



VORENTOE PRIMARY SCHOOL

SUPPORT NEEDS ASSESSMENT FORM (SNA)

SNA 1 **EXAMPLE**

ONDERSTEUNINGSBEHOEFTE-ASSESSERINGSVORM

(OBA)

OBA 1 **VOORBEELD**

Hulle wil dit eintlik in Engels hê, aangesien dit ons land se amptelike voertaal is....

➔ Surname and names of learner/ Leerder se van en name: 	DOB/Geboortedatum: 20...../ / (yy/mm/dd) / (jj/mm/dd) ID No/Nr: LURITS/CEMIS No/GOBIS-nommer:
➔➔ Name of school / Naam van skool: Vorentoe Primary School 021 023 0602	EMIS No/OBIS-nommer: 0101 320 714

CONFIDENTIAL/VERTROULIK

This is a confidential document that must be kept Learner Profile.
Hierdie dokument is vertroulik en moet in die Leerderprofiel bewaar word.

SUPPORT NEEDS ASSESSMENT (SNA 1 & 2)

(School-Level Intervention)

ONDERSTEUNINGSBEHOEFTE-ASSESSERING (OBA 1 & 2)

(Ingryping op skoolvlak)

Both SNA 1 and 2 must be completed at school level / Beide die OBA 1 en 2 moet op skoolvlak voltooi word

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST) / 'n Leerderprofiel, OBA 1 en OBA 2 word vereis wanneer ondersteuning van die Distriksgebaseerde Ondersteuningspan (DGOS) versoek word.

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

OBA 1: ASSESSERING EN INGRYPING DEUR ONDERWYSER

1. AREAS OF CONCERN / BRONNE VAN KOMMER

Describe your concern about the learner / Beskryf u bekommernis oor die leerder.

- **The learner is performing below grade level / not at grade level.**
- **The learner is performing below age level / not at age level.**
- **The learner is experiencing barriers to learning, especially with regards to (subject/-s).**
- **Struggles in all learning areas.**
- **The learner struggles to pay attention and to stay focussed.**
- **The learner does not complete assignments.**
- **The learner has a low self-esteem due to a lack of academic success.**
- **The learner is disruptive in class due to his/her frustration regarding academic performance.**
- **The learner disrupts the class due to emotional / social / socio-economic challenges.**
- **The learner is regularly absent and this has a negative impact on his/her academic performance.**
- **The learner displays anti-social behaviour and struggles to communicate effectively.**
- **Does not take responsibility for his/her own learning.**
- **The learner works at a very slow pace.**
- **Seems to have a sensory impairment, e.g. struggles to see or hear.**

When did you become aware of this? / Wanneer het u hiervan bewus geraak?

- **During Baseline Assessments**
- **Within the first few weeks of school.**
- **After I perused the learner's profile. It was then confirmed during Baseline Assessments / after I had an opportunity to observe the learner myself.**

How did you become aware of this – own observation or was it reported? / Hoe het u hiervan bewus geraak – eie waarneming of is dit aangemeld?

- **I observed the learner during Baseline Assessments.**
- **After I've marked the learner's Baseline Assessments.**
- **Own observation**
- **It was reported to me by (parents / guardians / grandparents / previous class educator / LST / LST coordinator).**
- **Through marking the learner's work and assignments.**
- **Reports within the learner's profile.**
- **Observation during playground duty (e.g. in case of anti-social behaviour).**
- **Complaints by learners (e.g. in case of bullying).**
- **Through the learner's drawings and/or written work (e.g. in case of social trauma).**

How is this observation currently affecting the learner's learning and development? Describe. / Hoe beïnvloed hierdie waarneming tans die leerder se leer en ontwikkeling? Beskryf.

