

POLICY REGARDING EARLY IDENTIFICATION OF LEARNERS WITH LEARNING PROBLEMS

1. The learners' *strong and weak points* and needs should be *identified* as early as possible in Grade 1, in order to ensure the learners' progress. New learners who join later in a grade and who experience problems should be identified and should join the other learners.
In *Gr 2-7* learners with learning problems should be identified in the *first term*. The report with the names of the learners should be submitted to the principal and then to the *school clinic* for further action.
2. Learners with *special needs* or *barriers for learning* should under no circumstances be forced into the main stream. *Intervention* should occur as early as possible.
3. *Educators* should have a good and *clearly planned intervention* programme in place. Learners should be observed from the first day in Literacy, Numeracy and Life Skills. Educators should support the learners regarding their needs and barriers for learning.
4. Educators should record all *observations* in the *learner profile*.
5. Other *identified role players*, such as the *TST* at the school and the school Clinic, should help with more specialized support.
6. *Parents or guardians* should be informed *timeously* so that an extensive support and enrichment programme can be developed. Parents are important partners in the learning process. They should understand this and they should be fully informed.
7. *The following aspects should be recorded on the learner support sheet:*
 - all contact with parents
 - all support offered
8. *All evidence of intervention*, such as activities and assessment, should be stored.
9. Learners may not be allowed to *spend an extra year in the same grade* without having complied with the official, prescribed procedure according to *Circular 108/99*.
10. Educators should identify learners who:

- *need support*
- *need diagnostic help in certain aspects of a learning programme*
- *have a barrier for learning*
- *are over or above age*
- *experience problems with the language of learning and teaching because it is not the same as their mother tongue*
- *experience physical problems, such as with sight, hearing, etc.*
- *experience health related problems, such as malnutrition, etc.*
- *experience emotional problems due to molestation, violence, etc.*
- *do not attend school regularly.*

This policy has been adopted:

Date	Place
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EDUCATORS: _____

PRINCIPAL: _____

CHAIRPERSON (SGB): _____