Guidelines for Full-service/ Inclusive Schools

2009







basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Guidelines for Full-service/ Inclusive Schools 2009

Education White Paper 6
Special Needs Education
Building an Inclusive Education and Training System



basic education

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Basic Education
REPUBLIC OF SOUTH AFRICA

Directorate Inclusive Education
Department of Basic Education
Private Bag X895
Pretoria
0001
Tel: (012) 357 4094
Fax: (012) 323 7749
www.education.gov.za

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Tel.: (012) 324 0607
Email: denise@formesetgroup.co.za

Preamble

The term Full-Service School was introduced in Education White Paper 6 firstly, to underline the important role mainstream schools play in developing an inclusive system and secondly, to clarify their role as levers of change.

Through these guidelines, the Department aims at setting criteria for schools, districts and provinces against which to measure their progress towards inclusion. The guidelines also incorporate incentives for schools to become inclusive, as a form of rewarding excellence. The guidelines can further be seen as an enhancement of various initiatives of the Department to improve quality education for all, in the context of frameworks such as Schools as Centres of Care and Support, Whole School Improvement, School Management and Governance, Teacher Development, School Infrastructure Planning, etc.

The introduction of the guidelines is one of the first steps towards eventually making all ordinary schools full-service/inclusive schools.

As 2009 marks the 15th anniversary of the Salamanca Statement and Programme of Action (1994), the Department would like to reaffirm its belief that “ordinary schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system” (Salamanca Statement, principle 5).





D Hindle
Director-General
Pretoria, South Africa



Photographer: Herman Verwey, Beeld

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1. Introduction

1.1 Education White Paper 6: Special Needs Education, Building an Inclusive Education and Training System, 2001, is a policy framework that directs the building of a single, inclusive system of education and training. This system is based on the principles of human rights and social justice for all learners; participation, social integration and redress; equal and equitable access to education; community responsiveness; and cost-effectiveness.

1.2 Education White Paper 6 argues for the need to transform the entire education system in order to tackle barriers to learning and development that any learner might encounter in a life-long learning career. Its emphasis is on those groups of learners who have been, or continue to be disadvantaged in terms of educational provision.

"Ordinary schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all."

- Salamanca Statement

1.3 **One of the key strategies in the development of a single, inclusive system of education in which all learners will have access to support, has been the designation and phased conversion of a number of primary ordinary schools in each district/circuit/cluster to full-service schools, beginning with 30 school districts that are part of the national district development programme. Within Adult Education (AET) and Further Education and Training (FET), institutions will also be selected and developed to become full-service educational institutions.**

1.4 Full-sevice schools are defined as "schools and colleges that will be equipped and supported to provide for the full range of learning needs among all our learners" (Education White Paper 6, 2001: p. 22). In building capacity of these schools, special emphasis will be placed on inclusive principles, which include flexibility in teaching and learning and the provision of education support to learners and educators.

Schools with cultures, policies and practices that respond to the diversity of learners in the locality

1.5 The first cohort of full-service schools will become examples of good practice and will chart the way for all schools/institutions to ultimately become inclusive institutions.

1.6 Even in the short term after 8 years since the publication of Education White Paper 6, it must be acknowledged that there are already many schools in the country that have adopted principles and practices which make them eligible to be considered inclusive schools. Without a doubt such schools need to be supported in their endeavours to include and support all learners from their communities.

Criteria and minimum standards

1.7 This document provides criteria or minimum standards that a school/institution must comply with to be considered an inclusive/full-service school/institution. The guidelines are not restricted to schools in the General Education and Training (GET) band but are also applicable to further and higher education and training institutions guiding them on what steps they should take in recognising and addressing the diverse learning needs of their learners. Adult basic education programmes, as well as early childhood development centres should also be part of this development process.

Adequate levels of human, physical and material resourcing

1.8 The guidelines are also applicable to provincial education departments on levels of human, physical and material resourcing required to ensure an acceptable level of support to be available at these institutions.

1.9 The guidelines find their basis on the findings of the Inclusive Education field test conducted within the 2004 – 2009 period.

Principles and characteristics

1.10 **The objective of the guidelines is to explain the main principles of full-service schools/institutions, describe their characteristics, outline the institutional development process while building links with different partners at all levels for support.** Furthermore, they are designed to provide a practical framework for education settings to become inclusive institutions. This framework is structured around the following key components:

- Philosophy and principles of inclusivity
- Promoting a culture that welcomes, appreciates and accommodates diversity
- Whole school development and management
- Collaboration and teamwork
- Professional development
- Provision of quality support
- Assessment of learner support needs
- Inclusive curriculum
- Flexible teaching and inclusive classroom practices;
- Support on behaviour
- Physical and material resources and transport
- Family and community networks
- Participation in the district support network for purposes of care and support

1.11 Furthermore, the guidelines will also address specific issues such as assessment in inclusive education and training.

2. Policy and legislation

2.1 As outlined above, full-service schools are inclusive schools in the broadest sense of the word, embodying the principles of diversity and fostering maximum participation for all in the culture of the school. These are schools that have been enabled to include learners with disabilities and implement all possible measures to reasonably accommodate them.

2.2 The South African Schools Act (Act 79 of 1996) through section 5 makes provision for all schools to be full-service schools by stating that public schools must admit learners and serve their educational requirements without unfairly discriminating in any way; that governing bodies of a public school may not administer any test related to the admission of a learner to a public school; in determining the placement of a learner with special education needs, the Head of Department and principal must take into account the rights and wishes of the parents and of such learner, taking into account what will be in the best interest of the learner in any decision-making process.

Reducing barriers to learning and participation for all learners, not only those with impairments or those who are categorised as 'having special educational needs'.

2.3 Section 12 of the South African Schools Act outlines how this should happen by stating that the Member of the Executive Council must, where reasonably practicable, provide education for learners with special education needs at ordinary public schools by providing relevant educational support services for such learners and taking all reasonable measures in ensuring that physical facilities at public schools are accessible to disabled persons.

2.4 Education White Paper 6 which was gazetted in terms of the National Education Policy Act (Act 27 of 1996), makes provision for the incremental identification of certain schools to be demonstration full-service or inclusive schools. Initial steps in the development of the targeted schools include the upgrading of the physical infrastructure to making it environmentally accessible as well as the provision of material resources and training of educators to manage inclusive practice.

