



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SUPPORT NEEDS ASSESSMENT FORM SNA 1 & 2: SCHOOL LEVEL

ONDERSTEUNINGSBEHOEFTE-ASSESSERINGSVORM OBA 1 & 2: SKOOLVLAK

Surname and names of learner/ Leerder se van en name:	DOB/Geboortedatum:
Name of school / Naam van skool:	ID No/Nr:
EMIS No/OBIS-nommer:	LURITS/CEMIS No/GOBIS-nommer:

CONFIDENTIAL/VERTROULIK

This is a confidential document that must be kept Learner Profile.
Hierdie dokument is vertroulik en moet in die Leerderprofiel bewaar word.

SUPPORT NEEDS ASSESSMENT (SNA 1 & 2)

(School-Level Intervention)

ONDERSTEUNINGSBEHOEFTE-ASSESSERING (OBA 1 & 2)

(Ingryping op skoolvlak)

Both SNA 1 and 2 must be completed at school level / Beide die OBA 1 en 2 moet op skoolvlak voltooi word

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST) / 'n Leerderprofiel, OBA 1 en OBA 2 word vereis wanneer ondersteuning van die Distriksgebaseerde Ondersteuningspan (DGOS) versoek word.

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

OBA 1: ASSESSERING EN INGRYPING DEUR ONDERWYSER

- *To be completed by the class teacher and/or subject teachers if the learner is taught by more than one teacher / Moet voltooi word deur die klasonderwyser en/of vakonderwysers (indien die leerder deur meer as een onderwyser onderrig word).*
- *To be completed if the Learner Profile or Screening Report or teacher observation or parent interview shows that a learner has additional support needs. / Moet voltooi word as die Leerderprofiel of onderwyser se waarneming of onderhoud met ouers aandui dat 'n leerder bykomende ondersteuning nodig het.*
- *Captures information that will be needed when support is requested from the School-based Support Team (SBST) by the teacher concerned / Versamel inligting wat nodig is wanneer ondersteuning van die Skoolgebaseerde Ondersteuningspan (SGOS) deur die betrokke onderwyser versoek word.*

1. AREAS OF CONCERN / BRONNE VAN KOMMER

Describe your concern about the learner / Beskryf u bekommernis oor die leerder.

When did you become aware of this? / Wanneer het u hiervan bewus geraak?

How did you become aware of this – own observation or was it reported? / Hoe het u hiervan bewus geraak – eie waarneming of is dit aangemeld?

How is this observation currently affecting the learner's learning and development? Describe. / Hoe beïnvloed hierdie waarneming tans die leerder se leer en ontwikkeling? Beskryf.

Complete the following table with regard to the learner's scholastic profile (information extracted from Learner Profile) / **Voltooi die volgende tabel oor die leerder se skolasiese profiel** (inligting verkry uit Leerderprofiel)

YEAR / JAAR								
GRADE / GRAAD								
RESULT/ UITSLAG (Pass/more time/progressed)(Slaag/meer tyd/gevorder)								
NUMBER OF SCHOOLS ATTENDED/ GETAL SKOLE BYGEWOON IN JAAR								

Has any disability been diagnosed by a healthcare professional?(as captured in *the Medical and Health Assessment Form [Annexure D]*)

Is enige gestremdheid deur 'n gesondheidsdeskundige gediagnoseer? (soos aangeteken in *die Mediese en Gesondheid-assesseringsvorm [Bylae D]*)

If Yes, complete the following and attach reports / Indien wel, voltooi die volgende en heg verslae aan.

Health-care Professional / Gesondheidsdeskundige	Date of assessment / Datum van assessering	Summary of results / Opsomming van uitslae

2. STRENGTHS AND NEEDS OF THE LEARNER / STERK PUNTE EN BEHOEFTE VAN DIE LEERDER

Indicate the strengths and needs of the learner by completing the sections below / Dui die sterk punte en behoeftes van die leerder aan deur onderstaande gedeeltes te voltooi.

2.1 Communication / Kommunikasie:

- 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 / Die leerder se vermoë om te verstaan wat ander mense sê asook om hom-/haarself uit te druk op 'n manier wat ander mense kan verstaan – reseptiewe en ekspressiewe taal.

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig

2.2 Learning / Leer:

- The learner's ability to participate satisfactorily on grade level regarding subject content and assessment / Die leerder se vermoë om bevredigend m.b.t. vakinhoud en assessering op graadvlak deel te neem

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig

2.3 Behaviour and social competence / Gedrags- en sosiale vaardighede:

- The learner's ability to interact and work with other learners, as well as follow classroom routines / Die leerder se vermoë om met ander leerders te skakel en saam te werk asook klaskameroetnie te volg

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig

2.4 Health, wellness and personal care/ Gesondheid, welstand en persoonlike sorg:

- 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) / Die leerder se fisiese voorkoms (lyk gesond, skoon, goeie dieet), emosionele welstand en gesondheidstatus (verwys na Skoolgesondheid-siftingverslag/ Road to Health-kaart)

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig

2.5 Classroom and school / Klaskamer en skool:

- 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 / Faktore in die klaskamer en skoolomgewing (beleide, etos, houdings, vaardighede, hulpbronne, veiligheid, ens.) wat 'n uitwerking het op die leerder se doeltreffende deelname aan die leerproses en -programme wat by die skool aangebied word

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig

2.6 Family, home and community situation / Omstandighede in gesin, huis en gemeenskap:

- 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) / Faktore wat 'n uitwerking kan hê op die leerder se vermoë om bevredigend op skool te presteer (bv. gesinstruktuur, gesinstabiliteit, biologiese ouers, broers en susters, ander betekenisvolle volwassenes, weeskind, kind as hoof van huishouding, aantal skole bygewoon, haweloos, in pleegsorg, vlugteling, immigrant, dwelmmisbruik, gesinsgeweld, egskeiding, verwaarloosing, gestremde/siek ouers, armoedige huishoudelike agtergrond)

Strengths / Sterk punte	Needs/At risk factors / Behoeftes/Risikofaktore	Support needed / Ondersteuning benodig

3. TEACHER INTERVENTIONS/SUPPORT / INGRYPINGS DEUR/ONDERSTEUNING VAN ONDERWYSER

3.1 Curriculum Intervention / Kurrikulumingryping:

What curriculum interventions have you as teacher implemented to address your concerns? / Watter kurrikulumingrypings het u as onderwyser geïmplementeer om u bekommernisse aan te spreek?

