

SBST: Summary of Intervention Received

IDENTIFYING PARTICULARS			
Name of child	Date of Birth	Teacher	Grade

RECORD OF ASSESSMENT OF SUPPORT NEEDS (✓)					
Date: Vulnerability assessment completed	Date: SNA 1 & ISP completed	Date: SNA 2 & ISP completed	Date: Form DBE 120 completed	Date: Form DBE 123a completed	Other:

RECORD OF DIRECT INTERVENTION RECEIVED		
Discipline	Time period	Areas addressed
Speech Therapy		
Occupational Therapy		
Remedial Reading and Spelling		
Remedial Maths		
Psychology		
Other: e.g extra lessons with class teacher		

RECORD OF CONCESSIONS RECEIVED			
Date received	Type of special concession	Period applicable	Date to re-apply

CURRICULUM ADAPTATIONS APPLIED

Please tick (✓) the relevant adaptations applied in current academic year

<u>Classroom adaptations:</u>	Grade _____ Year _____	Grade _____ Year _____	Grade _____ Year _____
1. Differentiation of the curriculum, including teaching strategies/methodologies:			
• a buddy system, e.g. a “reader”			
• paired reading			
• one-on-one teaching/ individual explanations			

Classroom adaptations continued...	Grade ____ Year ____	Grade ____ Year ____	Grade ____ Year ____
• verbal instructions reinforced with written instructions (whiteboard/smartboard)			
• co-operative learning			
• group work			
• scaffolding strategies			
• a multi-modal approach to the presentation of learning material			
• differentiated reading groups			
• extra time given to complete tasks			
• use of concrete materials and visual materials			
2. Curriculum content:			
• reduction in the volume of work to complete			
• grade straddling			
• providing reading books at the learner's ability level			
3. Learner environment/classroom adaptations:			
• alternative seating arrangements			
• making use of a screen to assist with focus			
• individual work with a class helper			
• consistent class routines and set boundaries			
4. Assessment strategies/Accommodations:			
• reduce the content on the page in assessments			
• allowing additional time to complete tasks			
• verbal assessments/reading work to learner			

Assessment strategies/Accommodations continued ...	Grade ____ Year ____	Grade ____ Year ____	Grade ____ Year ____
<ul style="list-style-type: none"> slow reading speed Arial 14 			
<ul style="list-style-type: none"> differentiation in assessment methods 			
<ul style="list-style-type: none"> alternative phrasing of questions (simplification of question) 			
<ul style="list-style-type: none"> one on one assessment with the class teacher 			
<ul style="list-style-type: none"> planning aid/prompter 			
<ul style="list-style-type: none"> scribe or use of a computer if and when needed 			
<ul style="list-style-type: none"> apply for concessions for examinations if and when needed 			
<u>Assistive devices/technology/ adaptations:</u>			
<ul style="list-style-type: none"> visualizer 			
<ul style="list-style-type: none"> smartboard/whiteboard 			
<ul style="list-style-type: none"> computer with educational software 			
Other			