Adhering to the principle of natural proportion

2.5 As a medium-term to long-term measure, the aim is to ensure that the principle of natural proportion is adhered to, thus ensuring that every school admits all learners in its community irrespective of their

ability or background. This will ensure an even spread which is representative of the make-up of the community which normally should not have more than 3% learners with disabilities. For example, a school with an enrolment of 600 learners may not have more than 18 disabled learners. A further estimation of 30% (180) would be experiencing barriers of some or other kind and need additional support.

2.6 Special schools have to be made accessible to neighbouring full-service schools and colleges given the existing expertise and resources. As it is outlined in White Paper 6, this can be achieved by making special schools, in an incremental manner, part of district support services where they can become a resource for all schools within the district.

"Respect for inherent dignity, individual autonomy and the freedom to make one's own choices."

- Convention on the Rights of Persons with Disabilities

2.7 **This approach to addressing barriers to learning and minimising exclusion is consistent with a learner-centred approach to teaching and learning as advocated in Outcomes Based Education.** It recognises that developing learners' strengths and empowering and enabling them to participate actively and critically in the learning process involves identifying and overcoming the causes of learning difficulties. The approach is also consistent with a systemic and developmental approach to understanding problems leading to action planning. It is consistent with the latest international approaches that focus on providing quality education for all.

2.8 The ratification of the **Convention on the Rights of Persons with Disabilities** by the South African Government in 2007 places an obligation on the system to recognise the right of persons with disabilities to education, and to realise this right through providing equal opportunity to life-long learning for all in an inclusive education sytem at all levels without discrimination. (See Article 24 of the Convention on the website www.unenable.org.za)

2.9 The Convention further places an obligation on Government to ensure that persons with disabilities are not excluded from the general education system on the basis of disability, and that they can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live.

2.10 All the above must be realised by ensuring that reasonable accommodation of individuals' requirements are made. This can in turn be realised by making provision for individualised support measures that could include for example facilitating the learning of Braille, using alternative script, communicating through augmentative and alternative modes, means and formats of communication, the introduction of orientation and mobility skills, and facilitating peer support and mentoring, facilitating the learning of sign language and the promotion of the linguistic identity of the Deaf community.

Access to Braille and South African Sign Language

2.11 These guidelines also provide where practicable, information on how to take measures of reasonable accommodation within the education system, more particularly in the classroom.

> Inclusive schools provide an effective education to the majority of children and improve the efficiency and cost-effectiveness of the entire education system.
>
> *- Salamanca Statement, 1994*



3. What is a full-service/inclusive school?

3.1 Definition

3.1.1 Full-service/inclusive schools, colleges, further and higher education institutions are first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner;

Full-service schools are first and foremost mainstream institutions that provide quality education to all

3.1.2 They should strive to achieve access, equity, quality and social justice in education;

3.1.3 They promote a sense of belonging so that all learners, staff and families experience a sense of worth in the learning community;

3.1.4 They have the capacity to respond to diversity by providing appropriate education for individual needs of learners, irrespective of disability or differences in learning style or pace, or social difficulties experienced; and

3.1.5 They establish methods to assist curriculum and institutional transformation to ensure both an awareness of diversity, and that additional support is available to those learners and educators who need it.

3.2 Ethos and principles of full-service/inclusive schools

3.2.1 A full-service school seeks to embrace the vision of a society for all, based on the United Nations Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities.

3.2.2 **Full-service schools celebrate diversity through recognising potential, increasing participation, overcoming and reducing barriers, and removing stigmatisation and labelling.**

> "Despite good intentions, deficit thinking is still deeply ingrained and too often leads many to believe that some pupils have to be dealt with in a separate way."
>
> *- Mel Ainscow*

3.2.3 They seek to adopt a holistic, flexible and accommodative approach to development and upholds a spirit of collaboration among all members of the school community as well as reaching out to various stakeholders around the school.

3.2.4 A full-service school nurtures a philosophy that is underpinned by inclusion principles.

3.2.5 The school atmosphere reflects a culture of respect for all people in the school and the community (including parents/care-givers).

3.2.6 Everyone in the school is responsible for the education of each learner irrespective of learning needs and is committed to introducing measures of reasonable accommodation in keeping with the goals of full inclusion.

3.2.7 **All learners in the school respect each other, and the educators and management are actively involved in helping learners to overcome prejudice among themselves.**

3.2.8 Educators and parents recognise that all learners have the potential to learn.

3.2.9 All educators have skills and knowledge that they can and should use to support one another in ensuring the success of all learners.

Learners who experience barriers to learning are valued and treated equally

3.2.10 The abilities, talents and aspirations of all learners are equally valued.

3.2.11 Learners with disabilities and other learners who experience barriers to learning are valued in the classroom and treated like all others.

3.2.12 Prejudice and all forms of discrimination about particular educators or learners are actively addressed by the school.

3.2.13 Awareness raising activities and programmes are developed to build respect among all role players in the school.

3.2.14 Disabled People's Organisations and organisations of parents of disabled children are actively involved in promoting awareness about discrimination against people with disabilities.

3.3 What should a full-service/inclusive school look like?

3.3.1 **A full-service/inclusive school should be equipped and supported to provide for a broad range of learning needs.** As needs and barriers to learning vary, it is obvious that full-service schools have to develop capacity and potential in a targeted fashion. A full-service/inclusive school may not necessarily have all forms of learner support in place, but it should have the potential and capacity to develop and provide them.

Inclusive cultures, policies and practices

3.3.2 **A full-service/inclusive school aims at inclusion in the way it is organised with regards to structure, policies, practices, pedagogy and**

culture. It should critically examine what can be done to increase learning and participation in curriculum, communities and cultures, and to address and remove various barriers that hamper learning from the perspective of these factors.

3.3.3 **A full-service/inclusive school understands that barriers to learning are not only intrinsic to learners, but can also be cultural and systemic.** Intrinsic barriers refer to factors within learners, such as impairments, psycho-social problems, different abilities, particular life experiences or socio-economic deprivations. Cultural and systemic barriers on the other hand, refer to factors from a learner's environment that could include negative attitudes and stereotyping of learners, inflexible teaching methods and practices, inappropriate language and/or communication, inaccessible or unsafe environments, a lack of support from or non-involvement of caregivers or a lack of leadership in the school.

