



Cedarwood School

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Cedarwood School School Based Support Team Policy

This policy must be read in conjunction with the POPIA Manual

This policy has to be read in conjunction with the School Inclusion Policy

Purpose of this Policy:

To maintain a whole School Based Support Team approach to the following:

1. An assessment system that works to inform us about student-risk status—which students may be having Language/Mathematics or other achievement-related difficulties through phone meetings and case conferences.
2. An assessment system that informs us about student progress within grade level or curriculum standards
3. Curriculum support that is evidence-based
4. An Individual Education Plan that is based and measured against an existing grade and age level appropriate curriculum
5. An understanding about how curricular elements link across tiers and grade levels
6. Assurance that our instructional practices are evidence-based
7. Staff have a clear sense of what support their learners require and how to implement it early each year in accordance with the district requirements.
8. Staff know when the fidelity checks are going to be completed and that they are routinely applied so that the information is used to improve instruction
9. Whole School/Systemic practices integrated so that the overall framework can be sustained
10. Staff have an agreed-upon vocabulary and agreed-upon procedures and practices to support implementation at school level.

Policy Background

At Cedarwood prospective learners are invited to attend a trial week. A full report on the academic, social and emotional abilities is completed by the teachers who observe the visiting child and the feedback thereof is given to the parents at the end of the trial week. Parents are required to submit a recent Psychoeducational Assessment report (not older than 2 years) and latest school report. Should Cedarwood College be able to assist the learner with his/her specific barrier to learning, final acceptance can take place. Information gained from the process of application, observation during the trial week and further assessments result in a holistic understanding of the child and their support needs, which can be addressed by the SBS team.

Important points to keep in mind:

1. Learners causing concern are highlighted or 'flagged' electronically by individual teachers and/or discussed during phase meetings. The Educational Psychologist is present at this level and continues to form part of the team managing each individual case.
2. Current intervention is evaluated and further referral decided on. This may take the form of referral for emotional support or individual or small group remedial support.
3. Ongoing individual contact is made with parents for progress/feedback about their children.
4. The school must keep concrete evidence of on-going support for the learners and monitor progress.
5. The nature of the barriers experienced must be specified.
6. IEP or alternative curriculums are decided upon, in agreement with parents, who are required to sign acceptance and acknowledgement before changes can be made.
7. Accommodation applications are completed and handed to the relevant district representative within the district indicated time frame each year.
8. Learners without sufficient evidence of experienced barriers to learning may not be retained.

Elements to take into consideration

1. Assessment for learning (and Core Skills for Learning) occurs on a continual basis.
2. A Team approach is essential for strategising interventions, support and accommodations for each child; thus collective strategising.
3. A Team approach to implementing the above (grades, years, levels and tiers).
4. The team is involved in teaching approaches which take into account continually evaluating/reviewing the effectiveness of the above.
5. A Team approach to the assessment of learning performance and potential.
6. A Team approach to authentic recording, communicating and reporting using the SBS file.
7. Collecting of authentic evidence to support the above (in the context of an existing core curriculum).
8. Members and roles of the SBST.

SBS Team Roles and procedures

Learning Support Coordinator

The Learning Support Coordinator's role is to oversee the overall development of each learner. All the information on the academic, emotional and social functioning of each individual is thus required. All information needs to pass through the case manager in order to be allocated to appropriate professionals for support. Each professional giving additional support also gives feedback with regard to progress and difficulties. Parent meetings and parent contact need to be communicated to the LSC (through flagging forms, meetings and emails).

Academic support

SBS members responsible for academic support are involved in assessing, monitoring and supporting learners with barriers to academics. Their primary information comes from concerns raised by teachers (flagged in the SBS file) electronically, which is summarised and prioritised in collaboration with the team. Support is offered in class as well as in small groups and individual sessions out of the class room. The support given is tracked, alongside monitoring class progress, in order to obtain an overall understanding of development.

Emotional Support

An Educational Psychologist is also in place to support all learners with emotional difficulties, whether short term or ongoing. Concerns are addressed through emergency pop-in sessions as well as regular monitoring of learners. With the exception of prearranged sessions, a note is given if a child misses class, as one cannot always predict the time required to manage an emotional crisis.

Intern Educational Psychologists

The interns will see learners who are allocated by the Learning Support Coordinator and work under the supervision of a Psychologist at the School. They will arrange weekly sessions that are structured and planned in advance. Careful consideration is given to the timetable when choosing a suitable slot and the therapy is re-evaluated termly. Referrals to the interns need to be conducted through the SBS team. Interns are also involved in assessing learners and will arrange suitable times with teachers and parents for this process.

Tiered approach to support and interventions

Response to Intervention (RTI) is a framework used for organising, allocating and evaluating educational resources to meet the instructional needs of all students in order to prevent long-term school failure. The SBS team makes use of a three tiered approach to intervention in order to evaluate and monitor progress of learners who are in need of support, alongside teachers. The first tier of intervention is teacher driven and refers to the instruction given to a whole class. Tier 2 refers to small groups within or outside of the class environment alongside academic support. Tier 3 refers to individual attention and instruction given to a child within or outside of the classroom structure with the involvement of academic support.

Core skills teaching and curriculum

Core Skills is a lesson allocated within the timetable for learners in the Senior Phase, with the goal of specific focus on underlying skills for academic and social/emotional development. Learners are supported in understanding individual differences in thinking and personal management strategies which will support their overall learning across all subjects in the curriculum. This period in the timetable is also used by the academic support team when intervention is required for underlying learning difficulties, as these interventions require working on skills which are not linked to curriculum material.