- **Disruptive in class due to frustrations with regards to a lack of academic success.**
- **Displaying behavioural challenges like (bullying, swearing, etc.)**
- **Assignments are not completed / handed in / done according to assessment standards.**
- **Withdrawn / nervous / seems unsure of self / low self-esteem / reluctance to participate in class activities.**
- **Barriers to learning, especially with regards to reading (with comprehension) affects all learning areas.**
- **Experiences assessments as very stressful / during assessments he/she is very emotional (moody, crying).**
- **Psychosomatic manifestations such as headaches and tummy aches.**
- **General lack of motivation / absenteeism.**
- **Working at an extremely slow pace and falling behind even more.**
- **Loses interest when struggling with work.**
- **Struggles to work independently and reluctant to take responsibility for own learning.**

Complete the following table with regard to the learner's scholastic profile (information extracted from Learner Profile) / Voltooi die volgende tabel oor die leerder se skolastiese profiel (inligting verkry uit Leerderprofiel)

YEAR / JAAR	2013	2014	2015	2016	2017	2018	2019	
GRADE / GRAAD	1	1	2	3	4	4	5	
RESULT/ UITSLAG <small>(Pass/more time/progressed)(Slaag/meer tyd/gevorder)</small>	NRP	RP	RP	RP	NRP	RP	YIP	
NUMBER OF SCHOOLS ATTENDED/ GETAL SKOLE BYGEWOON IN JAAR	Should be in learner's profile. If not, the information can be printed from Cemis: Academic History.							



Has any disability been diagnosed by a healthcare professional?(as captured in *the Medical and Health Assessment Form [Annexure D]*)

Is enige gestremdheid deur 'n gesondheidsdeskundige gediagnoseer? (soos aangeteken in *die Mediese en Gesondheid-assesseringsvorm [Bylae D]*)

If Yes, complete the following and attach **copy of** reports **All reports must be in learner's profile and may not be removed. LST must make copies of original reports!**

Health-care Professional / Gesondheidsdeskundige	Date of assessment / Datum van assessering	Summary of results / Opsomming van uitslae
ADHD / ADD / Autism / OCD	Awaiting report from school doctor (if report is not yet available)	Needs to take Ritalin / Needs to be referred to Special School <u>*Date:</u> new prescription 40mg

2. STRENGTHS AND NEEDS OF THE LEARNER / STERK PUNTE EN BEHOEFTE VAN DIE LEERDER

Indicate the strengths and needs of the learner by completing the sections below / Dui die sterk punte en behoeftes van die leerder aan deur onderstaande gedeeltes te voltooi.

2.1 Communication / Kommunikasie:

- 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 / Die leerder se vermoë om te verstaan wat ander mense sê asook om hom-/haarself uit te druk op 'n manier wat ander mense kan verstaan – ontvanklike en uitdrukkingsvolle taal.

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig
<ul style="list-style-type: none"> • Strong verbal communicator • Knows how to bring point across • Excellent listening skills • Understands verbal instructions • Well-developed non-verbal communication • Communicates clearly • Confident communicator • Emotionally intelligent – pick up on non-verbal cues / able to express emotions • No speech impediments • Frame appropriate questions clearly. 	<ul style="list-style-type: none"> • Barriers to non-verbal communication • Written communication • Speech impediment (difficult to understand him/her) • Talks too softly • Only talks when spoken to • Too shy to ask questions / ask for assistance • Unwillingness to participate in class discussions • Inappropriate language • Talking non-stop, affects focus and listening ability • Inability to stay on topic • Stutters 	<ul style="list-style-type: none"> • Assist in developing social skills • Speech therapy • Teach to use dictionary • Journaling • Individual support • Refer to SBST • Buddy system • Assist in developing positive self-esteem • Oral at teacher's desk • Assist in preparing orals • Apply for concession – scribe • Apply for concession with regards to orals • Writing: pencil grip and fine motor skills

2.2 Learning / Leer:

The learner's ability to participate satisfactorily on grade level regarding subject content and assessment / Die leerder se vermoë om bevredigend m.b.t. vakinhoud en assessering op graadvlak deel te neem

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig
<ul style="list-style-type: none"> • Participates in class discussions • Shows interest in content (specific subject) • Good auditory memory • Good visual memory • Good kinesthetic memory • Completes assessments (with some assistance) 	<ul style="list-style-type: none"> • Reading with comprehension • To maintain focus • Auditory perceptual skills • Visual perceptual skills • Loses interest when struggling • Interpreting written assessment questions • Study skills 	<ul style="list-style-type: none"> • Individual assistance • Study skills course • Assist parents - study skills course • Refer for auditory and visual testing • Making use of visual aids • Reading questions to learner

