



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Example on completed SNA 1: Language & reading barriers to learning

SUPPORT NEEDS ASSESSMENT FORM (SNA)

SNA 1 & 2: SCHOOL LEVEL

Surname and names of learner	DOB: 2001/04/16 ID No. 014165 LURITS/CEMIS No. JM/00014
Name of school: The Gateway School	EMIS No.: 251090

CONFIDENTIAL

This is a confidential document that must be kept in the Learner Profile

SUPPORT NEEDS ASSESSMENT (SNA 1 & 2)

(School-Level Intervention)

Both SNA 1 and 2 must be completed at school level

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST).

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

To be completed by the class teacher and/or subject teachers if the learner is taught by more than one teacher.

- To be completed if the Learner Profile or Screening Report or teacher observation or parent interview shows that a learner has additional support needs.*
- Captures information that will be needed when support is requested from the School-based Support Team (SBST) by the teacher concerned.*

1. AREAS OF CONCERN

Describe your concern about the learner.

Susan struggles to read. Reading comprehension and spelling very poor

When did you become aware of this?

23 January 2020.

How did you become aware of this – own observation or was it reported?

She provides wrong answers during written assessment. Reading comprehension poor e.g. answering of questions very poor and wrong

How is this observation currently affecting the learner's learning and development? Describe.

She is under-performing and is sometimes reluctant to participate in activities

Complete the following table with regard to the learner's scholastic profile (information extracted from Learner Profile)

YEAR	2017	2018	2019	2020				

GRADE	1	2	3	4				
RESULT (Pass/more time/progressed)	pass	pass	pass					
NUMBER OF SCHOOLS ATTENDED	2							

Has any disability been diagnosed by a healthcare professional? No
(as captured in *the Medical and Health Assessment Form [Annexure D]*)

If Yes, complete the following and attach reports.No

Health-care Professional	Date of assessment	Summary of results

2. STRENGTHS AND NEEDS OF THE LEARNER

Indicate the strengths and needs of the learner by completing the sections below.

2.1 Communication:

- The learner's ability to understand what other people are saying as well as to express him/herself in a way that other people understand – receptive and expressive language

Strengths	Needs/At risk factors	Support needed
Understands & speaks language of instruction. Can follow instructions that are given. orally Vocabulary sufficient	Reading and spelling of words are poor	Reading, spelling, sounds

2.2 Learning:

- The learner's ability to participate satisfactorily on grade level regarding subject content and assessment

Strengths	Needs/At risk factors	Support needed
Loves to participate in oral discussions.	Words, letters, and sound recognition poor Reading comprehension poor, reads slowly	Sound and letter recognition. Reading skills and writing of words, letters, sounds & vowels

2.3 Behaviour and social competence:

- The learner's ability to interact and work with other learners, as well as follow classroom routines

Strengths	Needs/At risk factors	Support needed
Social skills well developed. She is popular amongst girls	Becomes stressful during reading and writing activities	Reading skills, word recognition, vowels and sounds

2.4 Health, wellness and personal care:

- The learner's physical appearance (looking healthy, clean, well-fed), emotional well-being and health status (consult School Health Screening Report/Road to Health Card)

Strengths	Needs/At risk factors	Support needed
Physical appearance well taken care of. Good looking girl		

2.5 Classroom and school:

- Factors within the classroom and school environment (**policies, ethos, attitudes, skills, resources, safety, etc.**) that are impacting on the learner's effective participation in the learning process and programmes offered at the school

Strengths	Needs/At risk factors	Support needed
Likes role-play activities. Good verbal reasoning	Prefer drawing rather than writing or reading. Displays lack of interest in writing activities	Strengthening of sounds, sight words and word attack skills

2.6 Family, home and community situation:

- Factors that may be impacting on the learner's ability to achieve satisfactorily at school (e.g. family structure, family stability, biological parents, siblings, other significant adults, orphan, child-headed household, number of schools attended, homeless, in foster care, refugee, immigrant, substance abuse, domestic violence, divorce, neglect, disabled/ill parents, poverty-stricken home background)

Strengths	Needs/At risk factors	Support needed
Positive home circumstances. Supportive parents.	Change schools frequently, due to father's work circumstances.	Strengthening of learning gaps - with regard to reading and spelling

3 TEACHER INTERVENTIONS/SUPPORT

3.1 Curriculum Intervention:

What curriculum interventions have you as teacher implemented to address your concerns?

