



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SUPPORT NEEDS ASSESSMENT FORM (SNA) FOR GRADE R ONLY

SNA 1 & 2: School level

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

CONFIDENTIAL

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

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.

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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]*)

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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

Aspect:	Notes and comments. NOT ticks NOT yes or no
Can pronounce all sounds	
Speaks fluently/ no stammering	
Has good vocabulary	
Can wait for his turn to speak	
Use good sentence constructions (5-6 word sentences)	
Can wait for his turn to speak	
Follows instructions	
Knows name, surname and birth month	
Make eye contact	
Other	

2.2 Learning:

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

Aspect:	Notes and comments. NOT ticks NOT yes or no
Can stand on one leg (10-12 sec)	
Can catch and kick a ball	
Has developed dominant hand for writing	
Maintains functional pencil grip	
Can cut with scissors	
Knows most colours	
Can indicate light and dark shades	
Can rote count up to 20	
Can count 10 objects	
Can name ■ + ▲ ● ■ □	
Starts to recognize letters and	

Aspect:	Notes and comments. NOT ticks NOT yes or no
numbers	
Can build 12 piece puzzle	
Know body parts and most functions	
Knows positions such as inside/on top/underneath	
Can write own name	
Other	

2.3 Behaviour and social competence:

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

Aspect:	Notes and comments. NOT ticks NOT yes or no
Can manage toilet routine independent	
Can dress and undress and manage most fastenings	
Can play alone and in groups	
Can wait for turn to play	
Has good self-image/confidence	
Can voice needs	
Obedient and helpful	
Other	

2.4 Health, wellness and personal care:

The learner's physical appearance (looking healthy, clean, well-fed), emotional well-being and health status (consult School Health Screening Report/Road to Health Card)

Aspect:	Notes and comments. NOT ticks NOT yes or no
Healthy	
Well fed	
Well groomed	
Possible medication:	
Other	

2.5 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.

Aspect:	Notes and comments. NOT ticks NOT yes or no
Well-resourced school	
LOLT is learner's home language	
Class size	
School trained on importance of School readiness	
School trained on early identification of barriers and support strategies	
Teachers attended SIAS training	
Other	

2.6 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) (Report on strengths, risk factors (needs) and support needed)

Aspect:	Notes and comments. NOT ticks NOT yes or no
Good family relationship	
No abuse / trauma	
Care giver involved at school	
Other	

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.*

Did you try:	Was it successful?
Working more on a kinaesthetic level (movement)	
Work more on a concrete level	
Gave extra work to do in class	
Gave some extra homework	
Other	

*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.)*

Did you try:	Was it successful?
Use pictures instead of words?	
Allow learner to work on more concrete level	
Other	

*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.*

Did you try:	Was it successful?
Use different method of assessment?	

Did you try:	Was it successful?
Do assessment over a longer period of time?	
Other	

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.

Did you try:	Was it successful?
Class rules explained	
Class rules visually displayed	
Use a buddy friend to help	
All learners made aware of disabilities	
Positive reinforcement given to learner	
Other	

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.

Did you try:	Was it successful?
Learner to sit at different places (at front, at the back, etc.	
Sit alone at table	
Different seating options such as sit on cushion, tennis ball-feet chairs.....	
Making the classroom wheelchair friendly	
Other	

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)?

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

Date	Purpose	Outcome

3.7 *Views express 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... / ... / ...