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. A screening system to inform or update us about each pupil's at-risk status, including pupils having Language/Mathematics or other achievement-related difficulties. This is achieved through meetings and case conferences.
2. An assessment system that informs us about pupils's progress within grade level or curriculum standards
3. Evidence-based curriculum support and intervention
4. An Individual Education Plan that is based and measured against an existing grade and age-level appropriate curriculum
5. An understanding of 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 pupils require and how to implement it early each year in accordance with the district requirements
8. Fidelity checks are completed to monitor the implementation of support and intervention.
9. Whole School/Systemic practices are 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 the school level

Policy Background

At Cedarwood School, prospective pupils 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 pupil, and the feedback 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 two years) and the latest school report. If Cedarwood School can assist the pupil with his/her specific barrier to learning, final acceptance can occur. The information gained from the application process, observation during the trial week and further assessments result in a holistic understanding of the pupil and their support needs, which the School Based Support team can address.

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Important Points to Keep in Mind:

1. Pupils with academic concerns are 'flagged' by individual teachers and discussed during structured meetings.
2. Individual teachers need to refer pupils with emotional or social concerns to the relevant Educational Psychologist. The allocated Educational Psychologist or Intern Educational Psychologist becomes part of the team managing each pupil.
3. Pupils requiring an assessment that falls outside of the school offering need to be referred by individual teachers to the relevant Educational Psychologist using the Assessment Referral Form.
4. Current intervention is evaluated during structured team meetings, and further referrals are decided on. This may take the form of a referral for emotional support, individual or small group academic support, or private therapy.
5. Ongoing individual contact is made with parents to discuss progress or feedback about their children.
6. The school must keep concrete evidence of ongoing support for the pupils and monitor progress.
7. The nature of the barriers experienced must be specified.
8. I.E.P. or alternative curriculums are decided upon, in agreement with parents, who are required to sign acceptance and acknowledgement before changes can be made.
9. Accommodation applications are completed and handed to the relevant district representative within the district-indicated time frame each year.
10. Pupils 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 continually.
2. A team approach is essential for strategising and implementing interventions, support, and accommodations for each pupil, thus facilitating collective strategising and implementation.
3. The team is involved in teaching approaches which take into account continually evaluating or reviewing the effectiveness of the above.
4. A team approach to the assessment of learning performance and potential.
5. A team approach to authentic recording, communicating and reporting on Ed Admin.
6. Collecting authentic evidence to support the above (in the context of an existing core curriculum).
7. Members and roles of the School Based Support Team.

School Based Support Team Roles and Procedures

Head of Support

The Head of Support's role is to oversee the overall development of each pupil in support. All the information on each pupil's academic, emotional and social functioning is thus required. For this reason, the teachers are required to keep information updated and saved on the Server so that the appropriate professionals have access to this information for support purposes. Relevant documentation for new pupils needs to be completed within two weeks of the pupil starting at Cedarwood School. Each professional giving additional support also provides feedback about progress and difficulties. Parent meetings and parent contact needs to be communicated to the Learning Support Managers (through flagging forms, meetings and emails). The individual teachers need to

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upload minutes of parent meetings and other forms of parent contact on Ed-Admin within three days of the meeting.

Academic Support

The School Based Support members responsible for academic support are involved in assessing, monitoring, and supporting pupils with academic barriers. Their primary information comes from concerns raised by teachers, who flag pupils requiring Academic Support or Intervention. Academic Support is offered in the classroom (Tier 1) as well as out of the classroom in small groups (Tier 2). At the Prep, children on an Individualised Education Programme (I.E.P.) are offered Intervention for English and Mathematics in small groups (Tier 2) or individually (Tier 3). The support given is tracked, alongside monitoring class progress, in order to obtain an overall understanding of each pupil's development. Team meetings are used to discuss and prioritise each pupil's academic needs, as well as reassess the level of support needed over time (this allows for pupils to move between tiers as needed).

