in staff meetings and with parents.



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Signature- Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature- Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Board Chairperson: \_\_\_\_\_