

# 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.

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When did you become aware of this? \_\_\_\_\_

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

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

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

YEAR								
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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 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)

Strengths	Needs/At risk factors	Support needed

### 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

Strengths	Needs/At risk factors	Support needed


## 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)

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.

Date	Purpose	Outcome

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... / ... / ...