



Cedarwood School

113 - 117 Dunmaglass Road, Glenferness

Prep Switchboard: 011 465 9830
Emergency: 071 609 7253

College Switchboard: 011 467 4889
Emergency: 072 617 5291

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 with a learning support therapist (Tier 2); or individual intervention sessions out of the class with a learning support therapist (Tier 3)
 - Academic intervention focuses on the Core subjects of English and Maths, with an additional focus on the first additional language in the College.
 - Teachers flag learners who need intervention to address gaps in their foundational skills. The movement between tiers of intervention is fluid and discussed in regular meetings between Academic and Support staff.
- Reading intervention in the Prep School
 - Read for Africa
 - Reading Intervention Groups
- English and Maths clubs as extra murals in the Prep School
 - After-school hours focused on supporting children with English and Maths.
- Extra lessons in the College
 - Subjects 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.
- Individualised Education Programmes (IEPs)
 - Adapted curriculum content, which allows learners to remain in class with peers whilst completing work and assessments from a younger grade.
- Accommodations
 - Additional support allowed 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.
 - Justified internally through baseline assessments by the Psychology Team.
 - Previous psychoeducational assessment reports are considered as evidence to support the application of accommodations.

- Applied for through the GDE/SACAI, but provided by the school for formal tests or exams.

Emotional Support

- Play Therapy (Prep) with the Intern Educational Psychologists (short term)
- Individual Therapy (College)
- Trauma Debriefing and Crisis Intervention
- Bereavement Counselling
- Parent Counselling, Psychoeducation, and Support
- Staff Development and Emotional Support
- Shared Spaces Newsletters and Social Media Posts (aimed at parents, staff and the broader community)
- Social Skills Workshops:
 - New Beginnings (Foundation Phases 1-3)
 - Bullying Awareness Workshops (Foundation Phases 1-3)
 - Inside Out Workshop (Foundation Phases 1-3)
 - Building Bridges Workshops (Grades 1-6)
 - Transitions Workshop (Grades 3 & 6)
 - Peer Leadership Workshop (Grade 6)
 - Growing Up Workshop (Grade 5)
 - Butterflies in my tummy for camp preparation (Grades 4-6)
 - Responsible Choices (College)
 - Stress and Exam Anxiety (College)
- Group Therapy
 - Magic Mirrors (Low self-esteem)
 - Building Bridges (Poor Social Skills)
 - Bouncing Bunnies (Children struggling with ADHD)
 - Butterflies in my Tummy (Children presenting with worries)
 - Shining Stars (Children who are on the Autism Spectrum)

Psychoeducational Assessments

- Grade 3 Full Psychoeducational Assessment
- Grade 6 Cognitive Assessment
- Grade 9 Cognitive Assessment
- Baseline Scholastic Assessments (reading and writing) to support the application for Accommodations (Grades 6 and 9)

Speech Therapy, Occupational Therapy and Physiotherapy

- Speech therapy in-class language enrichment groups (Grades 1-3 & Pre-Vocational)
 - Listening Skills
 - Phonological Awareness
 - Vocabulary Enrichment
 - Reasoning and Metalinguistics
 - Social Language Skills
- Occupational Therapy in-class groups (run for the whole year) and small targeted groups (run termly)
 - Grades 1-3

- Gross and fine motor skills (including bilateral coordination and motor planning)
- Postural control and core stability
- Sensory stimulation and sensory regulation
- Handwriting skills
- Visual perceptual skills and visual- motor integration
- Attention and concentration
- Sequencing skills
- Social interaction and group participation (such as turn-taking and active listening)
- Pre-Vocational (in-class groups at the Prep):
 - Executive functioning skills
 - Sensory stimulation and sensory regulation
 - Problem-solving and organisational skills
 - Work task tolerance and endurance
 - Social interaction and group participation (such as turn-taking and active listening)

The following additional support is offered during school hours, but for the parents' account:

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

Please note: Not all children require all levels of support. The School will determine each child's support needs when enrolled at Cedarwood. This includes whether one or more of the supports described above is required. Planned intervention occurs following a needs analysis.