3.3.4 **A full-service/inclusive school should have additional support programmes and structures for teaching and learning.** All development and work in the school should strive to achieve these goals by sharing expertise (e.g. expertise in orthodidactics) and constantly thinking about the development of both educators and learners.

A full-service/inclusive school is prepared to explore and address the challenges of everyday school life through capacity building.

3.3.5 **A full-service/inclusive school is prepared to explore and address challenges of everyday school life through capacity building among educators and on-going institutional development aiming at transforming the whole school.** It is obvious that no institution can address all barriers immediately. Inclusion should therefore be seen as a process rather than an event.

3.3.6 **However, functioning full-service/inclusive institutions should be aware that practices which exclude learners, need to be addressed, removed or reduced so that learning and development can happen.** A full-service school is, therefore, essentially a dynamic community that takes its responsibility towards all learners and all educators, as well as various stakeholders seriously.

3.3.7 **A full-service/inclusive school makes efforts to ensure that all children of school-going age in the locality attend school** and realise their potential by ensuring that the school is accessible. It develops a policy of inclusion and on-going programmes on anti-discrimination, democracy and human rights.

3.3.8 **It is a school with good leadership** that sees itself as a beacon of the transformation process in education by developing cultures, policies

and practices that celebrate diversity, respect difference and value innovation and problem-solving.

3.3.9 **It is a place where both learners and educators feel safe and supported.** It is an environment where educators are motivated and supported in their work, where learners feel a sense of belonging and are able to engage in the learning process, and where caregivers are valued and involved in the life of the school community.

Inclusion is a process rather than an event

3.3.10 **It is a school that is clean and orderly.**

3.3.11 **It is a school with good governance.** It has an empowered, representative governing body that has been equipped to facilitate the development of a culture of learning, teaching and service.

3.3.12 **It has a collaborative approach to service delivery.** The school works in collaboration with, and provides assistance and support to, other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools.

3.3.13 **It welcomes educators from schools in the area to learn new skills and ideas and may admit learners from neighbourhood schools for short periods of time** for intensive training in specialised areas, such as Braille, mobility, skills for daily living or Sign Language. These services might be run in collaboration with various service providers.

3.4 Factors to consider when identifying potential Full Service and Inclusive Schools/Institutions

To be identified as a full-service/inclusive school, a school must comply with most of the following criteria or must show potential to comply with them in a relatively short space of time.

3.4.1 Accessibility via public transport and within the cluster/group of schools.

3.4.2 Physical resources of the school – access to water, toilets, buildings in good condition, playground and terrain, etc.

Visionary leadership and good governance

3.4.3 Strong leadership and general positive ethos at the school that embrace change.

3.4.4 Effective and visionary School Management Team and School Governing Body.

3.4.5 Professionalism and good code of ethics within the school.

3.4.6 Potential for extended growth and development.

3.4.7 Active participation in other initiatives such as Health Promoting Schools, Schools as Centres of Care and Support, Child Friendly Schools and Inclusive Education Initiatives.

3.4.8 Access to or targeted participation in initiatives run by NGOs and other government departments.

3.4.9 Openness to support services from within the community, e.g. Hospitals, Clinics, Welfare Agencies, sporting facilities, Youth Centres.

3.4.10 A full-service school should be amenable to sharing resources with other schools while serving as a model site for inclusion and must, therefore, have a level of human resource capacity that can be built on.



Photographer: Herman Verwey, Beeld

4. Management and whole school development

4.1 The role of the Principal and School Management Team

A principal and his/her school management team members make the difference in whether a school truly adopts an inclusive approach. Adoption of an inclusive approach is demostrated by embracing change as a constant and nurturing this understanding among staff members. The administrative roles of the Principal and the SMT in ensuring that schools are established as inclusive centres of learning, care and support are many, but they can be grouped into the categories of leadership and management.

"In implementing change it is important to start small, empower teachers and to take risks – start small, think big: don't over-plan or over-manage."

- M. Fullan

4.1.1 The principal and his/her SMT should have an unwavering belief in the value of inclusive schooling and considerable knowledge and skills for translating the concept into practice.

4.1.2 The principal is a visible and vocal advocate of inclusive practices. The principal together with his/her management team, should communicate unambiguously to staff members the expectation to establish the school as an inclusive centre of learning, care and support.

4.1.3 The principal ensures that all efforts to address school policies, improvement plans, programmes and ethos are developed in a manner that reflects inclusive practices.

4.1.4 The principal creates a safe, friendly, and welcoming school climate for learners, parents/families as well as staff, such that it fosters collaboration and inclusivity.

4.1.5 The principal and his management promote the view that special needs education is a service, not a place.

Inclusion is part of school improvement

4.1.6 The principal with his/her management team have to take the lead in ensuring that there are additional support programmes for teaching and learning especially to reach out to learners with learning difficulties.

4.1.7 The principal finds strategies to celebrate the varied accomplishments of all learners.

4.1.8 The principal ensures that the school maintains a register of additional support needs for learners. This record must be analysed to identify trends, intensity of incidents, impact of support programmes and inform future planning for support.

4.1.9 The principal with his/her management team constantly search for strategies to ensure educators provide equal access for all learners.

4.1.10 The principal uses a collaborative approach in creating school schedules that support inclusive practices including:

- Provision of common planning time;
- Time allocation for educators to engage in care and support programmes and institution level support team activities;
- Effective use of all staff;
- Placement of learners within general education environments;
- Provision of learner supports and services;
- Allocation of resources where needed.

4.1.11 The principal ensures that staff members working with learners with disabilities are respectfully invited to offer input on successes, dilemmas, and suggestions for changes.

4.1.12 The principal ensures via school support teams that learners' Individual Support Plans provide the information necessary for designing services and supports.

"Teachers will not become leaders in the school community if the principal violates their trust, disempowers them, and reasserts authority the minute the going gets rough."

– Roland S. Barth

4.1.13 The principal fosters and honours as much possible, support to a learner at the school before sanctioning any referral for assistance or individual assessment outside the school.

4.1.14 The principal is proactive and constructive in facilitating relationships and support networks between the school, NGOs, CBOs, DPOs, other government departments, staff members and parents/families with a view to addressing barriers to learning and teaching. The principal is aware of and accesses a wide array of resources to support educators and other staff members in creating and sustaining inclusive schooling. She/he facilitates a constructive resolution when disagreements among staff members or staff members and parents/families/organisations arise.