- 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. / Lewer kommentaar oor hoe/verduidelik hoe die **kurrikuluminhoud gedifferensieer is**, bv. met inagneming dat elke leerder toegang moet hê tot die vlak van onderrig en leer in die graad wat sy/haar behoeftes ten beste pas. Is daar deur middel van 'n gedifferensieerde kurrikulum in die leerder se behoeftes voorsien? Het die leerder se vermoëns bepaal wat daar van hom/haar verwag word, sonder diskriminasie? Ensovoorts.*

Successes / Suksesse	Challenges / Uitdagings

- 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.) / Lewer kommentaar oor hoe **onderrigmetodes** aangepas/gedifferensieer is, bv. hoe klaskamerbestuur verander is om leerders wat op verskillende vlakke van kennis werk, te akkommodeer; hoe aktiwiteite aangepas is om te verseker dat dit betekenisvol is; hoe 'n verskeidenheid van gegradeerde materiaal gebruik is (hoe materiaal byvoorbeeld aangepas is om vir 'n leerder se gestremdheid voorsiening te maak); hoe die aanbieding gewysig is (bv. deur van prente/ prente met beskrywings/ verduidelikings ens. gebruik te maak)

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. / Lewer kommentaar oor hoe die assessering aangepas is, bv. deur die leerder se take te organiseer en verskillende metodes van assessering te gebruik, sonder om die kurrikulumstandaarde in gedrang te bring.

Successes / Suksesse	Challenges / Uitdagings

- 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? / Watter ingrypings het u as 'n onderwyser in die **leeromgewing** (klaskamer/skool) geïmplementeer om u waarnemings en bekommernis oor die leerder aan te spreek?

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. / Lewer kommentaar oor hoe die volgende byvoorbeeld aangepas is: klaskamerbestuur (bv. kultuur/ klasreëls/ houdings/ bewustheid oor gestremdhede); bestuur op die speelgrond, bv. 'buddy'-stelsel.

Successes / Suksesse	Challenges / Uitdagings

3.3 Comment on how the **physical** environment has been modified/adapted / Lewer kommentaar oor hoe die fisiese omgewing aangepas/gewysig is

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... / bv. die leerder is van sitplek verander om afleiding te beperk, gebruik van buigsame groepering(s) om leerder te akkommodeer, die omgewing is rolstoel-vriendelik gemaak.

Successes / Suksesse	Challenges / Uitdagings

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. / Enige bykomende kommentaar wat u wil lewer oor die leerhindernis(se) wat deur die leerder ervaar word, die ondersteuning/ingrypings wat aangebied is en voortdurende uitdagings wat ervaar word*

Successes / Successe	Challenges / Uitdagings
1. Increased Market Penetration: The company successfully entered new markets, leading to a significant increase in sales volume. 2. Product Diversification: The introduction of new product lines allowed the company to cater to a wider range of customer needs. 3. Operational Efficiency: Streamlined processes and automation resulted in cost savings and faster delivery times. 4. Customer Satisfaction: Improved service quality and personalized support led to higher customer loyalty and repeat purchases. 5. Strategic Partnerships: Collaborations with key industry players opened up new opportunities for growth and innovation.	1. Market Saturation: Increased competition in the market led to a decline in profit margins. 2. Supply Chain Disruptions: Global events caused delays in the supply of raw materials, affecting production schedules. 3. Technological Obsolescence: Rapid advancements in technology required significant investment in R&D to stay competitive. 4. Regulatory Changes: New government regulations imposed additional costs and compliance requirements. 5. Human Resource Shortage: Difficulty in finding and retaining skilled talent hindered the company's growth plans.

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))? / Watter bykomende ondersteuning/ingryping benodig u as onderwyser van die Skoolgebaseerde Ondersteuningspan (vaardighede, hulpbronne, kennis oor kurrikulumdifferensiasie [beide in onderrig en assessering])?

[illegible]

3.6 *Schedule/Log of consultation(s) with: Parent/Legal Guardian/Caregiver/Learner himself or herself. Skedule/rekord van raadpleging met: Ouer/Wettige Vooq/Versorger/die Leerder self.*

[illegible]

3.7 Views expressed by Parent/Legal Guardian/Caregiver/Learner during the consultation(s)/
Menings van die Ouer/Wettige Voog/Versorger/die Leerder self tydens die raadpleging(s):

Role player/ Rolspeler	Initials and surname of person (print) Persoon se voorletters en van (in drukskrif)	Signature/ Handtekening	Date / Datum
Teacher/Manager Onderwyser/ Bestuurder			20.../ .../ ...
Parent/Legal Caregiver Ouer/Wettige Versorger			20.../ .../ ...
Learner (if applicable) Leerder (indien van toepassing)			20.../ .../ ...

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

OBA 2: ASSESSERING EN INGRYPING DEUR SKOOLGEBASEERDE ONDERSTEUNINGSPAN (SGOS)

- To be completed by the SBST in consultation with the teacher / Moet deur die SGOS in oorleg met die onderwyser voltooi word.
- To be completed when requesting support from the DBST by the school / Moet voltooi word wanneer ondersteuning deur die skool van die DGOS versoek word.

1. Review / Hersiening

SBST reviews the information provided by the teacher: Section 1, supporting documents, verbal reporting / SGOS hersien die inligting wat deur die onderwyser verskaf is: OBA 1, stawende dokumente, mondelinge verslagdoening.

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 / Stem die SGOS saam met die onderwyser se **identifisering** van die leerder se leerhindernis(se), sterk punte en behoeftes/uitdagings? Indien nie, lewer kommentaar:

YES/JA		NO/NEE		Comment / Kommentaar:
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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 Stem die SGOS saam met die onderwyser se **ondersteuning** om die leerhindernis(se) aan te pak? Indien nie, lewer kommentaar of stel alternatiewe ondersteuning voor:

YES/JA		NO/NEE		Comment / Kommentaar:
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2. Summary of identified barriers to learning and support that was/is/will be provided by SBST / Opsomming van geïdentifiseerde hindernisse tot leer en ondersteuning wat deur SGOS voorsien is, word of voorsien sal word

3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST) / INDIVIDUELE ONDERSTEUNINGSPLAN (DEUR KLASONDERWYSER EN SGOS VOLTOOI)

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) / Lys die area(s) waarin ondersteuning voorsien moet word: Kommunikasie; Leer; Gedrag en sosiale bevoegdheid; Gesondheid, welsyn en persoonlike sorg; Klaskamer en skool; Familie, tuiste en gemeenskap; Onderwyserontwikkeling/opleiding, ens. (verwys na OBA 1)

