



## **Solid Foundations Primary School** **Learner Support Policy (2021/1)**

### **General school admission**

- 1.1. The school accepts enrolments of learners with physical learning barriers provided that supportive care and a safe environment exists within the school to meet the child's individual needs in a developmentally appropriate way.
- 1.2. The school administers academic screening before admitting a learner (see Admissions Policy)

### **2. Support for Learners Experiencing Barriers to Learning**

- 2.1. If a class teacher identifies a learner who is experiencing a learning barrier, he/she devises a practical intervention plan to assist the learner in overcoming this barrier. Several intervention plans may be attempted over a reasonable time period before the teacher identifies the most successful approach. The teacher also keeps the child's learning barrier in mind in the planning and delivery of the lessons.
- 2.2. The teacher discusses with parents and documents the actions she has taken/ intends to take to help the learner overcome his/her learning barrier. Intervention records are filed in the learner's profile.
- 2.3. The teacher must contact the parents/ legal guardians of a learner in need of support as soon as the problem becomes apparent.
- 2.4. When meeting with the parents, the following is discussed:
  - 2.4.1. The intervention plan currently being implemented to assist the child experiencing the learning barrier.
  - 2.4.2. Possible parental assistance in the implementation of the plan.
  - 2.4.3. The need for overall parental support and involvement (e.g. parents can be expected to regularly sign school books or assessment results).
  - 2.4.4. The possible need for intervention from school therapists or external therapists.
  - 2.4.5. A realistic time-line for expected improvements in the learner's progress.
- 2.5. All assessment results of the learner are closely monitored by the teacher to determine if the current intervention plan is fruitful.
- 2.6. A positive, praise-based approach to learners experiencing learning barriers is expected e.g. the teacher can make use of a reward system as an incentive for the learner, or acknowledge improvements through an encouraging visit to the principal's office.

- 2.7. If the learner shows no improvement in overcoming a learning barrier over a course of an assessment cycle, another meeting is arranged with the parents of the child, to strongly encourage their consent for the child's participation in therapy or external professional support and to devise a new interventional programme.
- 2.8. The teacher keeps careful records on all progress made by the learner. Teachers are fully prepared to give relevant and new feedback to parents or outside specialists on request.

### **3. Retention of Learners who are experiencing barriers to learning**

- 3.1. It is expected that in the main, learners will progress with their age cohort. In exceptional cases, a learner may be retained in the same Grade (i.e. more than 3 years in a phase) if such a decision is in the best interest of the learner.
- 3.2. In order to retain a learner, the educator has documented proof that the learner is experiencing severe difficulties with regards to learning.
- 3.3. The educator ensures that the principal and parents/guardians are fully informed of the possibility of a learner's retention status before the conclusion of term 3. All documents and proof relating to such a learner are made available to the parents/guardians upon request. The decision on the child's retention status is finalised after the third and final assessment cycle, and parents are advised accordingly. Retention criteria are expounded in the school Assessment Policy.
- 3.4. As a rule, any pupil obtaining a mark under 50% for any subject, is considered as a learner in need of support.
- 3.5. Learners experiencing barriers to learning that are too difficult to address by the educator are referred to the school-based therapists, or external therapists for support.

### **4. Physical/ Emotional/ Sexual Abuse**

- 4.1. When a class teacher/ educator becomes aware or suspects that a learner is being physically/ emotionally/ sexually abused the principal is informed immediately.
- 4.2. The principal contacts the necessary social support services or therapists and ensures the matter receives immediate attention.
- 4.3. The matter remains confidential at all times.

### **5. Guidance and Counselling**

- 5.1. Learners are encouraged to speak to their respective school Life Orientation teacher if they are in need of guidance or counselling.
- 5.2. This teacher is to treat all matters with confidentiality.
- 5.3. Serious issues are shared with the principal in the interest of the child's care and healthy development.

5.4. If issues are brought to light that the principal believes needs further professional intervention, the parents of the pupils are encouraged to seek the council and advice of a professional counsellor or psychologist.

**6. Therapists**

6.1. Contact details of learner support professionals and therapists are kept in the office and made available to teachers on request.

**7. Safety and confidentiality of learner support reports**

7.1. All records and reports of therapists, doctors and psychologists regarding pupils at the school are treated with utmost confidentiality.

7.2. Records and reports are filed in the learner's profiles which are stored in the stock room.

7.3. Storage of records and reports is the duty of the class teacher or, if in a case of a referral, the teacher who referred the child for support.

**8. Extra maths and Afrikaans lessons**

8.1. If within the school budget, the school will sponsor a certain number of learners in need of support for extra Afrikaans and mathematics lessons.

8.2. Attendance at these lessons is voluntary.

8.3. Sponsorship is for the duration of one report cycle. Thereafter, will be reviewed based on the child's current performance.