Emotional Support

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

Intern Educational Psychologists

The interns will see pupils allocated by the Supervising Educational Psychologist at Cedarwood School. They will arrange structured and planned weekly sessions. Careful consideration is given to the timetable when choosing a suitable slot, and the therapy is re-evaluated termly. Interns are also involved in assessing pupils and will arrange suitable times with teachers and parents for this process.

A Tiered Approach to Support and Interventions

Response to Intervention (R.T.I.) is a framework used for organising, allocating and evaluating educational resources to meet the instructional needs of all pupils to prevent long-term school failure. The School Based Support Team, alongside teachers, make use of a Three-Tiered approach to intervention to evaluate and monitor the progress of pupils who require support. The first tier of intervention is teacher-driven and refers to the instruction given to a whole class. Small group in-class support with an academic support staff member falls under Tier 2 support. Tier 2 may also occur in small groups outside of the classroom with an academic support staff member. Tier 3 refers to individual attention and instruction given to a pupil outside of the classroom structure with an academic support staff member.

Core Skills Teaching and Curriculum

Core Skills is a lesson allocated within the timetable for pupils in the Senior Phase, with the goal of specific focus on underlying skills for academic and social or emotional development. Pupils 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 and/or Psychologist when intervention is required for underlying learning and/or emotional difficulties, as these interventions require working on skills not linked to curriculum material.

Tracking Recording and Reporting

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

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1. Assessment for Learning (formative assessment through the process of seeking and interpreting evidence to inform support requirements)
2. Assessment of the effectiveness of interventions
3. Paper-based tracking and flagging system
4. I.E.P.s, Prevocational adaptations
5. Review and implementation of support and intervention
6. Core Skills curriculum, content and approach
7. Assessment of Learning (summative assessment used to compare pupil's performance against national or grade standards)
8. Copies of pupil's work
9. Assessment or school reports
10. Assessment of the teacher and the School Based Support Team practices in accordance with staff development and training
11. Evidence of review of practices
12. Evidence of implementation of best practices

Accommodations
Accommodations are applied for through the Department of Education (Grades 4-9) or SACAI (Grades 10-12) when adequate evidence exists regarding a barrier to learning that will negatively impact a pupil's test and exam performance. Assessments are conducted, and applications are made on behalf of the pupil and their family. The Department of Education or SACAI uses strict criteria when granting accommodations to ensure the pupil is not gaining an advantage over their peers.

Case Discussions
Case discussions provide an opportunity for the staff to discuss pupils on a regular basis in order to share information and coordinate a team approach to working with each pupil. The School Based Support team can pick up academic, emotional, or social concerns raised, and support can be 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 whether or not she or he is coping academically, emotionally and socially. Staff are regularly involved in information sharing, as per case discussions, due to the pupil 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 intervention in place and the overall progress of a pupil as an individual.

Individualised Education Programme (I.E.P.)
Pupils 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 I.E.P. Parents are engaged in a discussion with the relevant teachers to make decisions based on the best interests of a pupil. A pupil who cannot progress in a subject area because of foundations that are not consolidated may work on a lower grade level in order to progress through mastering skills required by the curriculum. I.E.P.s are offered within the core subjects of Mathematics and English. An I.E.P. for Afrikaans is only offered in the Senior Phase. A pupil needs to pass all subjects on the curriculum level and not on an I.E.P. in Grade 9 in order to be promoted into the F.E.T. academic stream. Pupils on an I.E.P. receive work, assignments, tests and exams at 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

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grade-appropriate curriculum again. Alternative reports are created and provided for I.E.P. subjects. Pupils who are still not coping with the academic requirements of the CAPS curriculum after being placed on an Individualised Education Programme (I.E.P.) will be offered an opportunity to sign up for the Pre-Vocational and Vocational programme. If adaptations are required in more subject areas, a Pre-Vocational option must be considered. See below:

Alternative Pathway

Gauteng Education Department has granted Cedarwood School permission to be part of the pilot program in offering the Technical Occupational Curriculum (T.O.C.). The aim of the T.O.C. is to ensure that pupils, irrespective of their abilities, are given the opportunity to develop competencies. It aims to prepare pupils to function meaningfully and effectively in society, to be able to enter future careers, and to be equipped to meet the requirements of the economy.