Tracking recording and reporting

The following evidence of interventions and support need to be kept up to date:

1. Assessment for Learning (formative assessment through the process of seeking and interpreting evidence in order to inform support requirements)
2. Assessments of effectiveness of interventions
3. Paper based tracking and flagging system in the SBS file
4. IEPs, Prevocational adaptations, Skills based programmes, core skills teaching etc.
5. Strategies, review and implementation of support and intervention
6. Core Skills curriculum, content and approach
7. Assessment of Learning (summative assessment used to compare learner's performance against national or grade standards)
8. Copies of learner's work
9. Assessment / school reports
10. Assessment of teacher and the SBST practices in accordance with staff development and training
11. Evidence of review of practices
12. Evidence of implementation of best practices

Accommodation

Accommodation are applied for through the GDE when adequate evidence exists with regards to a barrier to learning which will negatively impact a learner's test and exam performance. Assessments are conducted and applications are made on behalf of the learner and their family. The GDE approve accommodation according to strict criteria in order to ensure the learner is not gaining an advantage over his or her peers.

Case discussions

Case discussions provide an opportunity for the staff to discuss all learners on a regular basis in order to provide information and coordinate a team approach to working with an individual. Case discussions and grades are rotated

in order to discuss each learner according to the needs of teachers, learners and staff. Any concerns raised can be picked up by the SBS team and support put in place. Round table discussions with parents are set up with staff and parents if and when the need arises.

Staff and parent involvement and feedback

The nature of our school requires continuous information and feedback with regard to an individual's performance and coping within academic, emotional and social realms. Staff are regularly involved in information sharing, as per case discussions, due to the learner being taught by subject teachers and class or register teachers. Parents are frequently contacted via telephone, sms, email and meetings in order to work together as a team for the benefit of the individual. Regular feedback is required from teaching staff, support staff and parents in order to evaluate the effectiveness of interventions in place and the overall progress of a learner as an individual.

Individual Education Plan (IEP)

Learners who do not meet the pass requirements within a specific subject area due to a barrier which negatively impacts their ability to progress within that subject are identified as potentially requiring an IEP. Parents are engaged in a discussion with the relevant teachers in order to make a decision in the best interests of a child. A child who cannot progress in a subject area because of foundations which are not consolidated, may work on a lower grade level in order to progress through mastering skills required by the curriculum. IEPs are offered within the core subjects of Maths, English and Afrikaans in the Senior Phase. A learner needs to pass all subjects on the curriculum level and not on an IEP in Grade 9 in order to be promoted into the FET academic stream. Learners on an IEP receive work, assignments, tests and exams on a lower grade level, as decided by the teachers in conjunction with the parents, until such a time that they prove capable of managing the grade appropriate curriculum again. Alternative reports are created and provided for IEP subjects. If adaptations are required in more subject areas a Pre-vocational option must be considered. See below:

Pre-vocational Learners

The ASDAN pathway allows alternative and practical assessments instead of formal tests and exams.

Intern Educational Psychologists

Cedarwood School is a recognised internship site for Educational Psychologists. Students who have completed the theory component of their Masters in Educational Psychology are required to complete a year's practical application of the learnt theory within an internship site. Intern Educational Psychologists are supervised by experienced Psychologists in the same stream, whilst supporting children and parents in therapy and assessments. They support the SBST by conducting psychoeducational assessments, concession applications, group social intervention, individual and play therapy as well as staff development.

Staff development and training

Staff development occurs within the school on a weekly basis on topics which concern the learners and staff of Cedarwood. Topics are agreed upon on a termly basis and training is conducted for all staff across the school, unless a topic is relevant to only the Prep or College. The SBST coordinate internal staff training sessions, however training may occasionally be facilitated by external organisations or persons who are knowledgeable in a particular area of interest.

(Also see Staff Development policy)

Learner and Parent Development

Where necessary, development of learners and parents will also be addressed. Relevant workshops for learners and parents will be provided.

RECORD OF CHANGES

Date	Page no., heading, brief description of change	Entered by
22 Aug and 1 Sept	None	D van Wyk
24 Aug 2016	Pg. 1. Point 1. Addition of phone meetings and case conferences	R da Cruz
24 Aug 2016	Pg. 1 Point 7. Early each year, staff discuss how to support in accordance with district requirements	R da Cruz
24 Aug 2016	Throughout document: Case manager is changed to Learning support coordinator (LSC)	R da Cruz
24 Aug 2016	Pg. 2. SBS roles and procedures: SBS files have now been replaced with flagging sheets, emails and meetings.	R da Cruz
24 Aug 2016	Pg. 3. Core skills is now changed to study skills.	R da Cruz
24 Aug 2016	Pg. 3 IEPs. Line 5. Rewording or paragraph	R da Cruz
24 Aug 2016	Pg. 3. Case discussions: 'on a weekly basis' is changed to 'all grades are rotated in order to discuss each learner according to the needs of staff and parents.'	R da Cruz
24 Aug 2016	Pg. 4. Staff development: SBST coordinate internal staff training	R da Cruz
13 Sep 2017	Pg. 1. 'Important points to keep in mind': "early each year" changed to "within the district indicated time frame each year."	M Jansen
13 Sep 2017	Pg. 2. 'SBS Team Roles and Procedures': Under subheading 'Emotional Support', the words "With the exception of prearranged sessions," was added to the final sentence.	M Jansen
13 Sep 2017	Pg. 4. Staff development and training: the following words were added, "sessions, however training my occasionally be facilitated by external organisations or persons who are knowledgeable in a particular area of interest".	M Jansen
13 Sep 2017	Pg. 4. New section added entitled 'Learner and Parent Development': Where necessary, development of learners and parents will also be addressed. Relevant workshops for learners and parents will be provided.	M Jansen
26/09/18	Spell check	Team(Review File)
30/09/18	Spell check	Meagan
11/09/20	POPIA	Management