Area(s) in which support is needed/ Gebied(e) waarop ondersteuning benodig word	Target to be achieved/ Doelwit om te bereik	Strategy of Intervention/ Strategie vir ingryping <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) / (Indien die leerder toegewings nodig het of 'n immigrant is wat vrystellings benodig, gebruik Bylae B. Indien 'n mediese toestand deur 'n mediese of ander spesialis ondersoek moet word, gebruik Bylae D.)</i>	Responsible Person/ Verantwoordelike persoon	Time frame/ Tydsraamwerk	Review date/ Hersieningsdatum (to assess Achievement of the target) / (om te bepaal of doelwit bereik is)	Comment on progress made in achieving target(s)/ Kommentaar oor vordering wat gemaak is ter bereiking van die doelwit(te)
<i>E.g. Behaviour and social competence/ Byvoorbeeld gedrags- en sosiale vaardighede</i>	<i>Stop bullying Behaviour/ Stop afknouery</i>	- Assign a mentor teacher to support learner/ Wys 'n mentoronderwyser aan om leerder te ondersteun - Raise awareness during assembly/ Skep bewustheid tydens saalbyeenkoms - Review school conduct policy/ Hersien skool se beleid oor gedrag - Call in the parent/legal caregivers/ Versoek ouers/wettige versorgers se teenwoordigheid	Principal/ Skoolhoof	Within a week/ Binne 'n week	15 April 20...	

FORM DBE 120 / VORM DBO 120**REQUEST FOR SUPPORT FROM THE DISTRICT-BASED SUPPORT TEAM (DBST), BY SBST / VERSOEK OM ONDERSTEUNING VAN DIE DISTRIKSGEBASEERDE ONDERSTEUNINGSPAN (DGOS) DEUR SGOS**

- *To be completed by the SBST only when requesting support from the DBST / Moet slegs deur die SGOS voltooi word wanneer ondersteuning van die DGOS aangevra word.*
- *Copies of Learner Profile, SNA1 and 2 and all other relevant supporting documents must be submitted/ Afskrifte van Leerderprofiel, OBA 1 en 2 en alle ander toepaslike, stawende dokumente moet ingedien word.*

Provide reasons and motivation why support is needed from the DBST/ Verskaf redes en motivering waarom ondersteuning van die DGOS benodig word:

State what support is needed from the DBST/ Meld watter ondersteuning van die DGOS benodig word:

Initials and surname of SBST Coordinator (print)/ SGOS-koördineerder se voorletters en van (in drukskrif)	Signature / Handtekening	Date / Datum
		20.... / /

PARENT/LEGAL CAREGIVER SUPPORTS REQUEST FOR DBST ASSISTANCE/ OUER/WETTIGE VERSORGER STEUN VERSOEK OM DGOS SE BYSTAND		Yes/Ja	No/Nee
Comment / Kommentaar:			
Initials and surname of parent/legal caregiver (print)/ Ouer/wettige versorger se voorletters en van (in drukskrif)	Signature / Handtekening	Date / Datum	
		20.... / /	

PRINCIPAL'S PROFESSIONAL JUDGEMENT ON REQUEST FOR SUPPORT FROM DBST/ SKOOLHOOF SE PROFESSIONELE OORDEEL OOR VERSOEK OM ONDERSTEUNING VAN DGOS		
Request supported/ Versoek gesteun	Yes/Ja	No/Nee
Reason for decision and recommendation/ Rede vir besluit en aanbeveling		
Initials and surname of principal (print)/ Skoolhoof se voorletters en van (in drukskrif)	Signature / Handtekening	Date / Datum
		20.... / /

*Attach this form in front of the SNA 1 and 2 booklet when submitting to the DBST/ Heg hierdie vorm vooraan die OBA 1 en 2 boekie wanneer dit aan die DGOS voorgelê word



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**SUPPORT NEEDS ASSESSMENT FORM/
ONDERSTEUNINGSBEHOEFTE-ASSESSERINGSVORM**

**SNA 3: DISTRICT-BASED SUPPORT TEAM (DBST)
LEVEL**

**OBA 3: VLAK VAN DISTRIKSGEBASEERDE
ONDERSTEUNINGSPAN (DGOS)**

Surname and names of learner/ Leerder se van en name:	DOB/Geboortedatum:
Name of school / Naam van skool:	ID No/Nr:
EMIS No/OBIS-nommer:	LURITS/CEMIS No/GOBIS-nommer:

CONFIDENTIAL/VERTROULIK

SNA 3: DISTRICT-BASED SUPPORT TEAM (DBST) INTERVENTION/ OBA 3: INGRYPING DEUR DISTRIKSGEBASEERDE ONDERSTEUNINGSPAN (DGOS)

REVIEW / HERSIENING:

- Review the information and supporting documents given in SNA 1 & 2 and discuss it with the SBST. Does the DBST agree with the SBST's identification of the barrier(s) experienced by the learner? / Hersien die inligting en stawende dokumente wat in OBA 1 en 2 voorsien is en bespreek dit met die SGOS. Stem die DGOS saam met die SGOS se identifisering van die hindernis(se) wat deur die leerder ervaar word?

YES/JA		NO/NEE		Comment / Kommentaar:
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- Review the **interventions** provided by the SBST to address the identified barrier(s) experienced by the learner. Have **appropriate interventions** been implemented? / Hersien die **ingrypings** wat deur die SGOS voorsien is om die geïdentifiseerde hindernis(se) wat deur die leerder ervaar word, aan te spreek. Is **geskikte ingrypings** geïmplementeer?

YES/JA		NO/NEE		Comment / Kommentaar:
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DBST: GUIDELINES FOR SUPPORT / DGOS: RIGLYNE VIR ONDERSTEUNING

When determining the support package for the learner or school, the DBST must use the following guidelines / Wanneer die ondersteuningspakket vir die leerder of skool bepaal word, moet die DGOS die volgende riglyne gebruik:

- The learner has a right to be supported in his/her current school or the school closest to his/her home / Die leerder het 'n reg om in sy/haar huidige skool of die skool naaste aan sy/haar huis ondersteun te word.
- Irrespective of the level of support required, every effort should be made to make the support available to the learner in his/her current/closest school / Ongeag die vlak van ondersteuning wat nodig is, moet elke poging aangewend word om die ondersteuning aan die leerder in sy/haar huidige/naaste skool beskikbaar te stel.
- The DBST may consider accessing Outreach Programmes from Full-Service Schools (FSS) and Special School Resource Centres (SSRC) / Die DGOS kan toegang tot Uitreikprogramme van Voldiensskole (VDS) en Spesiale Skool Hulpbronsentrums (SSHS) oorweeg.
- The outplacement of the learner to an alternative setting to access a specialised support programme, should be the last resort / Die uitplasing van die leerder na 'n alternatiewe omgewing om toegang tot 'n gespesialiseerde ondersteuningsprogram te verkry, moet die laaste uitweg wees.

