



THE ORACLE ACADEMY

Empowerment through Vision

WCED Reg. No. 13/3/1/300

LEARNER SUPPORT POLICY

1. PREAMBLE

The Oracle Academy aims to provide a supportive teaching and learning environment that enables all learners to develop their true potential. This Learner Support Policy will serve as a guide to address those learners at The Oracle Academy who are struggling academically and/or emotionally as well as those learners who are high flyers. It outlines the processes involved in the identification of such learners, persons responsible as well as support programmes to be followed.

2. INTRODUCTION

At The Oracle Academy we believe that all students should be afforded the opportunity to develop and grow to their fullest potential in all areas. We acknowledge and embrace differences and diversity and thus offer all students meaningful and equitable access to learning opportunities. We recognise that no matter what the individual differences are, development and progress can take place through the provision of appropriate support.

3. OBJECTIVES

The policy's aims and objectives are to:

- Ensure all students and parents receive information about the school's learner support programme and its availability at the initial interview.
- Encourage learner's opinion about the nature and level of support and where necessary adapt any programme to suit the individual needs of the learner.
- Provide teachers and learners with information regarding the resources that are available to them.
- Outlines the expectations and responsibilities of staff to identify and support "at risk" learners.

4. RESPONSIBILITIES.

Responsibility for the implementation of this policy lies with the Principal and the Learner Support Team (LST). The LST comprises of the Phase heads, Deputy Principal and senior Life Orientation educator.

Identification of barriers to Learning

- It is the responsibility of the parent to inform the Principal at the initial interview if the learner has been identified with barriers to learning prior to enrolment. A clinical assessment done by an educational psychologist must accompany their request.
- Subject teachers who identify barriers to learning in the learners will notify the LST within a formal process (as discussed in the next section).
- Baseline screening will be conducted in grade 8 to ascertain the level of reading, spelling, comprehension and basic mathematical ability.

Those who are referred to the LST include those who have:

- a learning difficulty
- emotional and/or behavioural problems
- not attended school for a number of years due to their religious studies.
- a need for further extension/challenge in an area of talent or academic strength.

Support available includes:

- Individual learner support
- Small group teaching
- Time and scribe concessions
- Weekly support tutorials of approximately 1 hour after school.
- Study skills workshops

5. PROCESS

Intervention at the earliest indication of need is a crucial step to ensure student success. Student's results improve when there is on-going academic and behavioural performance data to inform instructional decisions.

- The LST meets once each term with the subject teachers to identify and discuss the strengths and needs of the grades' learners.
- Learners who need academic and/or social support are identified and a programme is put in place.
- A Parent-Teacher consultation will take place after each summative assessment cycle. Parent's of learners who are border line or failures are especially contacted and action support programme is discussed with the parents.
- This programme can be any of the following:
 - Learners who need to attend extra classes are to be issued with a letter by the relevant subject teacher. These are monitored by the deputy principal.
 - A register is to be kept of the extra lessons. If a learner does not attend for two consecutive weeks, the parents are to be notified by the relevant teacher and the phase head is to be informed.
 - A "daily report" may also be issued to assist in monitoring a learner during class time. The "daily report" card programme may be used for a maximum of two weeks.
 - Learner to be assigned a "study buddy" that will act as a mentor.
 - Learners to attend study skills course offered at school.
- The school will to the best of its ability accommodate the recommendations made by the an educational psychologist for learners who have been identified with barriers to learning. Accommodations can include time, spelling and handwriting concessions. Should a scribe or reader be needed, this will be done at the expense of the parents.
- Learners identified as high-flyers are encouraged to take part in the annual Maths, Science and Computer Olympiads.
- The school attempts to host a range of co-curricular activities, including General Knowledge Quizzes, Variety shows, Science-bud challenges to further develop and broaden our learners' interest.

6. HIFTH LEARNERS

The nature of our school is such that we do get a large intake of Hufaaths (Learners who have interrupted their studies for a few years to pursue the memorisation of the Qur'aan).

At the initial interview the parents and learner will be advised to:

- Enrol for Maths and/or English tuition prior to the start of the academic year.
- Be placed in a grade one year lower than their age appropriate grade.
- Understand that the learner will take time to adapt to the school system which is very different from the hifth class system.
- Attend all extra classes until he/she is on par with the work missed out.

7. CONCESSIONS

Learners in need of assessment accommodations during an assessment or examination should be identified as early as possible so as to ensure that the learner is not disadvantaged in terms of teaching and learning.

Learners who require concessions and accommodations for examination purposes must adhere to the following process:

- A clinical assessment done by an educational psychologist must accompany their request.
- The barrier experienced and the accommodation must be clearly indicated in the learner's profile and must be entered on CEMIS by the school.
- The application for assessment accommodations or concessions forms must be completed by the assessment team and forwarded to the district.
- Concessions and accommodations will only be granted once the district office has verified and granted the concessions.

IMMIGRANTS

A learner applying for an assessment accommodation as an immigrant learner must be in possession of the relevant official documentation (e.g. study permit) issued by the Department of Home Affairs.

* SEE SCHOOL'S ASSESSMENT POLICY DOCUMENT FOR MORE INFO ON CONCESSIONS.

8. EXTERNAL REFERRALS

All available and applicable data will be used to monitor the progress of learners. Should interventions prove to be unsuccessful parents will be asked to have the learner assessed by an educational Psychologist or another specified specialist at the family's expense.

When necessary, consideration will be given to an alternative educational placement for the learner to be determined by:

- The learner's abilities and best long term interests, and
- The LST's determination that The Oracle Academy cannot provide an appropriate educational programme for the learner.

Alternative placement decisions are to be determined in full partnership with the parents. The school will assist, where possible, to seek out or identify appropriate alternative placement in co-operation with the parents. The final responsibility for alternative placement resides with the parents.

9. REVIEW

This document will be reviewed by the Directors and LST biennially.