4.1.15 The principal ensures inclusive schooling efforts are assessed using multiple instruments and approaches, and the assessment addresses academic outcomes, social/emotional/behavioural outcomes, and stakeholder perceptions.

4.2 Whole school development and inclusive ethos

4.2.1 **Empowerment and self-representation of disabled learners and adults.** Structures are set up through which disabled learners and other learners with special education needs can express their views, develop self-esteem, and have some influence on school policies. Disabled adults involved in the process.

4.2.2 **Physical Education**. Ensuring that Physical Education and sporting activities involve all learners, developing collaboration, and encouraging all learners to improve their personal performance. Use of adaptation and creative imagination to succeed in this.

4.2.3 **Transport and school trips policy that includes all**. Availing transport to and from school for disabled learners in keeping with all school day activities. Allow friends and siblings to break down isolation. Ensure no learner is excluded from a trip or visit because accessibility or other needs are not met. This means thorough advanced planning and previsits.

4.2.4 **Increasing inclusion ethos in the school development plan.** The school should examine every aspect of its activity for barriers to inclusion and then set a series of targets for their eradication describing clearly how this is to be achieved.

4.2.5 **Including outside specialist support.** Involvement of learning support facilitators, social support counsellors, speech, physio and occupational therapists in a co-ordinated way which best supports learners' curriculum needs and reduces disruption to their learning and social needs .

4.2.6 **Increased employment of disabled staff**. The Employment Equity Act also applies to employment in schools. Thus equal opportunity employment policy needs to be reviewed to increase the employment of disabled teaching and non-teaching staff. All children need disabled adult role models and school budgets should cater for Reasonable Accommodation.

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4.2.7 **Disability equality training and ongoing professional development for staff and school governing body members**. Organise a programme of continued professional development for educators, support staff and governance to help them move towards inclusion and disability equality. Ensure all staff are involved in and understand the process of inclusion.

People with disabilities and others who experience barriers are positively portrayed and receive respect.

4.2.8 **People with disabilities and others who experience barriers are positively portrayed through images that show respect for diversity.**

4.2.9 **Avoiding disablist, sexist, racist and homophobic language usage.** Examining language used to describe learners, both by teachers and learners. Developing appropriate language through anti-bias and equality-sensitive opportunities in assemblies and classroom activities.

4.3 School Governance

4.3.1 School Governing Body (SGB) members understand and value principles of inclusive education, and support its ongoing implementation within the school.

4.3.2 The school policy is written in such a way that it creates a good framework for building an inclusive environment of learning, care and support (addressing barriers to learning and the diverse teaching and learning needs within the school).

The governing body of an ordinary public school which provides education to learners with special needs must, where practically possible, co-opt a person or persons with expertise regarding the special education needs of such learners.

- SASA 23 (5)

4.3.3 The SGB sets up a sub-committee to address barriers to learning which in turn consults the entire SGB in finalising an inclusion policy. As far as possible members of disability communities be included in the SGB.

4.3.4 The SGB is involved in an ongoing process of setting realistic and manageable goals aimed at making the school more inclusive.

4.3.5 Educators, principals and members of the SGB are open to ongoing learning about ways of addressing barriers to learning.

4.3.6 SGB and staff members are broadly representative of the school community, including the disabled as far as it is praticable.

4.3.7 The school timetable is organised such that it accommodates diversity of learning styles and programmes.

5. Collaboration and team work

5.1 Collaboration between educators

There needs to be an effective team approach towards learning support and curriculum planning. Learning support has to be co-ordinated effectively throughout the school by allowing time for joint planning in a school day between teams of educators and welfare assistants.

5.1.1 The relationship between educators, and between educators and the school management team is mutually respectful and characterised by strong co-operative relationships.

5.1.2 Educators should have evenly distributed and manageable workloads.

5.1.3 Staff development programmes include training and classroom support to educators so that they can develop their ability to address diverse needs and barriers to learning in the classrooms and in the school as a whole.

5.1.4 Educators are given recognition for initiatives that help to develop the inclusive capacity of the school.

> "It is the process of planning, rather than the plans in themselves, that seems to be crucial."
>
> *- Mel Ainscow*

5.2 Collaboration between learners

Develop collaborative learning and peer tutoring.

The biggest learning resource in any school are the learners. A variety of methodologies of peer support and cooperative learning need to be employed to foster a school culture that encourages learners to learn collaboratively rather than competitively. This will be of mutual benefit to them all.

5.3 Collaboration with parents/caregivers

Consultation and involvement of parents are critical success factors in inclusive education.

5.3.1 Effective arrangements are made for involving parents in all aspects of their children's school lives and decisions that have to be made.

5.3.2 Such arrangements should involve counselling and support that lead to independence.

Parents play a crucial role in helping their children learn.

5.3.3 With the permission of parents/caregivers, schools maintain information about parents who themselves are disabled so that their access and inclusion needs can be met.

5.3.4 **Communication within the school and to parents is accessible**. The school recognises that not everyone communicates via written or spoken English. Audit the communication needs within the school and for the parent community and and provide notices, reports, information and directions in appropriate forms, e.g. home languages, large or reduced print, Braille, digital text, tape, videos in South African Sign Language, computer discs, DVDs, USBs and pictograms.

5.3.5 Be sensitive to the needs of caregivers of children who are orphaned or are living in child-headed households.

5.4 Collaboration with schools in the neighbourhood and clusters

Not only do full-service schools need to network and collaborate with the nearest special school resource centres (if there are any) but also with the other schools in the neighbourhood.

The indicators for effective networking are:

5.4.1 Schools in the neighbourhood support one another and know how to identify and draw in support from people and organisations in the community.

5.4.2 The full-service/inclusive school is willing to share its expertise and provide leadership in a cluster of schools on inclusion matters.

5.4.3 The full-service/inclusive school does not encourage admission of learners who experience barriers to learning from neighbouring schools, but rather provides guidance to the referring schools.

6. Professional development

6.1 Continued Professional Development (CPTD)

Although some stakeholders seem to know intuitively how to nurture inclusiveness, ongoing professional development is essential. This staff development, which should adhere to the standards established by the National Norms for Educators and the National Teacher Development Framework, cover the topics included in this guide, and also address the unique needs of parents and families.

