IDENTIFYING LEARNING NEEDS USING THE SUPPORT NEEDS ASSESSMENT (SNA) FORM1 in the Screening, Identification, Assessment and Support Policy (SIAS)
THE SIAS STAGES OF SUPPORT

STAGE 1

• Screening and identification of learning support needs

STAGE 2

• Addressing barriers to learning at school level

STAGE 3

• Addressing barriers to learning at district level
Teacher intervention:
- Curriculum, classroom management
- Referral to SBST for consultative individual support planning

Referral to SBST for consultative individual support planning:
- Teacher intervention: curriculum, classroom management
- SNA 1 – Part 1 & 2 & 3

Identification of real barriers to learning / learning needs:
- SNA 1 – Part 1 & 2

Identification of real barriers to learning / learning needs:
- Learner Profile

Referral to DBST if necessary:
- DBST support intervention plan

Referral to DBST if necessary:
- SNA 3

Screening:
- Teacher concerned about learner

Screening:
- Teacher concerned about learner

Form DBE 120
- SNA 2

Teacher individual intervention plan
- SNA 2
STAGE 1

• Screening and identification of learning support needs

Learner Profile

Screening: Teacher concerned about learner

SNA 1 – Part 1 & 2

Identification of real barriers to learning
Screening – finding out information to develop a holistic picture of learners. It helps to highlight concerns about learning and development. Tools for screening:

• **Learner Profile**
• Health screening (Road to Health booklet)
• In-class assessments and observations
• Parents interviews
The Learner Profile Flags concern in the following sections:

- Disability
- Type of social grant
- Problems with regard to:
  - Growth progress
  - Screening results
- Early intervention services
- Areas needing ongoing support
SNA 1 – Part 1

Recording areas of concern

- Describe your concern
- When did you become aware of it?
- How did you become aware of it?
- How is this impacting the learner’s learning and development?
Concern about a child

Identify the specific learning needs

Identify type of support required

Implement intervention & support

Plan intervention & support

Review
Identification & Assessment – determine the level and extent of support required at school and in the classroom to optimise learner’s participation in the learning process

Identification of learning needs using an asset based approach – recording strengths as well as challenges across a holistic range of developmental areas.
• Using strengths to address problems
• Not just focusing on weaknesses / deficits / problems = needs based approach
• Acknowledges needs but uses assets/ strengths to address them
Holistic domains:

- Communication – receptive and expressive language
- Learning ability
- Behaviour and social competence
- Health, wellness and personal care – physical and emotional well-being
- Family, home and community situation
Holistic domains continued:

- Classroom and school – factors within the school environment that impact on the learner’s effective participation in learning e.g. policies, attitudes, safety

Each domain requires an examination of strengths, risk factors / challenges and support needed

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<tr>
<th>Strengths</th>
<th>Needs / At risk factors</th>
<th>Support needed</th>
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1. You may have realised you need additional information before you are able to identify the specific learning needs. For example:
   - Parents / carer
   - Hearing / visual / health screening
   - Previous school / ECD history (profile)
   - Details of previous support received OR

2. You have identified the learning needs and are ready to plan for intervention
Once you have identified the specific learning needs you are in a better position to begin thinking of the ways you can support the learner.

The Teacher Individual Intervention Plan (TIIP) is a tool developed by IESA to assist teachers.

It is aligned with the SIAS policy.

Helps to plan and guide in class interventions for specific learners.
STAGE 2

- Addressing barriers to learning at school level

Learner Profile

Screening: Teacher concerned about learner

Identification of real barriers to learning / learning needs

SNA 1 – Part 1 & 2

Teacher intervention: curriculum, classroom management

SNA 1 – Part 1 & 2 & 3

Referral to SBST for consultative individual support planning

SNA 2

SNA 1
STAGE 2

- **1st Step** – Teacher In-class intervention
  Differentiation of the curriculum, teaching methods, learning environment, assessment, LTSM

- **2nd Step** – Referral to SBST for additional support
When to refer:

- A learner requires a higher level of support than you are able to provide in your classroom without additional assistance from the school / District office.
- The learner requires additional non-classroom based support.
- The teacher needs advice with regards to strategies to use in class to support the learner.
Completing SNA 1 – Part 3
– Teacher interventions / support

- Teacher records successes and challenges of her interventions under the following headings:
  - Curriculum intervention – differentiation or adaptation to: Content, teaching methods, assessment
  - Adaptation to the learning environment e.g. classroom or behaviour management adjustments
  - Modifications to the physical classroom environment e.g. seating, grouping

- Additional support required from the SBST, ongoing challenges
Completing SNA 1 – Part 3
– Teacher interventions / support

• Parental consultation – teacher must record conversations and consultations it the parent along the process of putting interventions in place, as well as a record of the parent’s views

• The parent and learner must sign SNA 1 Part 3

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<tr>
<th>Role player</th>
<th>Initials and surname of person (print)</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Teacher/Manager</td>
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<td>Parent/Legal Caregiver</td>
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<tr>
<td>Learner (if applicable)</td>
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Screening:
Teacher concerned about learner

Identification of real barriers to learning/learning needs

Teacher intervention:
curriculum, classroom management

Stage 1

Stage 2

Teacher intervention: consultative individual support planning

Stage 3

Referral to DBST if necessary

Referral to SBST for consultative individual support planning

DBST support Intervention plan
Support from the SBST

• Connect with a support programme at the school – feeding scheme, counselling, extra murals
• Assist with teaching strategies
• Recommend professional development for teacher
• Develop an Individual Support Plan (ISP)
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