<ul style="list-style-type: none"> • Curious • Always willing to try • Enjoys practical assignments • Creative 	<ul style="list-style-type: none"> • Lack of motivation • Self-confidence, appears uncertain. • Mathematics: Number concept, calculations (e.g. division and multiplication, problem solving) 	<ul style="list-style-type: none"> • Cooperative learning • Buddy system • Intervention homework • Use learner's interest and references as examples • Refer to SBST • Use technology • Build on strengths
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2.3 Behaviour and social competence / Gedrags- en sosiale vaardighede:

- The learner's ability to interact and work with other learners, as well as follow classroom routines / Die leerder se vermoë om met ander leerders te skakel en saam te werk asook klaskameroetine te volg

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig
<ul style="list-style-type: none"> • Neat, self-disciplined • Good discipline / discipline has improved • Obeys class rules • Good social skills • Respectful towards peers • Considerate towards friends • One-on-one relationships • Emotionally mature • Cooperates in class • Participates in group discussions • Helpful in class • Good value system • Good time management • Well-organised • Positive self-identity 	<ul style="list-style-type: none"> • Untidy, disorganised • Challenges authority • Challenges class rules • Challenges to stick to routines • Poor social skills • Bullying • Swearing • Inconsiderate towards peers • Emotionally immature • Not always willing to participate • Shouts out constantly • Procrastinates • Victim mentality • Blames others for own behaviour • Disruptive in class • Withdrawn • Overly emotional – emotional outbursts 	<ul style="list-style-type: none"> • Refer to SBST – ask that learner be observed by LST • Keep behaviour record/journal • Keep emotional journal • Develop behaviour support plan with learner input • All role-players (school and home) should work together and be consistent • Discussion with parents/guardians • Support parents/guardians • Anti-bullying programme • Clear class rules (learner input) • Clear consequences (with learner input) - consistency • Help set routines in place • Give responsibilities in class • One-on-one conversation

2.4 Health, wellness and personal care/ Gesondheid, welstand en persoonlike sorg:

- 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) / Die leerder se fisiese voorkoms (lyk gesond, skoon, goeie dieet), emosionele welstand en gesondheidstatus (verwys na Skoolgesondheid-siftingverslag/ Road to Health-kaart)

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig
<ul style="list-style-type: none"> • Healthy • Rarely absent • Healthy eating habits • Participates in a sport • Neat appearance • Always clean and well-presented • Good personal hygiene • Emotionally well-adjusted • Socio-economic circumstances • Parents/guardians involved • No sensory impairments 	<ul style="list-style-type: none"> • Chronic disease, e.g. asthma, diabetes, epilepsy, depression • Sensory impairment, e.g. wears glasses or hearing aids • Allergies, e.g. dust, grass, bee sting • Unhealthy eating habits, e.g. obesity / anorexia / bulimia • OCD / ADD / ADHD/ Autism • Appears neglected / dirty / poor hygiene • Possibility of abuse (bruises) • Regularly absent • Addictions (child / parent / guardian) • No parent involvement • Poor socio-economic circumstances 	<ul style="list-style-type: none"> • Allergies – make sure asthma pump is at school, bee sting anti-serum, etc. • Make sure learner wears glasses or hearing aids • Discussion with parents / guardians • Refer to SBST • Suspect ADD or ADHD – Complete SNAP form, ask parents to complete SNAP form, refer to SBST • Abuse/neglect - Complete form 22 and hand in at principal or LST

2.5 Classroom and school / Klaskamer en skool:

- 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 / Faktore in die klaskamer en skoolomgewing (beleide, etos, houdings, vaardighede, hulpbronne, veiligheid, ens.) wat 'n uitwerking het op die leerder se doeltreffende deelname aan die leerproses en -programme wat by die skool aangebied word