DBST: TABLE TO RATE LEVEL OF SUPPORT / DGOS: TABEL OM VLAK VAN ONDERSTEUNING TE BEPAAL

Use the table below to rate the level of support to be provided to the learner and the school and included in the DBST action plan) / Gebruik onderstaande tabel om die vlak van ondersteuning wat aan die leerder en skool voorsien moet word, te gradeer; dit moet by die DGOS se plan van optrede ingesluit word):

LOW / LAAG	Specialist Support / Gespesialiseerde Ondersteuning: - Provision of any specialist intervention either from other teachers/specialists from within the school or surrounding schools, SBST or DBST, or from the school's network of stakeholders. Such interventions can be accommodated within the school's budget and regular organisation of the school/classroom. The minimum frequency of this intervention should be at least once or twice a term, e.g. consultation with SBST or with specialists within the DBST or assistance from the Learning Support Teachers / Voorsiening van enige deskundige ingryping deur óf ander onderwysers/spesialiste binne die skool of omliggende skole, SGOS of DGOS, óf deur die skool se netwerk van belanghebbendes. Sodanige ingrypings kan uit die skool se begroting en gereelde organisering van die skool/klaskamer voorsien word. Die minimum frekwensie van hierdie ingryping moet ten minste een of twee keer 'n kwartaal wees, bv. raadpleging met die SGOS of met spesialiste binne die DGOS, of bystand deur die Leerondersteuningonderwysers. Curriculum and Assessment / Kurrikulum en Assessering: - Curriculum and assessment adjustments required to allow learners at multiple levels of functioning to access the curriculum and assessment tasks best suited to their individual needs (In terms of Chapter 9 of the National Assessment Protocol and Annexure C1 of the National Policy on the Conduct of the National Senior Certificate). Such accommodations can be managed at school or classroom level. The frequency of intervention by DBST to monitor implementation at school level should be at least quarterly / Aanpassing van die kurrikulum en assessering wat nodig is om aan leerders op verskeie vlakke van funksionering toegang te gee tot die kurrikulum en assesseringstake wat ten beste by hulle individuele behoeftes pas (ingevolge Hoofstuk 9 van die Nasionale Assesseringsprotokol en Bylae C1 van die Nasionale Beleid oor die Afneem van die Nasionale Senior Sertifikaat). Sodanige toegewings kan op skool- of klaskamervlak bestuur word. Die frekwensie van ingryping deur die DGOS om implementering op skoolvlak te monitor, moet ten minste kwartaalliks wees. Specialised Learning and Teaching Support Material (LTSM) and other resources to ensure access / Gespesialiseerde Leer- en Onderrigondersteuningsmateriaal (LOOM) en ander hulpbronne om toegang te verseker: - Adapted LTSM or portable assistive devices which can be accommodated in the LTSM budget of the school / Aangepaste LOOM of draagbare hulptoestelle wat deur die skool se LOOM-begroting gedek kan word. - Once-off physical adjustments or upgrades to the school buildings to broaden access. Such adjustments must be accommodated using the school's budget / Eenmalige fisiese aanpassings of opgradering van die skoolgeboue om toegang uit te brei. Sodanige aanpassings moet uit die skool se begroting voorsien word. Training/Orientation of staff / Opleiding/Oriëntering van Personeel: - Once-off or short-term programme (fewer than 10 sessions) for management and staff on issues of support (nature and strategies), awareness programmes and policy implementation. These training/orientation sessions can be provided either by other teachers/specialists from within the school or surrounding schools; SBST or DBST; or from the school's network of stakeholders. These training programmes can be accommodated within the school's budget and regular organisation of the school/classroom / Eenmalige of korttermynprogram (minder as 10 sessies) vir bestuur en personeel oor kwessies rakende ondersteuning (aard en strategieë), bewusmakingsprogramme en beleidsimplementering. Hierdie opleiding-/oriënteringssessies kan deur óf ander onderwysers/spesialiste van binne die skool of omliggende skole, SGOS of DGOS, óf deur die skool se netwerk van belanghebbendes aangebied word. Hierdie opleidingsprogramme kan uit die skool se begroting en deur gereelde organisering van die skool/klaskamer voorsien word.
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Specialist support/ Gespesialiseerde ondersteuning:

- Provision of transversal teams (specialist support) at Circuit and District level. Such support is required at least once a month for a short-term period (1 year), and thereafter for a minimum of one consultation per quarter / Voorsiening van transversale spanne (gespesialiseerde ondersteuning) op kring- en distriksvlak. Sodanige dienste word ten minste een keer 'n maand oor die kort termyn (1 jaar) benodig en daarna 'n minimum van een raadpleging per kwartaal.
- To accommodate the services that are not available to the school or within the District that are sourced outside the Department or outside the school's network of stakeholders: These services are required at least once a month for a short-term period (1 year), and thereafter for a minimum of one consultation per quarter and are provided as part of the school's in-house and outreach support programme. These programmes can be accommodated at school level but would require funding as part of the school's Inclusive Education allocation / Om voorsiening te maak vir die dienste wat nie aan die skool of in die distrik beskikbaar is nie en wat buite die departement of buite die skool se netwerk van belanghebbendes uitbestee word: Hierdie dienste word ten minste een keer 'n maand oor die korttermyn (1 jaar) benodig en daarna vir 'n minimum van een raadpleging per kwartaal en word voorsien as deel van die skool se interne en eksterne ondersteuningsprogram. Hierdie programme kan op skoolvlak voorsien word maar sal befondsing as deel van die skool se Inklusiewe Onderwys-toekenning benodig.

Curriculum and Assessment / Kurrikulum en Assessering:

- Adjustments needed to the curriculum, assessment tasks and LTSM that involve additional planning time by the teacher, inputs from curriculum and assessment advisors, resources and monitoring by SBST and DBST: Monitoring by DBST should be at least twice a year. Such adjustments can be processed/facilitated through departmental policy, processes and practices but resourcing is required to accommodate extra staff provisioning for planning and supporting such adjustments / Aanpassings wat aan die kurrikulum, assesseringstake en LOOM gemaak moet word en wat bykomende beplanningstyd deur die onderwyser, insette van kurrikulum- en assesseringsadviseurs, hulpbronne en monitering deur die SGOS en die DGOS behels. Monitering deur DGOS ten minste twee keer 'n jaar. Sodanige aanpassings kan deur middel van departementele beleid, prosesse en praktyke verwerk/gefasiliteer word, maar hulpbronvoorsiening is nodig om ekstra personeelvoorsiening vir die beplanning en ondersteuning van sodanige aanpassings te dek.