Indicators for professional development are the following:

6.1.1 Staff members are all qualified. Effective structures for continued professional development are implemented (e.g. professional learning communities, peer mentoring, multiple opportunities created for Continued Professional Development of staff, etc.).

6.1.2 The School Improvement Plan directly addresses professional development and sets goals appropriate for inclusive outcomes.

6.1.3 All staff members are expected to engage in the identification of challenges, goal setting and staff development opportunities for continous professional growth.

6.1.4 Principles of effective staff development (e.g., development tailored to individuals' needs, ongoing, formatted in multiple ways, research-based) are built into programming.

6.1.5 Understanding and respecting all forms of diversity are central tenets of professional development.

6.1.6 Knowledge of parents and skills development are based on expressed parent needs and collaboration in its planning, delivery and evaluation.

6.1.7 Evaluation of effective professional development is linked to change in practice and improvement in learner outcomes.

6.1.8 Bursaries for teacher development in the area of inclusive education are created in collaboration with higher education institutions and funding sources.

Understanding and respecting diversity are central tenets of all professional development.

6.1.9 Conflict management skills are seen as a key component of the capacity building of district education officials and principals.

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6.1.10 All public higher education institutions providing in-service training for educators recognise that they need to foster attitudes among future educators that will lead to respect for all learners, and an enthusiasm to accommodate all learning needs.

6.1.11 All public higher education institutions providing in-service training for educators integrate into their curricula courses that promote the understanding of barriers to learning and how to facilitate inclusive practices in the classroom

> An inclusive educational policy is not an addition to the process of transformation, which must go on in all South African schools, but is the means by which such transformation can be accomplished.

7. Provision of support

7.1 Site-based support

7.1.1 'Full-service schools' are essentially conceived as one of the strategies to build an inclusive education and training system. In line with principles of inclusive education and training, it is acknowledged that all learners can learn and need support permanently or temporarily. Furthermore, full-service schools and institutions have a specific role in providing access to moderate levels of support, resources and programmes.

7.1.2 An essential feature of support within a full-service school is one of being site-based and offered by a structure constituting the School Management Team, principal and educators. The interaction among these roleplayers has to be managed effectively and co-ordinated to yield support of maximum benefit. Full-service schools are encouraged to develop resource centres for use by educators and learners in the delivery of additional support programmes/services.

7.1.3 Full-service schools may also designate a 'learning support educator' who is preferably competent and experienced in collaboration and facilitation skills. A learning support educator's task could include consulting and working with other educators and staff, parents and various outside agencies to make sure that learners succeed. He/she may also assist in co-ordinating the work of the institution-level support team and liaise with different stakeholders, as well as support educators' personal growth and professional development. Inasmuch as the LSE may assist with this function, the ultimate accountability still remains that of the head of the institution.

Learning support educators play a crucial role in facilitating support at schools

7.1.4 In addition to 'professional support', it is important to recognise that **support can also be provided by non-educators, like the SGB, caregivers, families and peers.** Support is not only about 'services' but also about assistance that educators can offer to one another, or caregivers and families through support groups. Learner support can be developed through peer support in classes and peer counselling ('buddy groups') and out of classroom activities (sports, hobbies, etc.)

7.2 Indicators for Support Provision

7.2.1 General and ongoing support provision in the school comes in the form of:

i. Educators meeting regularly to discuss and find solutions to various problems which learners may be experiencing.

ii. Educators working together as a team.

iii. Educators, school management and parents working together to address barriers to learning and teaching.

iv. All educators receiving ongoing training and classroom support to address barriers to learning and teaching.

v. Educators knowing and understanding how to get different forms of support from both in and outside the school.

7.2.2 Organised support provision through the Institutional-Level Support Team (ILST):

i. The principal takes the responsibility to ensure that an ILST has been set up in the school and is functioning well.

ii. Members of the ILST are well trained to help educators to address barriers to learning and teaching.

iii. The ILST has a structured approach towards implementing the Strategy on Screening, Identification, Assessment and Support (SIAS).

iv. The ILST is trained on the Guidelines for Inclusive Learning Programmes.

v. The ILST guides educators to develop and implement Individual Support Plans and effective curriculum differentiation.

The ILST tracks support and keeps records of meetings and support provisioning

vi. The ILST establishes Individual Support Planning (ISP) teams in each phase to coordinate individual support planning.

vii. The ILST tracks support provision and keeps records of meetings and individual support provisioning.

viii. The ILST organises regular consultation sessions with parents/caregivers.

ix. The ILST activities are made part of the time-table thus ensuring that the ILST coordinator has the time and space in which to administer the support system of the school.

x. The ILST coordinator identifies training needs of phase educators and organises ongoing staff development and joint planning of support.

xi. The ILST develops a policy on administering medication and personal assistance. The routine for administration of medication should be easy for learners to use and maintain their dignity while emphasising personal hygiene issues. There should be a system for handling medical emergencies which is easy for everyone to use.

7.2.3 Staff Provisioning and Utilisation

Staff provisioning and funding measures must ensure that full-service school have additional support to reduce class sizes, to be able to provide additional support programmes and also to fulfil its resource centre function. Staff provisioning must be in line with the *post provisioning norms for full-service schools.*

Funding measures to support full-service schools

i. If the school has more than 500 learners it must have a full-time learning support teacher who is trained to support the implementation of inclusive education.

ii. Smaller schools must have access to itinerant learning support educators who serve the needs of a cluster of schools.

iii. Staff provision must ensure that there are additional staff or reduced teaching loads of SMT members, to conduct ILST functions.

iv. Schools must further have support visits by specialised staff from the DBST or Special School Resource Centre for teacher training and part-time individual learner intervention.

v. Teacher assistants need to be appointed at full-service schools with clearly identified roles.

vi. Teacher assistants are school-based staff who do not necessarily work with individual learners but are there to support the teacher in his/her task–

Roles of teacher assistants

- Assist in identifying barriers to learning within the classroom as well as of individual learners;
- In consultation with the LSE, educators and other therapists implement programmes to address barriers to learning;
- In consultation with the LSE , educators and other therapists assess learner performance;
- Participate in evaluating the effectiveness of education programmes and related interventions;

- Developing rapport with learners and being advocates for their inclusion.

vii. The teacher always retains the legal responsibility for the above mentioned tasks and never leaves these in the hands of the teacher assistant.

viii **Schools may not require individual parents to pay for teacher assistants as a condition for the inclusion of their child.**

ix. For full-service schools that admit Deaf learners, there must be a number of educators trained in South African Sign Language.

