



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SUPPORT NEEDS ASSESSMENT FORM

SNA 1 & 2: SCHOOL LEVEL

Surname and names of learner	DOB: 20.... / / (yy/mm/dd)
	ID No.
	LURITS/CEMIS No.
Name of school:	EMIS No.:

This is a confidential document that must be kept in the Learner Profile

CONFIDENTIAL



SUPPORT NEEDS ASSESSMENT (SNA 1 & 2)

(School-Level Intervention)

Both SNA 1 and 2 must be completed at school level

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST).

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

To be completed by the class teacher and/or subject teachers if the learner is taught by more than one teacher.

- To be completed if the Learner Profile or Screening Report or teacher observation or parent interview shows that a learner has additional support needs.
- Captures information that will be needed when support is requested from the School-based Support Team (SBST) by the teacher concerned.

1. AREAS OF CONCERN

Describe your concern about the learner.

When did you become aware of this? _____

How did you become aware of this – own observation or was it reported?

How is this observation currently affecting the learner’s learning and development? Describe.

Complete the following table with regard to the learner’s scholastic profile (information extracted from Learner Profile)

YEAR							
GRADE							
RESULT (Pass/more time/ progressed)							
NUMBER OF SCHOOLS ATTENDED							

Has any disability been diagnosed by a healthcare professional?

(as captured in the Medical and Health Assessment Form [Annexure D])

If Yes, complete the following and attach reports.

Health-care Professional	Date of assessment	Summary of results

2. STRENGTHS AND NEEDS OF THE LEARNER

Indicate the strengths and needs of the learner by completing the sections below.

2.1 Communication:

- The learner's ability to understand what other people are saying as well as to express him/herself in a way that other people understand – receptive and expressive language

Strengths	Needs/At risk factors	Support needed

2.2 Learning:

- The learner's ability to participate satisfactorily on grade level regarding subject content and assessment

Strengths	Needs/At risk factors	Support needed

2.3 Behaviour and social competence:

- The learner's ability to interact and work with other learners, as well as follow classroom routines

Strengths	Needs/At risk factors	Support needed

2.4 Classroom and school:

- Factors within the classroom and school environment (policies, ethos, attitudes, skills, resources, safety, etc.) that are impacting on the learner's effective participation in the learning process and programmes offered at the school

Strengths	Needs/At risk factors	Support needed

2.5 Family, home and community situation:

- Factors that may be impacting on the learner's ability to achieve satisfactorily at school (e.g. family structure, family stability, biological parents, siblings, other significant adults, orphan, child-headed household, number of schools attended, homeless, in foster care, refugee, immigrant, substance abuse, domestic violence, divorce, neglect, disabled/ill parents, poverty-stricken home background)

Strengths	Needs/At risk factors	Support needed

3. TEACHER INTERVENTIONS/SUPPORT

3.1 Curriculum Intervention:

What curriculum interventions have you as teacher implemented to address your concerns?

3.1.1 *Comment on/explain how the **curriculum content has been differentiated**, e.g. taking into account that every learner should have access to the grade level teaching and assessment best suited to his/her needs. Have the learner's needs been met by a differentiated curriculum? Have the learner's abilities determined what is expected of him/her without discrimination? Etc.*

Successes	Challenges

3.1.2 *Comment on how **teaching methods** have been adapted/differentiated, e.g. how classroom management has been changed to accommodate learners working at different levels of knowledge; how activities have been modified to ensure that they are meaningful; how a range of graded materials has been used (how material has been modified to allow for a learner's disability, for instance); how the presentation has been modified (e.g. by using pictures/pictures with descriptions/explanations, etc.)*

Successes	Challenges

3.1.3 Comment on how the **assessment** has been modified, e.g. by organising the learner's tasks, using different methods of assessment, without compromising the curriculum standards.

Successes	Challenges

3.2 What interventions have you as a teacher implemented in the learning environment (classroom/school) to address your observations and concerns about the learner?

Comment, for example, on how the following have been modified: classroom management (e.g. culture/class rules/attitudes/awareness of disabilities); playground management, e.g. buddy system.

Successes	Challenges

3.3 Comment on how the physical environment has been modified/adapted

E.g. the seating arrangement of the learner has been changed to limit distractions, use of flexible grouping(s) to accommodate learner, the environment has been made wheelchair-friendly.

Successes	Challenges

3.4 Any additional comments that you want to make about the barrier(s) to learning experienced by the learner, the support/interventions provided and continuing challenges that are experienced.

3.5 What additional support/intervention do you as a teacher require from the School-based Support Team (skills, resources, knowledge about curriculum differentiation (both in teaching and assessing))?

3.6 Schedule/Log of consultation(s) with: Parent/Legal Guardian/Caregiver/Learner himself or herself.

<i>Date</i>	<i>Purpose</i>	<i>Outcome</i>

3.7 Views expressed by Parent/Legal Guardian/Caregiver/Learner during the consultation(s):

Role player	Initials and surname of person (print)	Signature	Date
Teacher/ Manager			20... / ... / ...
Parent/Legal Caregiver			20... / ... / ...
Learner (if applicable)			20... / ... / ...

SNA 2: ASSESSMENT AND INTERVENTION BY SCHOOL-BASED SUPPORT TEAM (SBST)

To be completed by the SBST in consultation with the teacher

- To be completed when requesting support from the DBST by the school

1. REVIEW

SBST reviews the information provided by the teacher: Section 1, supporting documents, verbal reporting.

1.1 Does the SBST agree with the teacher's identification of the learner's barrier(s) to learning, strengths and needs/challenges? If not, provide comments:

YES	NO	Comments:
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

1.2 Does the SBST agree with the teacher's support to deal with the barrier(s) to learning? If not, provide comments or suggest alternative support:

YES	NO	Comments:
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

2. SUMMARY OF IDENTIFIED BARRIERS TO LEARNING AND SUPPORT THAT WAS/ IS/WILL BE PROVIDED BY SBST

3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST)

List the area(s) in which the support needs to be provided: Communication; Learning; Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/ training, etc. (See SNA1)

Area(s) in which support is needed	Target to be achieved	Strategy of intervention <i>(If the learner needs concessions, or is an immigrant who needs exemptions, use Annexure B If a medical condition must be investigated by a medical or other specialist, use Annexure D)</i>	Responsible person	Time frame	Review date <i>(to assess achievement of the target)</i>	Comment on progress made in achieving target(s)
<i>E.g. Behaviour and social competence</i>	<i>Stop bullying behaviour</i>	<ul style="list-style-type: none"> • <i>Assign a mentor teacher to support learner</i> • <i>Raise awareness during assembly</i> • <i>Review school conduct policy</i> • <i>Call in the parent/legal caregivers</i> 	<i>Principal</i>	<i>Within a week</i>	<i>15 April 20...</i>	