Specialised LTSM and other resources to ensure access / Gespesialiseerde LOOM en ander hulpbronne om toegang te verseker:

- Specialised LTSM or devices (portable) that can be accessed through Full-Service Schools, Special School Resource Centres, or the Department of Health: Access to such devices is required daily by the learner. Such resources must also be made available as part of the school's loan system and outreach programme. Resourcing within the school's inclusive education allocation needs to cover the cost of purchasing, maintaining and repairing such resources / Gespesialiseerde LOOM of toestelle (draagbaar) kan verkry word deur middel van Voldiensskole, Spesiale Skool Hulpbronsentrums of die Departement van Gesondheid. Toegang tot sodanige toestelle word daaglik deur die leerder benodig. Sodanige hulpbronne moet ook as deel van die skool se leningskema en uitreikprogram beskikbaar gestel word. Hulpbronvoorsiening uit die skool se Inklusiewe Onderwys-toekenning moet die koste van aankope, instandhouding en herstelwerk van sodanige hulpbronne dek.

Training/Orientation of staff / Opleiding/Oriëntering van Personeel:

- Short (fewer than 10 sessions) to long-term (more than 10 sessions) training and outreach programmes for management and teachers on issues of support (nature and strategies), awareness programmes and policy implementation provided by the school's network of stakeholders or specialists outside the Department. These training programmes can be accommodated within the schools but require resourcing in the inclusive education allocation / Korttermyn (minder as 10 sessies) tot langtermyn (meer as 10 sessies) opleiding en uitreikprogramme vir bestuur en onderwysers oor kwessies van ondersteuning (aard en strategieë), bewusmakingsprogramme en beleidsimplementering voorsien deur die skool se netwerk van belanghebbendes of spesialiste buite die Departement. Hierdie opleidingsprogramme kan in die skole geakkommodeer word, maar benodig hulpbronvoorsiening in die toekenning vir inklusiewe onderwys.

HIGH/ HOOG	Specialist support/ Gespesialiseerde ondersteuning: - Access to a range of support specialists (specialist teachers, Occupational Therapist, Speech Therapist, Physiotherapist, mobility and orientation therapists, Psychologist, Nurse, Class assistants, etc.) required daily or weekly and to be available full-time on site / Toegang tot 'n verskeidenheid ondersteunende spesialiste (spesialisonderwysers, Arbeidsterapeut, Spraakterapeut, Fisioterapeut, terapeute in mobiliteit en oriëntering, Sielkundige, Verpleegkundige, Klasassistent, ens.) word daaglik of weekliks benodig en moet voltyds by die terrein beskikbaar wees. - Daily individual or small-group support and/or supervision by an adult / Daaglikse individuele of klein-groep ondersteuning en/of toesighouding deur 'n volwassene. - Small class size (teacher: learner ratio) / Klein klasgrootte (onderwyser:leerder-verhouding). - Access to such high specialist support needs to be planned, budgeted and programmed for as part of the Post-Provisioning Model / Toegang tot sodanige hoogs gespesialiseerde ondersteuning moet as deel van die Posvoorsieningsmodel beplan, begroot en geprogrammeer word.
	Curriculum and Assessment / Kurrikulum en Assessering: - Standard provision of complex and on-going adjustments of the regular curriculum programme / Standaardvoorsiening van komplekse en deurlopende aanpassing van die gewone kurrikulumprogram. - Standard provision for the implementation of a differentiated curriculum / Standaardvoorsiening vir die implementering van 'n gedifferensieerde kurrikulum. - Standard provision for the implementation of assessment concessions / Standaardvoorsiening vir die implementering van toegewings vir assessering.
	Specialised LTSM and other resources to ensure access / Gespesialiseerde LOOM en ander hulpbronne om toegang te verseker: - Specialised and individualised assistive devices that are fixed or can only be accessed through an FSS and/or SSRC and need on-going monitoring, maintenance and adjustment / Gespesialiseerde en geïndividualiseerde hulptoestelle wat vasstaande is of waartoe slegs 'n VDS en/of SSHS toegang kan verkry en wat volgehoue monitering, instandhouding en wysiging benodig. - On-going use of the devices requires technical support / Deurlopende gebruik van die toestelle benodig tegniese ondersteuning. - Permanent specialised facilities and programmes to be in place / Permanente, gespesialiseerde fasiliteite en programme moet in plek wees.
	Training/Orientation of staff / Opleiding/Oriëntering van Personeel: - Intensive induction programmes for staff to master competencies that are required in the programme / Intensiewe induksieprogramme vir personeel om vaardighede te bemeester wat in die program benodig word. - On-going specialist mentoring and training of staff needed / Deurlopende deskundige mentorskap en opleiding van personeel word benodig. - Training programmes are sourced from within departmental structures or externally / Opleidingsprogramme word van binne departementele strukture of ekstern verkry.

DBST CHECKLIST to help determine the decision on support to be provided to the learner. This must be used and motivated in the **DBST Action Plan** /

DGOS-KONTROLELYS wat help om te besluit watter ondersteuning aan die leerder voorsien moet word. Dit moet in die **DGOS se Plan van Optrede** gebruik en gemotiveer word.

Support needed from/by / Ondersteuning benodig van/deur:	Support to be provided / Ondersteuning wat voorsien moet word	Frequency of Provision / Frekwensie van voorsiening	Source / Bron
(Tick all relevant areas / Merk alle toepaslike areas))			
Psychological, Social, Therapeutic and Learning Support Services / Sielkundige, Maatskaplike, Terapeutiese en Leerondersteuningsdienste	- Psychologist / Sielkundige - Occupational therapist / Arbeidsterapeut - Physiotherapist / Fisioterapeut - Speech language therapist / Spraak-/taaltherapeut - Speech therapist and audiologist / Spraakterapeut en oudioloog - Audiologist / Oudioloog - Learning support teacher / Leerondersteunings-onderwyser - Counsellor / Berader - Social worker / Maatskaplike Werker - Nurse / Verpleegkundige - Other / Ander:	- Daily / Daaglik - Weekly / Weekliks - Once per month / Een keer 'n maand - Once per term / Een keer 'n kwartaal - Twice per annum / Twee keer 'n jaar - Once a year / Een keer 'n jaar	- School budget / Skoolbegroting - Full-service School outreach / Voldiensskool-uitreik - Special School Resource Centre outreach / Spesiale Skool Navorsingsentrum-uitreik - District Advisory Service / Distrik-Raadgewende Diens - Outside source / Eksterne bron - Outplacement / Uitpasing

