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|  | WILMARY CHRISTIAN LEARNING CENTRE | |
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| Reg. No.: 055-519-NPC | | EMIS No.: 993304502 |

LEARNER SUPPORT POLICY

1.1 Purpose of the policy

- 1.1.1 The policy is aimed outlining how Wilmory Christian Learning Centre (WCLC) set out to support learners in order to attain its mission to offer affordable quality education to all
- 1.1.2 It outlines intervention strategies used by the school to assist vulnerable learners with and those barriers to learning within the framework of Curriculum and Policy Statement (CAPS).
- 1.1.3 The policy also attempts to facilitate strategies to enhance inclusive education.
- 1.1.4 It also seeks to offer support to learners who come from poor families, poverty stricken community and disrupted families.
- 1.1.5 It also act as tool to inform planning, budgeting on programmes to support learners.
- 1.1.6 The policy also outlines the role of core stakeholders (parents, guardians and teachers)

1.2 Definitions

Learner support- any form assistance, help, intervention aimed at enhancing learning of every child

Barriers to learning- different kind of difficulties, challenges that arise in the school system, the child that prevent access to learning and development of learners.

School Support programmes – programmes refer to structured interventions delivered at schools and in classrooms within specific time frames.

Support Needs Assessment (SNA) – Process of determining the additional support provision that is needed. The process is guided by the various sections of the SNA form.

1.3 Related legislation and policies

1.3.1 The Constitution of South Africa (Act No. 108 of 1996)

1.3.2 The South African Schools Act (Act 84 of 1999)

1.3.3 Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)

Article 24;

1.3.4 The Convention on the Rights of the Child (1989) specifically Article 23

1.3.5 The Education White Paper 5 on Early Childhood Development (2001)

1.3.6 The Children's Act (Act 38 of 2005)

1.3.7 The National Curriculum Statement, Gr R–12 (2011)

1.3.8 HIV and Aids in Education Policy

1.3.9 Integrated School Health Policy (2012)

1.3.10 The Care and Support for Teaching and Learning (CSTL) Programme;

1.3.11 The Convention on the Rights of Persons with Disabilities (2006), specifically

1.3 Assessment of learner support needs

- All the learners who enrol at WCLC should undergo a diagnostic assessment to assess their level of support needs. The diagnostic instrument is being developed.
- This is done to assess their level of performance.
- This process should involve educators, parents, learners and the principal.
- After the learner has been admitted the class teacher is informed about the support needs of the child.
- WCLC admits the learners to the extent that it can manage and assist the learners to overcome the barriers to learning.
- This shall be done formally (CASS) and informally (classwork, homework, tests).

1.4 Forms of learners support

- Learners can ask for individual assistance from the educators at any convenient time that do not deprive other learners of their access to education.

- **Spiritual support-** this offered during morning prayers, devotions at assembly and during Life Orientation
- **Emotional support-** this is offered to learners who are depressed, stressed and have low self-esteem. Referral are made for severe cases to the social workers and psychologist.
- **Sport/ cultural support-** this support is offered to learners who want improve their abilities.
- **Professional support-** the school make contacts with parents during consultation, phones call linking them for professional help from psychologists, counsellors, social workers among others.
- **Financial support-** offering of bursaries to orphans and vulnerable children.

1.5 Process for learner support

- The educator is the first source of support for the learner. He/ she can identify barriers to learning suggest/ plan intervention programmes. The educator contact the HOD, later report to the Vice- Principal, the Principal and/or parent/ guardian depending on the support needed.
- Learner Advisors/ guidance counsellors shall be appointed by the school to assist learners.
- Consultation meeting is then organised with the parent and action plan is put in place.
- It is up to the parent to choose the best option(s) to support the child.
- The school provides and discuss professional help there is need. The school can also request for reports from the parent on professional support offered.
- In extreme cases the school recommend alternative educational institutions for children with special needs.

1.6 School support programmes

- The school shall use the following among other support programmes that will be aligned to learner needs, cognitive, social, emotional, psychological, emotional and moral development of the child.
- **Remedial programmes** shall be drafted to assist learners in the Primary Phase (Grade R-6) in the afternoon which clearly marked on the school timetable.

- The educators shall keep record of the remedial activities.

Intervention strategies-

- This term shall be used to depict all programmes meant to support learning from Grade 7-12. These could include among others afternoon lessons, morning lessons, weekend lesson that may be organised by the educators.
- They may also include one-to-one assistance. The educators shall keep evidence in the form of attendance registers, written work
- Afternoon timetable from 14:30-15:30 shall be drafted separately for Senior Phase and FET Phase.
- A record for consultation shall be kept for Consultation Days indicated on the year school calendar.
- Outsourcing of educators in case of needy.
- Where possible learners shall be given multiple chances for open book task.
- **Welfare programme** is offered to selected orphans and vulnerable children in the school quest to offer education to all. The selection is done on merit and may be withdrawn

1.7 Policy Review

- The policy shall be reviewed biannually by the school management team in liaison with different stakeholders (parents, educators, learners)

1.8 Policy reviewed and adopted by

| Surname & Initials | Designation | Signature | Date |
|--------------------|------------------------|----------------------|------------|
| Mr. Malange L.D. | Board chairperson | <i>L.D. Malange</i> | 09.12.16 |
| Mr. Hatuugari L. | Principal | <i>Alu</i> | 09.12.16 |
| Mrs. Moyo F. | Vice Principal | <i>F. Moyo</i> | 09-12-2016 |
| Mr. Chikunguru C. | HOD FET | <i>C. Chikunguru</i> | 09-12-2016 |
| Mrs Ndlovu B. | HOD intermediate Phase | <i>B. Ndlovu</i> | 09-12-2016 |
| Mupfeki B | HOD Foundation Phase | <i>B. Mupfeki</i> | 09-12-2016 |

BRINGING QUALITY EDUCATION TO ALL

WILMAY CHRISTIAN LEARNING CENTRE

[Signature] 2016 -12- 09

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