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig
<ul style="list-style-type: none"> • Safety Policy is in place • Discipline Policy is in place • Code of Conduct in place • SBST functional - processes in place • LST available • Values driven school • Celebration of differences • Regular staff training • Walking Bus ladies • Anti-bullying program • Maths Moms • Feeding scheme • Extra classes 	<ul style="list-style-type: none"> • Lack of resources, e.g. interactive white board and data projector, computer in class, etc. • Share LST with another school • Learner does not adhere to school rules • Undermines authority • Does not adhere to school's values • Does not make use of opportunities, e.g. refuses to be withdrawn from class for LS 	<ul style="list-style-type: none"> • Refer to SBST to be referred for counselling • Provide structure and predictable routine • Modify situations that may cause increased anxiety • Establish clear, consistent rules, which are direct and simple • Send simplified copy of rules home • Ensure parents sign school's Code of Conduct, send summary home • Provide logical consequences • Consequent in following disciplinary procedures • Provide positive behaviour alternatives/choices • Conversation with parents / guardians • Strengthen school's Values Programme • Make use of NPO / church / Departmental programmes

2.6 Family, home and community situation / Omstandighede in gesin, huis en gemeenskap:

- 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) / Faktore wat 'n uitwerking kan hê op die leerder se vermoë om bevredigend op skool te presteer (bv. gesinstruktuur, gesinstabiliteit, biologiese ouers, broers en susters, ander betekenisvolle volwassenes, weeskind, kind as hoof van huishouding, aantal skole bygewoon, haweloos, in pleegsorg, vlugteling, immigrant, dwelmmisbruik, gesinsgeweld, egskeiding, verwaarloos, gestremde/siek ouers, armoedige huishoudelike agtergrond)

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig
<ul style="list-style-type: none"> • Parent / guardian involved • Parent / guardian signs letters and responds to messages from school / attend meetings • Positive work ethic taught at home • Good discipline at home • Assistance with homework • Routines in place • Good socio-economic circumstances • Strong value system • Stable family set-up 	<ul style="list-style-type: none"> • Siblings or any other family member involved with gangsterism • Parents divorced • Foster child • Orphan – children's home • Substance abuse – siblings / parent / guardian • Domestic violence • Neglect • No strong authority figure • No parent involvement • Poor socio-economic circumstances • Caregiver/s too old / sick / disabled / too young (child-headed household) • Family trauma 	<ul style="list-style-type: none"> • Abuse: Form 22 • Refer to SBST – psychologist, social worker, BADISA, Safe Schools, TyegrBear Foundation • Network with community programmes • Meet with parents / guardians – provide guidance / assistance or refer • Foster open relationship with parent / guardian – regular communication (letters, phone calls, notes, meetings, etc.)

- Abuse
- Unsafe area
- Move around a lot – no security
- Caregiver depressed / traumatised
- Family were victims of a crime

3. TEACHER INTERVENTIONS/SUPPORT / INGRYPINGS DEUR/ONDERSTEUNING VAN ONDERWYSER

3.1 Curriculum Intervention / Kurrikulumingryping:

What curriculum interventions have you as teacher implemented to address your concerns? / Watter kurrikulumingrypings het u as onderwyser geïmplementeer om u bekommernisse aan te spreek?

- 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. / Lewer kommentaar oor hoe/verduidelik hoe die **kurrikuluminhoud gedifferensieer is**, bv. met inagneming dat elke leerder toegang moet hê tot die vlak van onderrig en leer in die graad wat sy/haar behoeftes ten beste pas. Is daar deur middel van 'n gedifferensieerde kurrikulum in die leerder se behoeftes voorsien? Het die leerder se vermoëns bepaal wat daar van hom/haar verwag word, sonder diskriminasie? Ensovoorts.*