Curriculum and Assessment Support / Kurrikulum- en assesserings-ondersteuning	- Inputs from curriculum advisors / Inset van kurrikulum-adviseurs - Inputs from learning support service / Insette van leer-ondersteuningsdiens - Inputs from exams / Inset van eksamens - Granting of accommodations/adapted assessment (See Annexure B) / Maak van toegewings/aangepaste assessering (verwys na Bylae B) - Orientation and mobility instruction / Onderrig in oriëntering en mobiliteit - Braille instruction and books / Braille-onderrig en -boeke - Sign Language instruction/ Gebaretaal-onderrig - Sign Language interpretation / Gebaretaal-interpretasie - Differentiated curriculum (straddling) (See Annexure C) / Gedifferensieerde kurrikulum (oorvleueling) (verwys na Bylae C) - Other / Ander:	- Daily / Daaglik - Weekly / Weeklik - Once per month / Een keer 'n maand - Once per term / Een keer 'n kwartaal - Twice per annum / Twee keer 'n jaar - Once a year / Een keer 'n jaar	- School budget / Skoolbegroting - Full-service School outreach / Voldiensskool-uitreik - Special School Resource Centre outreach / Spesiale Skool Navorsingsentrum-uitreik - District Advisory Service / Distrik-Raadgewende Diens - Outside source / Eksterne bron - Outplacement / Uitplasing
Specialised LTSM and Devices/ Gespesialiseerde LOOM en toestelle	- Braille textbooks and materials / Braille-handboeke en -materiaal - Large print / Groot druk - Individual assistive device / Individuele hulptoestel - Adapted activity sheets / Aangepaste aktiwiteitsblaaie - Physical access at site level / Fisiese toegang op terreinvlak - Other / Ander:	- Daily / Daaglik - Weekly / Weeklik - Once per month / Een keer 'n maand - Once per term / Een keer 'n kwartaal - Twice per annum / Twee keer 'n jaar - Once a year / Een keer 'n jaar	- School budget / Skoolbegroting - Full-service School outreach / Voldiensskool-uitreik - Special School Resource Centre outreach / Spesiale Skool Navorsingsentrum-uitreik - District Advisory Service / Distrik-Raadgewende Diens - Outside source / Eksterne bron - Outplacement / Uitplasing
Training/Orientation of school staff / Opleiding/Oriëntering van skoolpersoneel	- School Management Team / Skoolbestuurspan - School Governing Body / Skoolbeheerliggaam - Teacher / Onderwyser - School Support Team/ Skoolgebaseerde ondersteuningspan - Other / Ander:	- Once-off / Eenmalig - Periodically/ Periodies - Monthly mentoring and consultation / Maandelikse mentorskap en raadpleging - Mentoring once per term / Mentorskap een keer 'n kwartaal - Mentoring twice per annum / Mentorskap twee keer 'n jaar - Mentoring once a year / Mentorskap een keer 'n jaar	- School budget / Skoolbegroting - Full-service School outreach / Voldiensskool-uitreik - Special School Resource Centre outreach / Spesiale Skool Navorsingsentrum-uitreik - District Advisory Service / Distrik-Raadgewende Diens - Outside source / Eksterne bron

FORM DBE 121 DBST: PLAN OF ACTION IN RELATION TO THE LEARNER /
VORM DBO 121 DGOS: PLAN VAN OPTREDE TEN OPSIGTE VAN DIE LEERDER:

Areas needing support/ Areas waar ondersteuning nodig is <i>(Specialist support/Curriculum and Assessment/Specialised LTSM/Training/orientation of staff / Gespesialiseerde ondersteuning/ Kurrikulum en Ondersteuning/ Gespesialiseerde LOOM/ Opleiding/oriëntering van personeel)</i>	Level of support needed/ Vlak van ondersteuning wat nodig is <i>(Low/Moderate/High) (Laag/Matig/Hoof)</i>	Describe support needed / Beskryf ondersteuning wat nodig is <i>(i) Use the table to rate the level of support, as well as the checklist, to describe the support needed / Gebruik die tabel om die vlak van ondersteuning te gradeer, asook die kontrolelys om die benodigde ondersteuning te beskryf. (ii) If a learner needs to be placed in a special school/resource centre, add Form 123a and 123b / Indien 'n leerder in 'n spesiale skool/hulpbronsentrum geplaas moet word, voeg Vorm 123a en 123b by. (iii) If accommodations/exemptions/adapted assessment are needed, add Form 125 / Indien kurrikulumdifferensiasie nodig is, voeg Vorm 125 by. (iv) If accommodations/exemptions/adapted assessment are needed, add Form 125 / Indien toegewings/ vrystellings/ aangepaste assessering nodig is, voeg Vorm 125 by.</i>	Responsible Person / Verantwoord -elike persoon <i>(Assign a case manager/ Toewysing van 'n gevallebestuurder)</i>		
<i>E.g. Specialised LTSM / Byvoorbeeld gespesialiseerde LOOM</i>	<i>High / Hoog</i>	<i>This foundation-phase learner is blind and needs Orientation and Mobility as well as Braille instruction on a daily basis. Speech therapy is needed on a weekly basis to alleviate his speech impediment. The outplacement of the learner can be considered as no specialist outreach services are currently available/can be provided to him at his current school / Hierdie grondslagfase-leerder is blind en benodig op 'n daaglikse grondslag-ondererrig in Oriëntering en Mobiliteit asook in Braille. Spraakterapie word op 'n weeklikse grondslag benodig om sy spraakgebrek te behandel. Die uitplasing van die leerder kan oorweeg word, aangesien geen gespesialiseerde uitreikdienste tans by sy huidige skool beskikbaar is of aan hom voorsien kan word nie.</i>	<i>The SBST coordinator / Die SGOS- koördineerder</i>		
PARENT/LEGAL CAREGIVER AGREES WITH THE DBST ACTION PLAN / OUER/WETTIGE VERSORGER STEM SAAM MET DIE DGOS SE PLAN VAN OPTREDE			<table border="1"> <tr> <td>YES/JA</td> <td>NO/NEE</td> </tr> </table>	YES/JA	NO/NEE
YES/JA	NO/NEE				
Comment / Kommentaar:					
Initials and surname of Parent/Legal Caregiver (print) / Ouer/wettige versorger se voorletters en van (in drukskrif)		Signature / Handtekening	Date / Datum:		
			20.... / /		

FORM DBE 122 DBST: PLAN OF ACTION IN RELATION TO THE SCHOOL
VORM DBO 122 DGOS: PLAN VAN OPTREDE TEN OPSIGTE VAN DIE SKOOL

