



## CHIVIRIKANI PRIMARY SCHOOL

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# SCHOOL POLICY

## Early Identification of Learners with Learning Problems

**EFFECTIVE DATE:** \_\_\_\_\_

### REVISION HISTORY:

As amended on:

11 October 2016

- The learners' **strong** and **weak** points and needs should be **identified** as early as possible in Grade 1, in order to ensure the learners' progress. New learners who join later in a Grade and who experience problems should be identified and assisted. In Gr. 2 – 7 learners with learning problems should be identified in the **first** term and names reported to the principal and then to the school **clinic** for further action.
- Learners with **special needs** in **learning** should under no circumstances be forced into the main stream. **Intervention** should occur as early as possible.
- **Educators** should have a good and clearly planned **intervention** programme in place. Learners should be observed from the first day in Literacy, Mathematics and Life Skills. Learners should be supported regarding their needs and limitations to learning.
- Educators should **record** all observations in the **learner's profile**.
- Other **identified role players**, such as the TST at the school and the school Clinic, should help with more specialised support.
- Parents or guardians should be informed **timeously** so that a support and enrichment programme can be developed. Parents should understand this and they should be fully informed of development.

- A **record** should be kept of:
  - all contact with parents
  - all support offered
  
- All **evidence** of intervention, such as activities and assessment, should be filed safely.
  
- Learners may not be allowed to spend an extra year in the same grade without having complied with the official, prescribed procedure according to Circular 108/99.
  
- Education should identify learners who:
  - need support
  - need diagnostic help in certain aspects of a learning programme
  - have a barrier for learning
  - are over or above age
  - experience problems with the language of learning and teaching because it is not the same as their mother tongue
  - experience physical problems, such as limited sight or hearing, etc.
  - experience health related problems, such as malnutrition, etc.
  - experience emotional problems due to molestation, violence, etc.
  - do not attend school regularly