*3.1.1 Comment on/explain how the **curriculum content has been differentiated**, e.g. taking into account that every learner should have access to the grade level teaching and assessment best suited to his/her needs. Have the learner's needs been met by a differentiated curriculum? Have the learner's abilities determined what is expected of him/her without discrimination? Etc.*

Successes	Challenges
Informal assessment was mostly orally done. Listening skills used to assess comprehension. Drawing allowed to explain concepts.	Word recognition, sight words, vowels and sounds needed to be strengthened. She is an under- achiever due to poor spelling and slow reading skills. This became visible during formal assessment.

3.1.2 Comment on how **teaching methods** have been adapted/differentiated, e.g. how classroom management has been changed to accommodate learners working at different levels of knowledge; how activities have been modified to ensure that they are meaningful; how a range of graded materials has been used (how material has been modified to allow for a learner's disability, for instance)

presentation has been modified (e.g. by using pictures/pictures with descriptions/explanations, etc.)

Successes	Challenges
Picture discussions, telling news of the day, problem solving skills were used to enhance vocabulary and abstract thinking.	Lost interest in reading activities; poor comprehension

*3.1.3 Comment on how the **assessment** has been modified, e.g. by organising the learner's tasks, using different methods of assessment, without compromising the curriculum standards.*

Successes	Challenges
Drawing and strong oral skills used to assess knowledge.	Quality of reading and spelling do not present ability of learner.

3.2 *What interventions have you as a teacher implemented in the **learning environment** (classroom/school) to address your observations and concerns about the learner?*

Comment, for example, on how the following have been modified: classroom management (e.g. culture/class rules/attitudes/awareness of disabilities); playground management, e.g. buddy system.

Successes	Challenges
Buddy system and group work.	She is reluctant to participate in any reading or writing activities

3.3 *Comment on how the **physical environment** has been modified/adapted*

E.g. the seating arrangement of the learner has been changed to limit distractions, use of flexible grouping(s) to accommodate learner, the environment has been made wheelchair-friendly.

Successes	Challenges
Mix groups. She acts as a leader and obtain support from peers to address reading barriers.	Relies a lot on support from peers

3.4 Any additional comments that you want to make about the barrier(s) to learning experienced by the learner, the support/interventions provided and continuing challenges that are experienced.

Successes	Challenges
Strong abilities, leadership and communication skills.	Reading and spelling barriers may lead to lack of self-confidence and under-performance

3.5 What additional support/intervention do you as a teacher require from the School-based Support Team (skills, resources, knowledge about curriculum differentiation (both in teaching and assessing)?

Successes	Challenges
Comprehensive support to address reading and spelling barriers. Application for accommodations and concessions only during formal assessment	Accommodations over a long period, may hamper development of reading and spelling skills. Learner has to acquire the basic skills while she is still in the lower grades

3.6 Schedule/Log of consultation(s) with: Parent/Legal Guardian/Caregiver/Learner himself or herself.

Date	Purpose	Outcome
2019	Regular feedback to parent. Parents weekly informed on learning activities where support is needed	Excellent parental involvement.

3.7 Views expressed by Parent/Legal Guardian/Caregiver/Learner during the consultation(s):

Role player	Initials and surname of person (print)	Signature	Date
Teacher/ Manager			
Parent/Legal Caregiver			
Learner (if applicable)			
Head of department			
SBST coordinator			
Principal			
District assessment Team			

DAT recommendation (mark appropriate block with an 'X')	Learner needs additional support in the following year		Learner must be retained in the current grade in the flowing year	
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School Stamp

SNA 2: ASSESSMENT AND INTERVENTION BY SCHOOL-BASED SUPPORT TEAM (SBST)

- ☐ To be completed by the SBST in consultation with the teacher
- ☐ To be completed when requesting support from the DBST by the school

1. REVIEW

SBST reviews the information provided by the teacher: Section 1, supporting documents, verbal reporting.