Pre-Vocational and Vocational are alternative learning pathways for pupils who struggle to keep up with the academic demands of the CAPS curriculum. It is recommended for pupils who have been unsuccessful on multiple Individual Education Programmes for two or more years or where there has been a gap greater than two years between a pupil's abilities and chronological age. With the Pre-Vocational and Vocational pathway, there is a balance between theory (25%) and practical (75%) components.

Pre-Vocational provides the bridge required to cross over to do a Vocational Course, whether at Cedarwood School, TVET College (technical and vocational education and training) or any other private institution with vocational course offerings to obtain an N.Q.F. Level 2. In order to cross over to a Vocational Course, pupils need to obtain an N.Q.F. Level 1, which is equivalent to a Grade 9. Pupils who remain in the Pre-Vocational pathway (do not cross over to a Vocational Course with the age appropriate year group) can work at their own pace in smaller, supportive classes until the N.Q.F. Level 1 is achieved. The content is presented at a level and pace that is best suited to the individual pupil's needs. Pupils have more time to complete their work and obtain an N.Q.F. Level 1. The Pre-Vocational pathway is offered to pupils from Year 4 to Year 9.

Pupils in the Pre-Vocational pathway at the Preparatory School are in the Orientation Phase / Preparation Stage before entering the formal T.O.C.

Early discovery is vital, as it builds confidence in the pupil and a sense of success during the learning experience. Pupils emerge in practical tasks such as computer skills, cooking, shopping, community engagement, etc.

Pupils in the Pre-Vocational pathway at the College follow the official T.O.C. Curriculum.

Subjects offered are English, First Additional Language, Mathematics, Life Skills, and Information Communication Technology as a stand-alone subject **or** integrated across various subjects. Alongside these subjects, Cedarwood School offers Development of Young Children, Hospitality and Wholesale & Retail. The majority of the teaching time is devoted to the practical subjects. Pupils who obtain an N.Q.F. Level 1 may proceed to the Vocational Pathway.

The Vocational Pathway is offered to pupils in Year 10 – Year 12. Cedarwood School offers **one** vocational course, i.e. End User Computing (E.U.C.).

The successful completion of the End User Computing curriculum will result in pupils obtaining an N.Q.F. Level 3.

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Intern Educational Psychologists

Cedarwood School is a recognised internship site for Educational Psychologists. Pupils 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 scope of practice whilst supporting children and parents in therapy and assessments. They support the School Based Support Team by conducting psychoeducational assessments, accommodation applications, group social intervention, E.Q. workshops, individual and group 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 pupils 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 only to the Prep or College. The School Based Support Team coordinates internal staff training sessions; however, training may occasionally be facilitated by external organisations or professionals knowledgeable in a particular area of interest.
(Also see Staff Development policy)

Learner and Parent Development

Where necessary, the development of pupils and parents will also be addressed, and relevant workshops for pupils and parents will be provided if and when needed.

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. S.B.S. roles and procedures: S.B.S. 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 I.E.P.s. 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. 'S.B.S. 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':	M Jansen

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26/09/18	Spell check	Team(Review File)
30/09/18	Spell check	Meagan
11/09/20	POPIA	Management
11/09/21	Words was replaced	Management
30/11/2022	None	Management
27/10/23	Reviewed and changes made to align with both campuses. Grammar checked	Sam and Nandi
19/10/24	Pgs. 4 & 5: Reviewed and changes/updates made to the Pre-Vocational pupils/Alternate Pathway section. Grammar checked and corrected throughout	Sam
08/10/25	None	Management

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