> We didn't have all the support systems in place when we started, but if we'd waited until we had, we would never have started.

8. Assessment of learner needs

8.1 Determining Level of Need and Admissions

8.1.1 **Full-service schools admit and are willing to support all learners from their locality according to the principle of natural proportion, irrespective of whether they have low, moderate or high level support needs.**

8.1.2 In order to determine the barriers experienced by a learner, the school should have systems in place to assess learners according the procedures outlined in the Strategy on Screening, Identification, Assessment and Support (SIAS), 2009.

8.1.3 When deciding on the level and nature of support which needs to be provided to learners and how the school can support the needs, the following four points have to be taken into consideration:

i) **The category of disability does not determine the level or type of support which is needed by** any individual learner, neither does a learner have to be moved to a certain setting to have access to certain types of support programmes (e.g. curriculum differentiation, communication support, therapeutic interventions, etc.).

ii) **A full-service school must review its capacity to accommodate the needs of each individual learner who has additional support needs, before considering permanent outplacement to a special school.** First it must develop its own capacity which ensures that it makes optimal use of existing staff expertise and if more is needed, they should call upon the District for support, training and mentoring. Even if it is felt that specialised support is needed which can best be provided by special school staff, this should be applied for through the District on a part time basis with educators from the special school coming to the full-service school for mentoring or training.

First review school's own capacity before considering outplacement

iii) **Learners with moderate, high or very high support needs can be supported at full-service schools.** It is the responsibility of the DBST to ensure that the full-service school receives physical, material and human resources as advised through the SIAS process and measures of funding inclusive education.

iv) **It must be taken into account that barriers are also not always intrinsically linked to the disability of the learner, but very often to circum-**

stances arising from his/her living and learning context. For a learner who does not have transport to a specific institution, that may become the most serious barrier to access whereas for another learner the inability of the teacher to convey the skills and knowledge which he requires, becomes a serious barrier.

v) **The District-based Support Team (DBST) is also a provider of support programmes.** This means that interventions which require skilled personnel can be organised from the District by, for instance, providing consultative support/training to educators by specialist staff based at the District office or Special School/Resource Centre. Interventions which require material resources may also be organised from a central point such as the provision of assistive devices which are movable and/or can be shared.

8.1.4 The following table outlines how support should be organised at district level and provides a new method of weighting:

All schools must have support systems in place

Levels	Levels of support provisioning to address barriers to learning	Type of educational institution where additional support will be available on a full time or part time basis	Degree and nature of intervention by the District-based Support Service
1 – 2	Low levels of support	Ordinary and full-service schools	General and focused on building capacity of all educators and ILSTs. Short-term or once-off consultative support around individual cases
3	Moderate levels of support	Ordinary and Full-service schools	More specific and providing short to medium term consultative support around individual cases
4 – 5	High intensive and very high intensive support	Full-service and Special Schools	Intensive, frequent and specific and providing consultative support around individual cases

8.2 Assessment Procedures

Full-service schools must take into account the following when assessing learners to determine their support needs:

8.2.1 **Assessment does not necessarily equate to an evaluation by a specialist therapist. Assessment needs to be multi-dimensional or systemic in nature, located within the framework of barriers at the individual (learner and educator), curriculum, institution, and family, community and social contextual levels. The educator/school, learner and his/her parents must lead the assessment process.**

Educators, parents and learners are central in assessment processes.

8.2.2 Assessment procedures need to be guided by the principle of respect for all concerned.

8.2.3 The purpose of the assessment should be clear and open.

8.2.4 Assessment needs to be appropriate and relevant to the realities and context of the person or institution concerned.

8.2.5 Assessment must be fair, bias-free, and sensitive to gender, race, cultural background and abilities.

8.2.6 Assessment needs to identify barriers to learning, with the purpose of identifying support needs that would improve the teaching and learning process.

8.2.7 Assessment needs to be a continuous process that is built into the teaching and learning process.

8.2.8 The different levels of the system that are involved in the assessment process (e.g. institution-level support teams and District-based Support Teams) need to work closely together, ensuring that assessment processes are smoothly pursued.

8.2.9 Assessment must be manageable and time-efficient.

8.2.10 Assessment needs to be varied, including various forms and drawing from various perspectives.

8.2.11 Assessment results must be clearly, accurately and timeously documented and communicated to those affected.

8.2.12 All official decisions of learners who are eligible to have an Individual Support Plan that require an additional support allocation or an out-placement decision must be ratified by the District-based Support Team.

Decisions must be ratified by the district

8.2.13 In cases where learners have physical or sensory disabilities, the

school must ensure that the learner is assessed by the DBST or relevant Health Professional who, at the time of admission, provide the school with the information necessary to ensure that the learner receives appropriate support (See Diagnostic Profile in the SIAS).

8.2.14 **The support provision should be continually tracked and monitored to ensure that it responds to the needs of the learner.**

> Uncovering and minimising barriers to learning, is a central objective of screening, identification and assessment.

9. Curriculum

9.1 Curriculum as the most significant barrier

One of the most significant barriers to learning for learners in special and 'ordinary' schools is the curriculum. In this case barriers to learning arise from different aspects of the curriculum such as:

- The content (i.e. what is taught).
- The language or medium of instruction.
- How the classroom or lecture is organised and managed.
- The methods and processes used in teaching.
- The pace of teaching and the time available to complete the curriculum.
- The learning materials and equipment that is used, and
- How learning is assessed, reported/certified.

> "It is arguably the curriculum which always stood – secure as a Berlin Wall – between mainstream and segregated special provision; it was the possibility of mediating that curriculum, and the means of its delivery, which enabled 'integrative education'."
>
> *- Clough and Corbett*

9.2 Flexible Curriculum Delivery

The most important way of addressing barriers arising from the curriculum is to make sure that the process of teaching and learning is flexible enough to accommodate different learning needs and styles. The curriculum must therefore be made more flexible across all bands of education so that it is accessible to all learners, irrespective of their learning needs. One of the tasks of the district-based support team will be to assist educators in institutions in creating greater flexibility in their teaching methods and in the assessment of learning. They will also provide illustrative learning programmes, learning support materials and assessment instruments.

