

ISLAMIC EDUCATIONAL CENTRE

LEARNER SUPPORT POLICY

Legislation

- Education White Paper 6 on Special Needs Education: Building an Inclusive Education Training System that provides a policy framework for the transformation of practices related to assessment and examinations in general with the view to achieving enabling mechanisms to support learners who experience barriers to learning.
- Guidelines to ensure Quality Education and Support in Special Schools and Special Resource Centres;
- National Education Policy Act, 1995

Background

The South African Schools Act, 84 of 1996 underlines the obligations of the Bill of Rights in the Constitution of the Republic of South Africa (Act 108 of 1996) that public schools must admit learners and serve their educational requirements without unfairly discriminating in any way; in determining the placement of a learner with special education needs, the Head of Department and principal must take into account the rights and wishes of the parents and of such learners and uphold the principle of “what is in the best interest of the child” in any decision making. The Act further states that “where reasonably practicable”, the State must provide education for learners with special education needs at ordinary public or independent schools and provide relevant educational support services for such learners.

The Education White Paper 6 that was published in 2001 set out the implementation strategy for the short, medium and long term implementation of inclusive education. The first stage of implementation of the policy set out a number of clear objectives and key strategic levers. To bring about the changes, the White Paper sets out various actions, including:

- Orientating management, staff, and governing bodies to the inclusion model;
- classroom educators are recognised as the primary resource needed to form an inclusive system

Process

The Islamic Educational Centre acknowledges that there are learners with different learning abilities within the school, and is also cognisant that there are learners who have specific barriers to learning.

On placement of a learner in a specific class, the learner is exposed to an entrance proficiency test that is administered by a qualified educational practitioner. During the interview process, and submission of documents, the parent of the learner must draw the attention of the school to any report from an Occupational Therapist, Psychologist or a professional person. The Admission Committee must interrogate the documentation submitted by the Occupational Therapist, Psychologist or a professional person and request the Principal to place that learner in the LSP category.

A schedule of learners with barriers to learning or learning disabilities must be submitted to the Department of Education on an on-going basis.

List of learner support services

1. Interview of learner
2. One-on-one interaction and support
3. Comfort breaks between assessment tasks
4. Additional time for tests and examinations
5. Personalised assistance in the completion of assignments and projects
6. Monitoring of progress

Review of learner support services

The Islamic Educational Centre appreciates that not all learners have identical barriers to learning, and from time-to-time, the intervention programme must be reviewed, and if possible custom-designed around the specific needs of the learner.

Safety and confidentiality of documents

The school will ensure that all documentation pertaining to the learners with barriers to learning be treated with utmost confidentiality, and the Principal be delegated as the custodian of that information. All reports from professional personnel, including medical and occupational therapists, be filed

Reporting on learner's progress

Parents and guardians must be kept informed of the progress of the learner either through personal notes, or for the Principal to set up a consultation meeting with the parent with emphasis on confidentiality and privacy of the discussions.

Professional staff members employed to deal with the provisioning of the learner support programme

The Islamic Educational Centre is dependent on the following professional service providers for providing professional services:

Jenny Miller – Occupational Therapist
N Bahadoor – Ladysmith Provincial Hospital Services
Sister Fathima Seedat – Ladysmith Provincial Hospital Services

Institution providing counselling and placement support to learners

Ladysmith Provincial Hospital

Various intervention strategies and implementation

1. Learners who are immigrants or whose home language is not English be given additional oral and written work;
2. Learners with impaired vision be given test and examination papers in larger font;
3. Learners with impaired hearing be placed in front of the class, and be given increased written work;
4. Learners with speech disabilities/stutter not be exposed to ridicule or whole class presentation of oral work, and be allowed a one-on-one interaction with the educator;
5. Slow learners be given additional time to complete tasks and activities.

Intervention plan

An intervention plan must be designed for each learner with learning disabilities outlining implementation dates, persons responsible, target group and types of intervention strategies.

IMPLEMENTATION DATES	RESPONSIBLE PERSON	TYPE OF INTERVENTION	OUTCOME/S

Feedback

Regular feedback must be given to parents on progress or retrogression of the child.

- All reports from remedial teachers/occupational therapists must be filed in the Learners with Barriers to Learning File.
- All interviews with learners must be documented.
- All meeting with parents must be recorded, and duly noted in the Principal's journal.
- Parents must be encouraged to continue regular sessions with professionals who may advise other strategies for improvement.

Pastoral Care : Care to Share Programme

In today's impersonal technology-laden world, Pastoral Care is the only form of caring in which valuable personal connections is the prime goal of interaction. The Care to Share at school provides emotional and spiritual care for learners from Grade R to Grade 12.

Each learner is assigned to an educator who becomes their mentor who guides and walks along their schooling journey.

Educators and learners interact with each other on a regular basis. Any personal or social problems experienced by the learner are addressed by the mentor, appropriate advice given or steps taken for further action.