



CHIVIRIKANI PRIMARY SCHOOL

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SCHOOL POLICY

Intervene

EFFECTIVE DATE: _____

REVISION HISTORY:

As amended on:

11 October 2016

PURPOSE

- The early identification of learners with learning difficulties in order to give them more support.
- The learner's strengths, weaknesses and needs should be identified as early as possible in Grade 1 (Foundation Phase) in order to ensure on-going progress.
- Grade 2 to Grade 6 learners with learning difficulties should be identified in the first term and a report with the names should be submitted to the TST team and the principal.
- It is also possible to have 'streaming classes' where learners with the same learning problems are accommodated in one class.
- A good and clearly defined intervention plan should be in place.
- Learners should be observed closely from the first day in all subjects.
- Learners should be able to learn with support of the educator.
- Educators should record all observations in the learner profile. The next step should be to involve other role players to provide these learners with more specialised support (school clinic), by means of a suitable intervention programme.
- Parents or guardians should be informed early so that an extended support programme can be developed. Parents are important partners in the learning process and should understand this and be informed.

- Educators should record all contact with parents or support offered or documentation on a learner's support sheet.
- Educators should identify learners who:
 - need a support and development programme.
 - need diagnostic help in certain aspects of a learning programme.
 - are above age.
 - experience problems with the medium of learning and teaching, if it is not in their mother tongue.
 - experience physical problems regarding sight, hearing, etc.
 - experience health problems, e.g. diseases, malnutrition, etc.
 - experience emotional problems due to molestation, violence, etc.
 - do not attend school regularly.