9.3 Inclusive schools should know how to differentiate the curriculum and use a variety of approaches

They use a wide variety of approaches when planning the curriculum to draw on different strengths and aptitudes of the learners and they build up a resource bank of ideas and lessons allowing time for joint planning and review.

> "All teachers are teachers of reading."
>
> *- Mel Ainscow*

9.4 Indicators for Curriculum Differentiation and Support

9.4.1 Educators understand the link between inclusive education and outcomes-based education (OBE).

9.4.2 Educators are implementing the National Curriculum Statement effectively to ensure the inclusion of all learners in the classroom.

9.4.3 The assessment framework within the NCS is able to help educators to assess the progress made by all learners in their classroom.

9.4.4 Practical assessment tools are available and able to be used for this purpose.

9.4.5 Educators receive training and ongoing support to ensure that all aspects of the curriculum are accessible to all learners.

9.4.6 Educators are able to reflect on their practices in the classroom, and to monitor their own abilities to be inclusive.

9.4.7 Educators acknowledge and value their role as the central role player in identifying and addressing barriers to learning in the classroom and the school.

9.4.8 Teaching strategies used by educators are responsive to the learning needs of all learners in the classroom, and are based on theories of learning that develop the full potential of the learner.

9.4.9 Educators have a holistic perspective about learning that includes developing the physical, emotional, moral and intellectual well being of the learner.

9.4.10 The language of teaching and learning is appropriate to the language needs of all the learners in the classroom.

9.4.11 The educators 'model' and facilitate respect for one another in the classroom and school.

9.4.12 Peer support amongst learners is seen as a valuable part of the learning process and actively promoted by educators.

9.4.13 When a school includes Deaf children, it makes use of South African Sign Language interpreters and trained educators and offers deaf children the chance to work with native signers. It also offers hearing children the chance to study sign language as part of the curriculum.

"Assessment can't be a narrow, paper-and-pencil, limited way of looking at children. Assessment means coming to know children well and, based on that understanding, inviting them in."

- Yvonne Smith

9.5 Access to general curriculum with individualised support

A hallmark of inclusive schools is an ongoing effort to find effective ways to ensure that learners access and make progress in the general curriculum while receiving the individualised instruction and supports needed to be successful.

9.5.1 Enrolment and attendance at neighbourhood schools is a priority for all learners.

9.5.2 All learners have an identified home base and are on the roll of the ordinary classroom.

9.5.3 **Special education is viewed by all stakeholders as a service, not a place.**

9.5.4 Emphasis is placed on supporting learners in ordinary/general education classrooms

9.5.5 Service delivery options are flexible. How learners receive special education services is based on their changing needs according to a flexible schedule.

9.5.6 The ISP teams directly and deliberately determine decisions about the type, quantity and intensity of support services.

9.5.7 Paraprofessionals' roles and responsibilities in general education classrooms (e.g., therapists, learning and social support and counselling personnel) are articulated and implemented.

9.5.8 Special education, teacher assistants, daily living skills, technical assistants, bilingual/SASL, and other service providers are integral to the school's functioning and are never made to feel that they are second-class personnel.

9.5.9 Team or co-teaching is supported as a service delivery option.

9.5.10 Although professionals are primarily responsible for providing services, peer tutors, volunteers, paraprofessionals, and others may participate in supporting all learners.

9.5.11 Information about learners with disabilities is made available to all individuals entitled to that information in order to work effectively with learners. **Confidentiality is a high priority.**

9.5.12 Personnel evaluation takes into account the increasing array of approaches through which special education services are provided (e.g., co-educators may be observed together).

9.5.13 **The school must have measures in place for alternative or adaptive assessment** in line with the Policy on Support and Adaptations for Learn-

"What is needed are strategies that personalise learning rather than individualise the lesson."

- Mel Ainscow

ers who Experience Barriers in Assessment – this would include staff identified to coordinate and manage the procedures, additional spaces and equipment needed.

9.5.14 **Guidelines for introducing more functional, vocational and skills orientated content in the delivery of the curriculum must be applied for identified learners.**

> Curriculum differentiation requires positive, supportive classroom environments where learners and teachers respect each other and help each other in learning and in social contexts.

10. Teaching and classroom practices

10.1 **The quality of the instruction all learners receive is critical. Without effective instruction, learning is likely limited. For learners with disabilities, this is particularly true**. The use of research-based practices cannot be overemphasised as a means of ensuring that learners with disabilities reach their potential.

10.1.1 Educators are prepared to teach all learners who walk through their doors, focusing on grade-level curriculum while addressing unique learner needs.

10.1.2 Educators express that they are committed to accommodating learners' learning needs, and they demonstrate their commitment daily through their choices of instructional approaches.

10.1.3 Educators discuss instruction at the grade, phase or department level with the goal of shared problem solving to address instructional challenges.

10.1.4 Every learner in a class participates in some way in every learning activity.

10.1.5 Instruction in each classroom is characterised by:

- Learner engagement;
- Self-determination and choice;
- Individualisation;
- Recognition that instruction is for the purpose of preparing learners for post-school options;
- Multiple options for learners to acquire, store, and demonstrate learning.

10.1.6 Instruction is based on:

- Systematic data collection;
- Principles of universal design for learning;
- Differentiated instruction.

10.1.7 Educators express and demonstrate through their actions that they are accountable for finding ways to help all learners learn.

"We don't know all but we can be creative and solve our problems," said a deputy-principal of a school that has been involved in developing inclusive education."

- Sai Vaÿrynen

10.1.8 **Additional support and interventions are used to ensure that learners access and progress in the general curriculum.**

10.1.9 Teaching addresses learners' academic needs and is also responsive to their social, emotional, behavioural, and cultural needs.

10.1.10 Assessment occurs before, during, and after teaching so that next steps are data driven.

10.1.11 Planning of teaching and learning for the ordinary classroom setting draws on expertise of special educators and others.

10.1.12 Ordinary and special education educators collaborate during the preparation of learners' Individual Support Plans.

10.1.13 Although educators at each school level are aware of the increasing demands of the next level, they focus their efforts on appropriately teaching learners at the current level.