Successes / Suksesse	Challenges / Uitdagings
<ul style="list-style-type: none"> • Intentional planning with individual learners in mind • Assess learner's prior skills and knowledge • Scaffolding • Buddy system • Cooperative learning • Varied teaching material and aids to accommodate all / most intelligences and aptitudes • Take learner's needs, learning styles and interests into consideration • Learner-centred approach • Adjust curriculum to connect with learner's frame of reference • Differentiation within assignments • Variety of teaching methods and strategies • Weekly reflection • Individual assistance • Adjust pace – allow extra time • Adjust volume – Do not include enrichment questions • Constant motivation • Allow for some choice to give learners ownership of their learning • Explain instructions in more than one way, give examples 	<ul style="list-style-type: none"> • Big class does not always allow for individual attention • Big class and lack of space limits group work, especially during winter time • Limited space not suitable for certain differentiated instruction strategies. • Lack of a variety of teaching aids and technology (computer in class, data projector, interactive white board) / lack of teaching equipment • Overload of administrative responsibilities. • Continuous assessment allows very little time for the implementation of certain differentiated teaching strategies • Disruptive learners

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); how the presentation has been modified (e.g. by using pictures/pictures with descriptions/explanations, etc.) / Lewer kommentaar oor hoe **onderrigmetodes** aangepas/gedifferensieer is, bv. hoe klaskamerbestuur verander is om leerders wat op verskillende vlakke van kennis werk, te akkommodeer; hoe aktiwiteite aangepas is om te verseker dat dit betekenisvol is; hoe 'n verskeidenheid van gegradeerde materiaal gebruik is (hoe materiaal byvoorbeeld aangepas is om vir 'n leerder se gestremdheid voorsiening te maak); hoe die aanbieding gewysig is (bv. deur van prente/ prente met beskrywings/ verduidelikings ens. gebruik te maak)

Successes	Challenges
<ul style="list-style-type: none"> • Demonstrations • Making use of examples • Cooperative learning • Group work • Buzz groups • Brainstorming • Scaffolding • Facilitating self discovery – guide learner towards new knowledge / understanding • Inquiry-based instruction – asking questions • Interactive activities • Discussions • Learning stations - differentiation • Role Playing and other action activities • Buddy system • Differentiated assignments, either based on different skills / content / aptitudes / level of performance • Making use of technology – taking photos, making videos, data projector, Whatsapp answers, etc. • Learner class assistants • Individual research / group research • Collective class activity / class project • Modeling • Differentiation with regards to teaching aids – taking into account different learnings styles, different intelligences and involving different senses • Withdrawn by LST 	<ul style="list-style-type: none"> • Time to prepare differentiated lessons are limited due to overload of administrative tasks. • Large classes requires even more differentiation and therefore limit student-centered approach as school day is too short and too many approaches breaks down content continuity • Large classes make facilitation of certain teaching methods impractical • Lack of differentiated teaching aids due to lack of time to make it, lack of finances or lack of equipment at school • Large classes leads to learner “getting away” with not participating • Classroom set-up does not lend itself to the facilitation of certain methods.

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. / Lewer kommentaar oor hoe die assessering aangepas is, bv. deur die leerder se take te organiseer en verskillende metodes van assessering te gebruik, sonder om die kurrikulumstandaarde in gedrang te bring.

Successes / Suksesse	Challenges / Uitdagings
<ul style="list-style-type: none"> • Explains certain questions to the class • Individual attention – reads certain questions for learner • Break up assessments into more manageable sections • Provide examples • Prepare learner by practising how to answer a variety of different questions – what is expected when asked to explain / name / discuss, etc. • Repeat instructions at learner's request • Provide study guidance to learner • Provide study guidance (preparing for assessments) to parents • Different methods of assessment 	<ul style="list-style-type: none"> • In large classes individual attention is not always feasible • The learner does not ask when he/she needs assistance • Completely eliminating distractions are not possible • Limited space in class does not allow for learner to sit by him-/herself • Parent does not know how to assist learner with preparing for an assessment insite of guidance given • Limited amount of people who are able to read and scribe during assessments • Differentiation within assessments with regards to

<ul style="list-style-type: none"> • Needs to apply for concession – reading of paper / scribing of paper / oral assessment • Using visual cues • Ensure that questions are clear and not overly complicated. Allow for possible different interpretations. • Differentiation of types of questions • Differentiation of question levels to allow learner at least some degree of success • During assessments learner sits alone at a desk and in front to limit distractions • Extra time • Assist learner with compiling oral presentations • Assist with access to material for research assignments 	<p>the difficulty level of questions are prescribed.</p> <ul style="list-style-type: none"> • Limited access to technology at school to assist learner with material for research assignments (e.g. no computer in class, only one printer at school, lack of finances to print out material, etc.)
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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? / Watter ingrypings het u as 'n onderwyser in die **leeromgewing** (klaskamer/skool) geïmplementeer om u waarnemings en bekommernis oor die leerder aan te spreek?

