



CHIVIRIKANI PRIMARY SCHOOL

490/1 MAHLANGU STREET
KATLEHONG GARDENS
KATLEHONG, GP
1432

P.O. BOX 12557 TEL: (011) 307 2349
KATLEHONG CELL: (073) 262 8287
1431

E-MAIL: Christopher.Maluleke@gmail.com



SCHOOL POLICY

Intervention

Intervention Means Creating Additional Opportunities for Learners Who Need More Time to Achieve Specific Learning Outcomes

EFFECTIVE DATE: _____

REVISION HISTORY:

As amended on:

11 October 2016 (South African Schools Act, 1996 (Act No. 84 of 1996))

GUIDELINES

- The Learning Support Team (LST) is responsible for ensuring that there is intervention with learners who need more time to achieve certain learning outcomes.
- The Head of the Learning Support Team is responsible for ensuring that further channels are explored and intervention is obtained from outside the school if needed.

RULES

- The LST meets regularly to address aspects that need attention for intervention.
- Educators are responsible for the regular recording of outcomes or assessment standards that have not been achieved and for bringing this to the attention of the LST.
- The prescribed form of the school clinic should be completed continuously while intervention takes place with weak learners.

PROCEDURE

1. It is the task of the class or subject teacher to identify the problem as soon as possible.
The class or subject teacher marks the following on a table at the initial assessment:

Name Of Learner:	Grade:	
Aspects	Date	Tick
1. Learning skills		
2. Numeracy skills		
3. Continuous weak academic performance in: _____ _____ _____ _____ _____ _____		
4. Behind in skills development in: _____ _____ _____ _____		
5. Learning methods		
6. Writing		
7. Social immaturity, e.g. poor conflict management, hygiene etc.		
8. Behavioural problems		
9. Emotional problems		
10. Signs of molestation		
11. Symptoms of drug abuse		
12. High absence rate		
13. Questions regarding subject choices		
14. Uncertainty about career choices		
15. Other _____ _____ _____		

2. The intervention process should be given to the parents involved and it should be explained to them at the parent evening at the beginning of the first term. This should be followed up in writing.

Steps by the teacher should be as follows:

- The teacher brings the record of the school clinic's intervention to the attention of the parent and the Head of the Phase.
- Record the dates.
- Support the learner constantly during the following month by means of discussions and extra tasks to stimulate development.
- Help with this can be requested from the parents or a class mate.
- Everything should be recorded.
- If the learner shows very little or no progress after this intervention period, a report is completed and submitted to the Head of the Phase.
- Evidence of support should also be submitted.
- The support team meets and discusses the problem and decides on **further intervention**, namely:
 - an interview is arranged with the parents – the parents should be advised on how to assist the child.
 - a hearing is requested for learners with serious behavioural problems who do not react positively to the intervention.
 - in the case of serious learning problems or physical disabilities in Grades 4 – 6 the learners are withdrawn from class for Home Language, LLC and Mathematics. These learners then have class with a remedial educator who teaches them in small groups. For the other subjects the learners re-joins in their large class groups.
 - Referring the case to the learner centre who may place the learner in another school for specialised psychological help or advice regarding the learning problem.

3. Learners with Special Education Needs:

- Alternative assessment should be done with the aim to minimise the impact of Special Needs on learners regarding assessment performance.
- This is to accommodate learners' functional differences.
- The standard of assessment should never be compromised.
- Learners should never be unfairly advantaged above their fellow learners.
- The same academic requirements and standards apply to these learners.
- This should place learners with Special Needs on an equal footing with other learners.
- It should enable learners to give a true reflection of their skills and knowledge.

The sole aim is to provide the learner with an equal opportunity for education in a single, integrated educational system and to ensure that such a learner is not marginalised and disadvantaged by assessment procedures.

