



# THE ROLE AND FUNCTION of the School Based Support Team (SBST)

The School Based Support Team (SBST), previously known as the Institutional Level support team (ILST), is responsible for **determining the support needs of the school, teachers and learners** and **co-ordinating support provision within the framework of the Screening, Identification, Assessment and Support Policy (SIAS)**. The team should meet on a regular basis to fulfil these functions. Every public school is obliged to establish an SBST.

*The Screening, Identification, Assessment and Support Policy (SIAS), gazetted in 2014, provides a framework with which to standardise the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.*

*The policy includes a protocol as well as a set of official forms to be used by teachers, School Based Support Teams (SBST) and District Based Support Teams (DBST).*

## 1 THE COMPOSITION OF THE SCHOOL BASED SUPPORT TEAM

The principal is ultimately responsible for the establishment, functioning and support of the SBST. Core members of the team are:

- A representative from the SMT
- Representatives from each phase or Grade
- The SBST co-ordinator
- The learning support teacher (where applicable)

### Can additional people be brought into the SBST?

Yes, valuable contributions can be made by including the following people:

- Teachers with specialised skills and knowledge in areas such as learning support, life skills/ guidance, or counselling
- Any additional members who could provide appropriate input, for example, NGO's, support staff, specialists from Full Service Schools and Special School Resource Centres, members of the DBST.

When individual support needs are being considered, the team should include the following participants:

- The teachers of the particular learner(s) for whom support is being considered
- Their parents/care givers
- The learner (where applicable)

## TIPS FOR ACCESSING SUPPORT

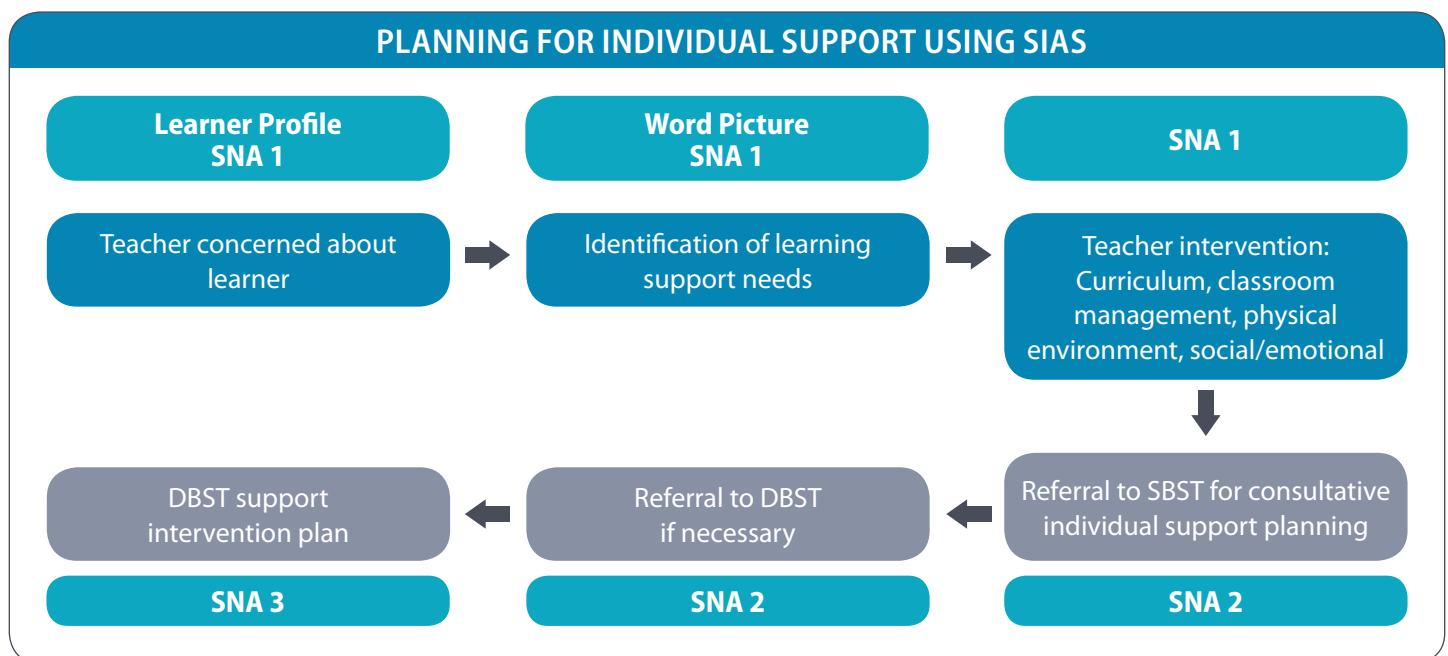
- ▶ Parents can have the most insight and knowledge about their own children. When parents work with teachers and other professionals, the possibility of addressing barriers to learning that a child may be experiencing are greatly increased.
- ▶ Even in rural communities, there are a number of community-based organisations, NGO's and professionals that the school can tap into in order to access support.

## 2 THE FUNCTIONS OF THE SCHOOL BASED SUPPORT TEAM

Key functions of the SBST include:

- Coordinating all learner, teacher, curriculum and support in the school
- Identifying school needs with a focus on barriers to learning at learner, teacher, curriculum and school levels
- Being competent and proactive in the use of the SIAS Policy and guiding teachers through the SIAS support provision process
- Developing appropriate in-class and school-based strategies to address these needs
- Encouraging collegial/peer support
- Drawing upon additional resources from within and outside the school to address these challenges
- Monitoring and evaluating the work of the team within an 'action-reflection' framework.

## 3 THE ROLE OF THE SBST IN INDIVIDUAL SUPPORT PLANNING



- If the class teacher feels that the learner requires support that he/she is unable to provide at classroom level, the teacher will complete Support Needs Assessment Form 1 (SNA 1) and submit it to the SBST
- The SBST will study the report submitted by the teacher on the support provided up to that point, as well as the impact of that support
- The SBST will table the individual case for discussion at a meeting and invite the relevant role players
- The team will discuss and plan the support needed and develop a programme for the teacher and parents
- The SBST will regularly evaluate and monitor the ISP during implementation
- Should the SBST require additional support or guidance, they will refer the case to the DBST using Support Needs Assessment Form 2.

### FOR MORE INFORMATION

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