THE LEARNER PROFILE
A useful tool to identify concerns about a learner as found in the Screening, Identification, Assessment and Support Policy (SIAS)
Screening and identification of learning support needs

Addressing barriers to learning at school level

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

Learner Profile

Screening:
- Teacher concerned about learner

Identification of real barriers to learning / learning needs

DBST support Intervention plan

Referral to DBST if necessary

Form DBE 120

Teacher individual intervention plan

Teacher intervention: curriculum, classroom management

SNA 1 – Part 1 & 2 & 3

Referral to SBST for consultative individual support planning

SNA 2

SNA 1

Part 1 & 2

Learner Profile

SNA 3

Screening:
- Teacher concerned about learner

Identification of real barriers to learning / learning needs

Referral to DBST if necessary

Form DBE 120

Teacher intervention: curriculum, classroom management

SNA 1 – Part 1 & 2 & 3

Referral to SBST for consultative individual support planning

SNA 2

SNA 1

Part 1 & 2

Learner Profile

Screening:
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Form DBE 120

Teacher intervention: curriculum, classroom management

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SNA 2

SNA 1

Part 1 & 2
Concern about a child → Identify the specific learning needs → Identify type of support required

Review → Implement intervention & support → Plan intervention & support
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

• Completed by the Class Teacher
• Captured on Learner Unit Record Individual Tracking System (LURITS)
• The SIAS 2014 Learner Profile template replaces all previous versions
• Must be updated at least annually
• Is a CONFIDENTIAL legal document
• Must be sent to the new school if a learner transfers
HOLISTIC INFORMATION RECORDED IN THE LEARNER PROFILE

- Personal Information
- Medical Information
- Information of parents/guardians
- Early intervention services rendered
- Schools attended
- Areas needing ongoing support
- Extra-curricular activities
- Achievements
- Cumulative record card

HOLISTIC INFORMATION RECORDED IN THE LEARNER PROFILE

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THE LEARNER PROFILE: A SCREENING TOOL

All sections marked with an asterisk (*) indicate to a teacher that there may be a need to identify learning needs and put support in place.

These sections give information relating to:

• Disability
• Type of social grant
• Early intervention services
• Medical information

<table>
<thead>
<tr>
<th>MEDICAL INFORMATION</th>
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<tbody>
<tr>
<td><strong>Family doctor/Clinic</strong></td>
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<td><strong>Allergies (indicate in RED)</strong></td>
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<td><strong>Name of Medical Aid</strong></td>
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<td><strong>Name of principal member (Medical Aid)</strong></td>
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<tr>
<td><strong>Contact person (not parent or guardian) in case of emergency</strong></td>
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<td><strong>Road to Health Card shown?</strong></td>
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</table>
• Identifies problems with regard to a number of health issues including:
  – Growth progress
  – Health Screening results

<table>
<thead>
<tr>
<th><em>Any indication of problems with regard to</em></th>
<th><em>Remark(s) if “YES”</em></th>
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<tbody>
<tr>
<td>Child’s growth progress</td>
<td>Yes</td>
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<td></td>
<td>No</td>
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<td>Prenatal/postnatal information</td>
<td>Yes</td>
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<td>No</td>
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<td>Immunisation record (birth to 5 years)</td>
<td>Yes</td>
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<td>No</td>
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<td>Visual/hearing/height/weight/speech/physical/locomotor screening results</td>
<td>Yes</td>
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<td>Hospital admissions</td>
<td>Yes</td>
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<td>No</td>
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</table>
• Flags areas needing ongoing support so subsequent Grade teachers can see what support has been offered and continue to give support.

* AREAS NEEDING ONGOING SUPPORT (Continued) (e.g. academic, emotional, behaviour, social, learning, vision, mobility, communication
– detailed reports may be included in the profile) Please use a BLACK PEN

<table>
<thead>
<tr>
<th>MM/YY</th>
<th>Gr</th>
<th>Area of need</th>
<th>Nature of support</th>
<th>Review Date</th>
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</table>
• Information regarding parents / guardian

• Includes:
  ➢ Person(s) with whom the learner lives
  ➢ Persons authorised to collect the learner from school

• This is important to ensure learner safety
An asset based approach means using strengths to overcome challenges. This is reflected in the learner profile where strengths and interests are recorded in:

- Extra-curricular activities
- Achievements

A record of academic results of the learners entire school career also helps to identify strong and weak learning areas.