SUMMARY OF SCHOOL NEEDS/ OPSOMMING VAN SKOOL SE BEHOEFTE	WHAT SCHOOL HAS/ WAT DIE SKOOL HET	WHAT SCHOOL NEEDS / WAT DIE SKOOL BENODIG
Support needs assessment/ Ondersteuningsbehoefte-assessering		
1. Staffing/ Personeelvoorsiening		
2. Assistive devices/ Hulptoestelle		
3. Curriculum differentiation/ Kurrikulumdifferensiasie		
4. Human resource development/ Menslike hulpbronontwikkeling		
☐ Whole school development/ Heelskoolontwikkeling		
☐ SMT training/ SBS-opleiding		
☐ SBST training/ SGOS-opleiding		
☐ Teacher development/ Onderwyserontwikkeling		
☐ Learner Representative Council development/ Ontwikkeling van verteenwoordigende raad van leerders		
☐ Specialised support staff development/ Ontwikkeling van gespesialiseerde steunpersoneel		
☐ Parent development/ Ouerontwikkeling		
☐ Physical access at site level/ Fisiese toegang op terreinvlak		
☐ Other (Specify)/ Ander (spesifiseer)		
☐ Conclusion/ recommendation/ Gevolgtrekking/aanbeveling		
DISTRICT/CIRCUIT MANAGER ENDORSES DBST'S RECOMMENDATIONS/ DISTRIKS-/KRINGBESTUURDER BEKRAGTIG DGOS SE AANBEVELINGS		
YES/JA		NEE/NO
Comment/ Kommentaar:		
Initials and surname of District/Circuit Manager (print)/ Distriks-/Kringbestuurder se voorletters en van (drukskrif)	Signature/ Handtekening	Date Datum:
		20.... / /

ANNEXURE / BYLAE A1

FORM DBE 123a / VORM DBO 123a:

**REQUEST BY PARENT/LEGAL CAREGIVER FOR PLACEMENT/TRANSFER OF LEARNER TO A
RESOURCE CENTRE/SPECIAL SCHOOL TO ACCESS A HIGH-LEVEL SPECIALIST SUPPORT
VERSOEK DEUR OUER/WETTIGE VERSORGER VIR PLASING/OORPLASING VAN LEERDER NA 'N
HULPBRONSENTRUM/SPEZIALE SKOOL VIR TOEGANG TOT 'N HOË-VLAK, GESPECIALISEERDE
ONDERSTEUNINGSPROGRAM**

*(This section must be completed by the Parent/Legal Caregiver/Guardian/
Hierdie gedeelte moet deur die Ouer/Wettige Versorger/Voog voltooi word)*

I, the Parent/Legal Caregiver/Guardian of
Ek, die Ouer/Wettige Versorger/Voog van
(initials and surname/ voorletters en van)

..... who is at present attending the
..... wat tans die
(name and surname of learner/ leerder se naam en van)

..... bywoon
(school/ skool),

request the Department of Education to transfer my child to/
versoek die Departement van Onderwys om my kind oor te plaas na

.....
(resource centre/special school/programme/ hulpbronsentrum/spesiale skool/program)

for the purpose of/ vir die doel van

=====

I agree that the said child may remain in the identified school/programme for as long as this level of support is needed. I realise that filling in this form does not guarantee placement in a Special School/ Resource Centre/
Ek gee toestemming dat die genoemde kind in die geïdentifiseerde skool/program bly vir so lank as wat hierdie vlak van ondersteuning nodig is. Ek besef dat voltooiing van hierdie vorm nie plasing in 'n Spesiale Skool/Hulpbronsentrum waarborg nie.

.....

20 / /

Signature Parent/Legal Caregiver/Guardian

Date/ Datum

Handtekening van Ouer/Wettige Versorger

Witnesses/ Getuies 1.

2.

ANNEXURE/ BYLAE A2
FORM DBE / VORM DBO 123b

APPLICATION BY THE DISTRICT-BASED SUPPORT TEAM FOR PLACEMENT OF LEARNER AT A RESOURCE CENTRE/SPECIAL SCHOOL/FULL-SERVICE SCHOOL TO ACCESS A HIGH-LEVEL SUPPORT PROGRAMME/

AANSOEK DEUR DIE DISTRIKSGBASEERDE ONDERSTEUNINGSPAN VIR DIE PLASING VAN 'N LEERDER BY 'N HULPBRONSENTRUM/SPEZIALE SKOOL/VOLDIENSSKOOL OM TOEGANG TOT 'N HOË-VLAK ONDERSTEUNINGSPROGRAM TE VERKRY

Attach a copy of the Learner Profile, SIAS 1 – 3, the original Parent/Legal Caregiver Request Form 123a and send to the District Central Admissions Committee

Heg 'n afskrif van die Leerderprofiel, SIAO 1 – 3, die oorspronklike Ouer/Wettige Versorger se Versoek-vorm 123a aan en stuur dit na die Distrik- Sentrale Toelatingskomitee

DISTRICT/CIRCUIT/ DISTRIK / KRING	1. Initials and surname of learner/ Leerder se voorletters en van			
	2. Reason for referral and support programme to be accessed/ Rede vir verwysing en ondersteuningsprogram benodig			
	3. Name of current school or institution/ Naam van huidige skool of instansie			
	4. Name of District/Circuit that refers learner/ Naam van Distrik/Kring wat leerder verwys			
	5. Name of the District/Circuit where the learner must be placed/ Naam van die Distrik/Kring waar leerder geplaas moet word			
	6. Name of Full-Service School/Special School/Resource Centre where learner should be placed/ Naam van Voldiensskool/Spesiale Skool/ Hulpbronsentrum waar leerder geplaas moet word			
	7. Motivate the choice of this specific school/programme if the learner will not be attending the facility closest to the learner's residential address/ Motiveer die keuse van hierdie spesifieke skool/program indien die leerder nie die fasiliteit naaste aan sy of haar woonadres sal bywoon nie			
	8. Does the learner require hostel accommodation? (Circle your choice)/ Benodig die leerder koshuisverblyf? (Omsirkel u keuse)		Yes/ Ja	No/ Nee
DBST COORDINATOR/ DGOS KOÖRDINEERDER	DBST RECOMMENDATION / DGOS SE AANBEVELING			
	Indicate why the recommended support action plan cannot be implemented within an ordinary public school/ Dui aan waarom die aanbevole plan van optrede vir ondersteuning nie in 'n gewone openbare skool geïmplementeer kan word nie			
	Signature of DBST Coordinator/ Handtekening van DGOS-koördineerder Initials and surname (print)/ Voorletters en van (drukskrif) Date / Datum 20..... / /			
DISTRICT DIRECTOR/ DISTRIKSDIREKTEUR	DISTRICT RECOMMENDATION / AANBEVELING VAN DISTRIK			
	Recommended/ Aanbeveel	Y/J	N	If no, provide alternative recommendation/ Indien nie, maak alternatiewe aanbeveling::
	Initials and surname (print) / Voorletters en van (in drukskrif)	Signature / Handtekening		Date / Datum 20..... / /
PROVINCIAL DIRECTOR/ PROVINSIALE DIREKTEUR	PROVINCIAL ADMISSIONS COMMITTEE / PROVINSIALE TOELATINGSKOMITEE			
	Approved / Goedgekeur	Y/J	N	If no, provide alternative recommendation/ Indien nie, maak alternatiewe aanbeveling::
	Initials and surname (print) / Voorletters en van (in drukskrif)	Signature / Handtekening		Date / Datum 20..... / /

