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INTERVENTION POLICY

DEFINITION:

Intervention means creating more opportunities for a learner who needs more time to achieve specific learning outcomes.

GUIDELINES:

1. The learning support team (LST) is responsible for ensuring that intervention takes place for learners who need more time to achieve certain learning outcomes.
2. The head of the learning support team is responsible for ensuring that further channels are followed and intervention help is obtained from outside the school if needed.

RULES:

1. The LST meets weekly (if necessary) or regularly to address aspects that need attention for intervention.
2. Educators are responsible for the regular recording of outcomes or assessment standards that have not been achieved and for bringing it to the attention when the LST meets.
3. The prescribed form of the school clinic should be completed continuously while intervention happens for weak learners.

PROCEDURE:

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



Name of learner:		Grade:
Aspects	Date	Tick
1. Language 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 annually and it should be explained to them at the parent evening at the beginning of the first term in a letter to the parents after the parent evening at the beginning of the first term.

3. Steps taken by the educator should be as follows:

The educator begins with the intervention form of the school clinic with recording:

Bring the problem to the attention of the parent and the head of the phase.

Remember to record the dates.

Support the learner constantly during the following month by means of conversation 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 support 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:



A discussion is arranged with the parents – the parent should be provided with advice on how to help the child.

A tribunal is requested for learners with serious behavioural problems who do not react positively to help.

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 learning areas the learners are back in their large class groups.

The case is referred to the learner centre for placement in another school or for specialised psychological help or advice regarding the learning problem.

4. Learners with special educational needs:
Alternative assessment should be done. The aim with this is to minimise the impact of special needs of 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.

- 4.2 This should place learners with special needs on an equal footing with other learners. They may not enjoy any advantage. It should enable learners to give a true reflection of their skills or knowledge.

- 4.3 The single 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 marginalized and disadvantaged by assessment procedures.

This policy was adopted by the School Management on

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