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. / Lewer kommentaar oor hoe die volgende byvoorbeeld aangepas is: klaskamerbestuur (bv. kultuur/ klasreëls/ houdings/ bewustheid oor gestremdhede); bestuur op die speelgrond, bv. 'buddy'-stelsel.

Successes / Suksesse	Challenges / Uitdagings
<ul style="list-style-type: none"> • Mixed groups in class with regards to academic abilities when group work is being done. • Buddy system • Values driven classroom • All learners have an opportunity to be responsible for certain class management activities • Diversity is celebrated • Respect for differences are cultivated • LST assists in class • LST intervention (withdrawing learner) • Develop social skills • Develop emotional intelligence • Develop conflict resolution 	<ul style="list-style-type: none"> • Social integration (the moment the learner plays outside amongst friend, there is conflict) • LST cannot assist/support learner full time • Values within classroom environment are not always in correlation with values within community or at learner's home. • Some learners still tend to be overly critical and verbally abusive – this inhibits learner's ability to develop self-confidence and inhibits his/her class participation.

3.3 Comment on how the **physical environment** has been modified/adapted / Lewer kommentaar oor hoe die **fisiese omgewing** aangepas/gewysig is

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... / bv. die leerder is van sitplek verander om afleiding te beperk, gebruik van buigsame groepering(s) om leerder te akkommodeer, die omgewing is rolstoel-vriendelik gemaak.

Successes / Suksesse	Challenges / Uitdagings
<ul style="list-style-type: none"> • Learner sits within mixed group (with regards to academic abilities) • Learner sits next to an academically stronger pupil • Learner sits more to the front of the class • Learner does not sit next to a window • Learner sits close to educator's table • Learner sits alone and has his/her own space • Learner sits at back to allow him/her to stand at times • Alternative seating options 	<ul style="list-style-type: none"> • Classroom space limited • Other learners want same concessions to be made for them

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. / Enige bykomende kommentaar wat u wil lewer oor die leerhindernis(se) wat deur die leerder ervaar word, die ondersteuning/ingrypings wat aangebied is en voortdurende uitdagings wat ervaar word

Successes / Suksesse	Challenges / Uitdagings

3.4 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)? / Watter bykomende ondersteuning/ingryping benodig u as onderwyser van die Skoolgebaseerde Ondersteuningspan (vaardighede, hulpbronne, kennis oor kurrikulumdifferensiasie [beide in onderrig en assessering])?

- Scholastic testing
- Referral to psychologist, social worker, BADISA, TygerBear, clinic, speech therapist, further testing, special school, school of skills, etc.
- Parent intervention
- Learning support by LST
- Learner observation by LST
- Disciplinary intervention
- Assistance with ISP (Individual Support plan) or GSP (Group Support Plan)
- Assistance with intervention strategies by LST
- Adjustment of policies
- Training for educator/-s (e.g. in the case of autistic learner)
- Drawing in of resources (e.g. NPO presenting an anti-bullying program)

3.5 Schedule/Log of consultation(s) with: Parent/Legal Guardian/Caregiver/Learner himself or herself. Skedule/rekord van raadpleging met: Ouer/Wettige Voog/Versorger/die Leerder self.

Date/ Datum	Purpose/ Oogmerk	Outcome/ Uitkoms

If a meeting was arranged but the parent / guardian did not pitch up, it should also be added to this list. If there is not enough space, a page may be stapled to the back.

3.7.

Role player/ Rolspeler	Initials and surname of person (print) Persoon se voorletters en van (in drukskrif)	Signature/ Handtekening	Date / Datum
Teacher/Manager Onderwyser/ Bestuurder			20.../ .../ ...
Parent/Legal Caregiver Ouer/Wettige Versorger	Very important!		20.../ .../ ...