



El Marine Primary

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LEARNER SUPPORT POLICY At El Marine Primary it is our mission to provide learners with excellent education. We acknowledge the different learning abilities of all our learners. It is therefore a priority that learning support is offered for all our learners to be able to reach their full potential.

Learning support happens primarily through our teaching methodology. Educators at El Marine Primary must consider all the learning styles in their class when planning lessons. Lessons should be interactive and should support active learning. It should be delivered in such a way that minimal support is required after the lesson has been given. However, should it be evident that learners require extra support regardless of an educator's primary efforts, a remedial period is put in place for each educator which allows them to spend individual time with the learners who need it.

SELECTION FOR PLACEMENT IN THE SCHOOL

Before a learner can enrol in El Marine Primary, they are tested on the previous term's minimum requirements and should show the needed skills to complete the tasks. The results are discussed with the HOD of the phase and the principal. Based on the results, it can be decided whether the learner may be admitted to the grade with or without support, or if the school requires them to repeat the previous grade.

Parents will then have an interview with the principal where the principal informs the parents of the decision. Parents have the final say but are made aware of the possible effects their decision can have on their child's progress.

In this way, the school and educators are prepared to support the learner right from the day of their enrolment.

SELECTION FOR SUPPORT The selection process is done together with the informal assessment during each term.

Teachers choose who needs to be in their remedial period by considering the following:

- Observing the child during classwork
- The child's informal assessment marks
- Class test marks
- Formal assessment marks
- Childs ability to participate and concentrate in class
- Child behaviour
- The child's progress during every term

After considering all these factors the class teacher will place the learner in their remedial period where extra individual attention can be given to the learner.

Educators should also schedule a meeting with the parents to collaborate with them on what type of support will be given to the child and whether remedial is sufficient or if external support is required.

IDENTIFYING LEARNERS WITH BARRIERS

EI Marine Primary makes use of the same strategies as mentioned in selection for support. Educators can also refer the document "**The Proactive Education Group: Barriers to Learning**" held in the office to identify any observations made. This document can also provide them with basic knowledge of how to support the learner. If an educator's observations match any of the barriers described in the document, parents will be referred to external support professionals and teachers will wait on feedback in order to learn how to support the learner.

SUPPORT SERVICES

Each class teacher has a remedial period every week during which they will support the learner. Furthermore, the parents will be informed if the learner needs any additional help. If the learner does need additional help the teacher will make a recommendation to parents to tell them what type of support the learner will need and recommend a specific person or organisation if possible.

El Marine Primary may refer parents to the ARA therapy and learning centre that has the necessary therapists and learning support specialists who can offer support for a wide variety of learning needs.

REVIEW ARRANGEMENT FOR LEARNER SUPPORT SERVICES

If a learner needs external support, the school will assist the parents in the following ways:

Provide parents with contact details of external support services,

If necessary, make an appointment with the relevant support service to evaluate the learner,

Offer a down payment option for expensive external assessments where the school pays the account and parents pay the school back on a monthly basis as agreed by both parties.

Once a learner has been for an assessment, the school will require the following:

Feedback from the parents about the assessment,

A report from the therapists who conducted the assessment to be filed at school (which will help the teacher plan better to support that learner).

If a learner is enrolled in an external support programme such as speech therapy, occupational therapy, reading support etc..it is the class teacher's responsibility to:

stay in touch and get feedback from the involved people on a weekly basis in order to be able to better support the learner in their own class.

Assist the external professionals in any way that they may require (and that is relevant) to support the learner.

SAFETY AND CONFIDENTIALITY OF DOCUMENTS AND REPORTS

The support process at El Marine Primary is confidential. All discussions, arrangements, documents and reports that form part of this process will not be discussed with other learners, uninvolved staff or other parents.

All documents and reports will be locked away in the learner's EDLAB in the office.

REPORTING ON LEARNER'S PROGRESS To Parents: Each learner will receive a progress report at the end of every term. The teacher will then have a parent-teacher meeting to inform the parents of learner's progress and needs.

To Educators: At parent-teacher meetings it is important for parents to also inform teachers about anything they need to know that might affect the way they support the learner in class. Intervention Report: Teachers must prepare for every meeting held with parents to be able to give them concrete evidence of all the areas their child is struggling with.

Educators must also write how the parents can support their child at home before the formal assessment/exams start. If a teacher feels the learner will benefit from external support, they must provide the parents with the necessary contact details of such persons.

Assessment Reports Filed: Parents must make sure they get a copy of all the remedial and psychologist reports given and send one to school for record keeping. In this way the teacher can also be educated on how to support the learner better in class.

Minutes of Meetings: minutes must be kept of all meetings and communication between parents and teachers. Minutes must be filed under each learner's name in the educator's intervention file.

Record building: At the end of every year the teacher must write a report on all the support the child has received during the year and how it influenced the child's progress. This report must be filed in the learner's progress file (EDLAB) to inform the new grade/school of the learner's learning requirements to ensure that the learner gets the ongoing support he/she needs.

LEARNER ADVISORS AND GUIDANCE COUNSELLORS

El Marine Primary acknowledges that learner support could also be in the form of emotional guidance. Teachers will observe learners and report on behaviour that may indicate a need for emotional support. The learner will be referred to the school's counsellor, who may or may not be a qualified educational psychologist. The school counsellor will assess the learner and decide whether it is a situation they can support or whether they prefer to refer the learner to external support.

If they wish to refer the learner, an appointment must be made with the learner's parents to discuss what options they can take. If the parents do not take responsibility to organise external support, the school counsellor will continue to schedule meetings with the learner at school to support them in the best way possible. However, should there be negative effects on the learner's learning progress or behaviour in class, the principal will condition the parents to get external help.

In cases where the staff at El Marine Primary feel unable to support, learner's will be referred to external support such as the ARA therapy and learning centre in Strand.