



Cedarwood School

Prep Switchboard: 011 465 9830 / 011 467 4657
Emergency: 071 609 7253

College Switchboard: 011 467 4889
Emergency: 072 617 5291

113 Dunmaglass Road, Glenferness | www.cedarwoodschool.co.za

Cedarwood School Based Support Team (SBST) Offering

Academic Support

- Response to Intervention (RTI)
 - Scaffolded teaching in supportive small classes by the class teacher (Tier 1); Small group intervention out of the class (Tier 2); or individual intervention sessions (Tier 3)
 - Academic intervention focuses on the Core subjects of English and Mathematics, with additional focus of the first additional language in the College.
 - Teachers flag the learners who need additional academic support or intervention to address underlying skills which create access to curriculum expectations. The movement between tiers of intervention are fluid and discussed in the regular meetings between academic and support staff; with the aim to reintegrate learners back into Tier 1 support in the classroom.
- Reading intervention in the Prep School
 - Rave-O
 - Read for Africa (Phono-Graphix Reading Method)
 - Reading Groups
 - Graded Reading Scheme, according to each learner's individual reading level
- Homework support/supervision as an extra mural or additional support
 - Offered after school hours for the Foundation and Intermediate Phases (Mondays, Wednesdays and Thursdays, 14h00-15h00)
 - Offered from 14h30-15h00 on Monday, Wednesday and Thursday in the College
 - Focused on supporting the completion of homework in small groups
- Extra lessons in the College
 - Subject teachers offer extra lessons before and after school on a rotational basis, which can be made compulsory by the teacher or parent if a learner is identified as needing additional Tier 1 intervention.
 - Extra lessons occur before extra murals, so as not to interfere with sporting or cultural interests.
- Individual Education Plans (IEPs)
 - Adapted curriculum content which allows learners to remain in class with peers whilst completing work and assessments from a younger grade
 - Parents will be consulted when a recommendation of an IEP occurs and the documentation is formalised

- Accommodations
 - Additional support provided in formal tests and exam settings to reduce the impact of a learning barrier. For example: Reader, Scribe, Prompter, Additional Time, Separate Venue, Spelling or Rest Breaks.
 - Baseline assessments are used for internal justification, by the psychology team
 - The School-Based Accommodations Committee examines each learner's profile to determine whether they qualify to apply for accommodations
 - Accommodations are applied for through the GDE/SACAI but provided by the school for formal tests or exams

Emotional Support

- Short-term Play Therapy (Prep) and Individual Psychotherapy (College) with the Intern Educational Psychologists
- Trauma Debriefing and Crisis Intervention
- Parent Counselling, Psychoeducation and support
- Staff development and emotional support
- Shared Spaces newsletters and social media posts (aimed at parents and staff)
- Social Skills groups and Workshops:
 - New Beginnings (Foundation Phases 1-3)
 - Responsible Choices (College 6 – 9)
 - Peer Leadership Workshop (Grade 6)
 - Cybersafety (Grades 5 & 6)
 - Growing Up (Grade 5)
 - Anxiety and Stress (College 6-9)
 - Bullying workshops (Grades 1-6)
 - Camp Butterflies (Grade 4)
 - Transitions (Grades 3 & 6)

Psycho-Educational Assessments

- Grade 3 Full Psycho-Educational Assessment
- Grade 6 Cognitive Assessment and Baseline Scholastics
- Grade 9 updated Cognitive Assessment for accommodations applications
- Baseline Assessments (reading, writing and mathematics) (Grades 6, 7, 8 and 9)

Additional support on offer during school hours but for the parent's account:

- Individual Speech and Language Therapy
- Individual Occupational Therapy
- Individual Physiotherapy
- Individual Play Therapy and Psychotherapy (long term therapy)
- Specific Assessments outside of the assessment offering charged at a nominal fee

Please note: The School will determine the needs of the child; who will receive one or more support explained above when enrolled at Cedarwood. Not all children require all levels of support and the planned intervention will occur following a needs analysis.