ANNEXURE/ BYLAE B
FORM DBE / VORM DBO 124

**APPLICATION BY THE SBST/DBST FOR AN ACCOMMODATION, EXEMPTION OR ENDORSED NSC TO ALLEVIATE THE LEARNING BARRIER(S) EXPERIENCED BY THE LEARNER/
AANSOEK DEUR DIE SGOS/DGOS VIR 'N TOEGEWING, VRYSTELLING OF GEËNDOSSEERDE NSS OM DIE LEERHINDERNIS(SE) WAT DEUR DIE LEERDER ERVAAR WORD. TE VERLIG**

SCHOOL/ SKOOL: _____

LEARNER/ LEERDER: _____ GRADE/ GRAAD: _____

Attach a copy of the Learner Profile and SNA 1 – 3 as background information when applying to the relevant district/provincial structure. Please follow your provincial guidelines in terms of extra information and documentation needed/ Heg 'n afskrif van die Leerderprofiel en OBA 1 tot 3 aan as agtergrondinligting wanneer daar by die betrokke distrik/provinsiale struktuur aansoek gedoen word. Volg asseblief u provinsiale riglyne ten opsigte van ekstra inligting en dokumentasie wat benodig word.

LIST OF ACCOMMODATION(S)/EXEMPTION(S) YOU ARE APPLYING FOR/ LYS VAN TOEGEWING(S)/VRYSTELLING(S) WAAROM U AANSOEK DOEN:

(Mark your choice with an X/ Merk u keuse met 'n X)

TYPE OF ACCOMMODATION REQUESTED/ TIPE TOEGEWING VERSOEK	SUBJECTS/ VAKKE								
Adaptation of questions/ Aanpassing van vrae									
Additional Time/ Bykomende tyd									
Digital Player/Recorder/ Digitale speler/opnemer									
Braille									
Computer/voice to text/text to voice/ Rekenaar/stem na teks/teks na stem									
Enlarged print/ Groter druk									
Handwriting/ Handskrif									
Medication/food intake/ Medikasie/voedselinname									
Oral examination/ Mondelinge ondersoek									
Personal assistant/ Persoonlike assistant									
Prompter/ Voorsêër									
Reader/ Leser									
Rest breaks/ Ruspouses									
Scribe/ Skriba									
Separate venue/ Afsonderlike lokaal									
Sign language interpreter/ Gebaretaal-tolk									
Spelling/ Spelling									
Transcription of Braille/ Transkripsie van braille									
Video/DVD recorder/Webcam/ Video/DVD-opnemer/webkamera									
Other e.g.: Endorsed NSC/ Ander, bv.: Geëndosseerde NSS									
Exemption from a language (immigrant/refugee learner with a study permit)/ Vrystelling van 'n taal (leerder is 'n immigrant/vlugteling met 'n studiepermit)				Language/ Taal:					

VERIFIED AND SUPPORTED/ GEVERIFIEER EN ONDERSTEUN	SURNAME, INITIALS (PRINT)/ VAN, VOORLETTERS (DRUKSKRIF)	SIGNATURE/ HANDTEKENING	DATE/ DATUM
Parent/Legal Caregiver/ Ouer/Wettige Versorger			20.... / /
Learner (if applicable)/ Leerder (indien van toepassing):			20.... / /
SBST coordinator/ SGOS- koördineerder			20.... / /
Principal/ Skoolhoof			20.... / /
DBST coordinator/ DGOS- koördineerder			20.... / /
APPROVAL/ GOEDKEURING:			
District Office Official/ Amptenaar van Distrikskantoor			20.... / /
Provincial Official/ Provinsiale Amptenaar			20.... / /

ANNEXURE/ BYLAE C
FORM DBE / VORM DBO 125:

CURRICULUM DIFFERENTIATION SCHEDULE / KURRIKULUMDIFFERENSIASIE-SKEDULE

To report on the learner's functioning level, to alleviate the barrier(s) to learning experienced by the learner/ Om verslag te doen oor die leerder se vlak van funksionering ten einde die leerhindernis(se) wat deur die leerder ervaar word, te verlig .

This schedule can be used to track the progression of a learner who has been assessed and needs differentiation, and she/he functions more than a grade below his/her age cohort in the curriculum. /

Hierdie skedule kan gebruik vir die nasporing van die vordering van 'n leerder wat geassesseer is en differensiasie benodig, en wat meer as 'n graad onder sy/haar ouderdomsgroep in die kurrikulum funksioneer.

Name of Learner/

Date/

Naam van Leerder::

Datum: 20..... /..... /

.....

CURRICULUM DIFFERENTIATION (STRADDLING)/ KURRIKULUMDIFFERENSIASIE (OORVLEUELING)					
Quarterly report of the functioning levels of the learner within the curriculum (<u>only</u> for identified learners who, in spite of spending more time in a grade/phase and a range of interventions, still do not progress satisfactorily)/ Kwartaallikse verslag oor die funksionerende vlak van die leerder in die kurrikulum (<u>slegs</u> vir geïdentifiseerde leerders wat ten spyte van die feit dat hulle meer tyd in 'n graad/fase deurbring en 'n reeks ingrypings ondergaan, steeds nie na wense vorder nie)					
SUBJECTS/ VAKKE	Key/ Sleutel:	G: Current grade level of work / Huidige graadvlak van werk C/K: Code awarded on this level/ Kode op hierdie vlak toegeken			
	⇩	Term/ Kwartaal 1	Term/ Kwartaal 2	Term/ Kwartaal 3	Term/ Kwartaal 4
Home Language/Literacy Huistaal/Geletterdheid	G				
	C/K				
First Additional Language/Literacy Eerste Addisionele Taal/Geletterdheid	G				
	C/K				
Mathematics/Numeracy Wiskunde/Geswyferdheid	G				
	C/K				
Life Orientation/Life Skills Lewensoriëntering/Lewensvaardighede	G				
	C/K				
Natural Sciences Natuurwetenskappe	G				
	C/K				
Social Sciences Sosiale Wetenskappe	G				
	C/K				
Technology Tegnologie	G				
	C/K				
Economic and Management Sciences Ekonomiese en Bestuurswetenskappe	G				
	C/K				
Arts and Culture Kuns en Kultuur	G				
	C/K				
Signatures/ Handtekeninge:					
Principal/ Skoolhoof					
SBST Coordinator/ SGOS-koördineerder					
Parent/Legal Caregiver/ Ouer/Wettige Versorger					
DBST Co-ordinator/ DGOS-koördineerder					