- 1.1 Does the SBST agree with the teacher's **identification** of the learner's barrier(s) to learning, strengths and needs/challenges? If not, provide comments:

YES	X	NO		Comments:
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- 1.2 Does the SBST agree with the teacher's **support** to deal with the barrier(s) to learning? If not, provide comments or suggest alternative support:

YES	X	NO		Comments:
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**2. SUMMARY OF IDENTIFIED BARRIERS TO LEARNING AND
SUPPORT THAT WAS/IS/WILL BE PROVIDED BY SBST**

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3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST)

List the area(s) in which the support needs to be provided: Communication; Learning; Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/training, etc. (See SNA1)

Area(s) in which support is needed	Target to be achieved	Strategy of intervention <i>(If the learner needs concessions, or is an immigrant who needs exemptions, use Annexure B If a medical condition must be investigated by a medical or other specialist, use Annexure D)</i>	Responsible person	Time frame	Review date (to assess achievement of the target)	Comment on progress made in achieving target(s)
Behaviour and social competence	Control his temper. Improve his self-image	- Discover his strong and weak points - Techniques on how to manage his temper	Class teacher Ms. G Wattel	First school term Jan-March 2018	*26 March •To be discussed at next SBST meeting	
Life Skills sexuality program	Cultivating respect for self	- Discuss in Life Skills sexuality program about negative influence of pornography and the effect on self-respect. - Too make healthy choices - Working as a team with teachers, mother and Social worker (School Based)	Mr. J Pretorius Life Skills Sexuality Education	First school term Jan-March 2018	*26 March •To be discussed at next SBST meeting	
Self-esteem and self confidence	Build self-esteem and self confidence	- A one-on-one discussion won't be as fruit full as a multidisciplinary approach. - Ms. G Wattel will boost his self- confidence by assigning special tasks to - Mr. J Pretorius will be teaching boys as a group on making of positive and responsible decisions	Social worker school based Ms. R de Clerq	First school term Jan – March 2018	#28 March •To be discussed at next SBST meeting	
Social emotional competence	Behaviour	Dr. Kempen (school principal) suggested that Ms. A Hamilton (school sister) to contact the parent with regards to scheduling an appointment at a neurologist and psychologist to evaluate Winton's medication and frame of mind.	Principal And School sister And mother Ms. A Kruger	First school term Jan – March 2018	28 March •To be discussed at next SBST meeting	

FORM DBE 120

REQUEST FOR SUPPORT FROM THE DISTRICT-BASED SUPPORT TEAM (DBST), BY SBST

- ☐ To be completed by the SBST only when requesting support from the DBST
- ☐ Copies of Learner Profile, SNA1 and 2 and all other relevant supporting documents must be submitted.

Provide reasons and motivation why support is needed from the DBST:

Complains by the community where he is staying,, is being raised.tends to be very aggressive to the community members indiscriminating who it is: it could be young, old ... anybody. The parents of an eleven year old child,, made a court case for assault against It was withdrawn after the child was too traumatized to go on with it.

State what support is needed from the DBST:

Physiological assessment on..... to see in which way he could be helped to cope with his aggression.

Initials and surname of SBST Coordinator (print)	Signature	Date:
J Pretorius		

PARENT/LEGAL CAREGIVER SUPPORTS REQUEST FOR DBST ASSISTANCE		Yes		NO	
Comment:					
Initials and surname of parent/legal caregiver (print)		Signature		Date:	

PRINCIPAL'S PROFESSIONAL JUDGEMENT ON REQUEST FOR SUPPORT FROM DBST		Yes		NO	
Request supported					
Reason for decision and recommendation					
Initials and surname of principal (print)		Signature		Date:	

*Attach this form in front of the SNA 1 and 2 booklet when submitting to the DBST