10.1.14 **The outcomes expected of retaining a learner for a year is reviewed carefully and retention is not used as a means of addressing teaching and learning problems.**

10.1.15 A variety of teaching strategies are implemented in the general classroom

11. Behaviour support

11.1 Some educators and others note that they can make instructional accommodations, but that they are not equipped to address the behaviour challenges that some learners display. Therefore, systems must be in place to ensure that behaviour does not prevent full participation in general education activities.

11.1.1 Positive behaviour support procedures are implemented for all learners.

11.1.2 The school uses positive behaviour supports that include school wide plans, classroom plans, individual learner plans, and intensive interventions for learners needing them.

11.1.3 All learners are involved in developing behaviour policies as policies based on the principles of self-regulation and mutual respect are the most effective.

11.1.4 Learners needing behaviour intervention plans based on functional behaviour assessment receive them, and all their educators (i.e., general and special education) have a meaningful role in implementing such plans. Behaviour intervention plans are written and implemented consistently. Data are reviewed frequently, with plans adjusted accordingly.

Strategies for addressing behaviour occur within a climate of respect, trust and optimism

11.1.5 Education of learners is based on age appropriate instructional practices.

11.1.6 All procedures and strategies for addressing learner behaviour occur within a climate of respect, trust and optimism.

11.1.7 Social skills are taught along with the explicit academic curriculum, and the social dimension of learners' functioning is directly addressed as part of their individualised education.

11.1.8 Professionals use the appropriate type of reinforcement for each learner (for example, verbal, activity, tangible).

11.1.9 Schools have written programmes and procedures to support and demonstrate ongoing reciprocal communication with families.

11.1.10 Parents are partners and active participants in positive behaviour support procedures.

11.1.11 All staff members can provide examples of how diversity influences learner behaviour and staff members' own beliefs about learner behaviour.

11.1.12 All staff members express confidence in meeting the behaviour needs of their learners.

11.1.13 The school challenges abuse against children with disabilities as part of school behaviour policy.

11.1.14 There is zero tolerance of name calling, bullying and marginalisation of learners who are different or individualistic in whatever way.

11.1.15 School safety is directly addressed, including taking measures to address bullying and other forms of school violence.

11.1.16 School staff members can describe the positive or negative effects that various medications may have on learner behaviour.

11.1.17 Suspensions and expulsions are last-resort strategies implemented at rates significantly below the provincial average.

11.1.18 Sometimes it is necessary for adults to take a lead in setting up circles of friends and buddy systems.

11.1.19 All children remain on roll even if for some time they are out of class.

11.1.20 Systems are devised where distressed children can take 'time-out'.

11.1.21 Early identification systems are in place to detect early signs of mental health disorders and schools know where to access professional support in cases of more serious psychiatric disorders.

"Increasing the competence of teachers as teachers to act on their recognition of emotional and social factors affecting children's learning capacity."

- Gerda Hanko

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12. Physical and material resources and accessibility

12.1 Institutional/School Environment

The school should carry out a full access audit of the building and school grounds, involving the learners. Schools should have the necessary resources they need to create a safe and accessible infrastructure for effective learning to take place in the classroom and the broader school environment. This means that:

12.1.1 The physical plant and school grounds comply with the specifications of the National **School Infra-structure Norms, 2009**, and **the Environmental Access Guide, 2009.**

12.1.2 The school has enough classrooms for the recommended teacher: learner ratio

12.1.3 All classrooms are accessible for all learners, including those with disabilities

12.1.4 The school has adequate toilet facilities for learners and staff, including at least one toilet that is accessible for a person using a wheelchair

12.1.5 The school is a safe and secure place for all learners and educators

12.1.6 Targets are set for major and minor works to be included in the School Development Plan.

12.1.7 **Individual parents should not be expected to pay for conversions** to the school building, e.g. the building of ramps or addition of a stair lift to accommodate the needs of their child.

Make effective use of available resources to support learning.

- Mel Ainscow

12.2 Material Resources

12.2.1 The *Guidelines on Assistive Technology and Specialised Equipment* should be used to inform schools on the basic procedures to be followed when procuring, maintaining and managing material resources for the support of learners who experience barriers to learning.

12.2.2 **The school should conduct an audit on the availability of a basic level of teaching and learning materials that is needed for educators to include all learners effectively in the lessons.** The audit should review whether:

i. There are adequate software and hardware suitable for supporting learning difficulty;

ii. Up-to-date information is available on adaptations that have been made e.g. Braille materials, vocal recordings, visual materials, adapted worksheets, etc.;

Involving the Department of Health

iii. The school maintains an asset register which includes a record of assistive devices and technology such as touch screens, laptops, switches, access software, mobility devices, AAC devices, Perkins Braillers, etc.

12.2.3 **The school should have a maintenance plan for all equipment.** Specialist equipment should be properly maintained, stored and replaced when necessary; mobility aids, e.g. wheelchairs and walking frames must be regularly checked; hearing aids, FM systems, or loop systems must be checked and batteries replaced

12.2.4 **Staff must be trained in the assessment of learners, the selection of appropriate devices and their proper use.**

12.2.5 Full-service/inclusive schools should have arrangements with the nearest special school/resource centres, DBSTs, hospitals or health care clinics where therapists are available to assess learners to determine the correct fitting and type of device needed.

12.2.6 Schools must budget for assistive devices and specialised equipment as part of their LTSM budget. The procurement of devices must be seen as a right and not as a privilege. There should be no compulsion on parents to pay for standard devices if they do not have such a facility through their medical aid scheme.

12.2.7 Schools must assist learners who are eligible for free access to assistive devices through the Department of Health, to obtain this service.

12.2.8 Schools must be informed of services available to disabled persons through Disabled Peoples Organisations and private trusts and assist families to access these.

12.2.9 The use of assistive technology must be integrated into lesson activities.

12.2.10 Educators must receive ongoing support on the use of assistive technology and have time to plan for using, develop and produce materials.

12.3 Accessible Transport

6.4% of children who receive a Care Dependency Grant but who are out of school consider distance to school or college to be the most serious barrier (de Koker, de Waal and Vorster, 2006). If accessible public or scholar transport were available to them they would have attended the local school.

Transport is the key to access

12.3.1 Once a school's physical infrastructure has been made accessible, it is critical that the management of the school makes arrangements to ensure that learners with disabilities can travel to and from the school.

12.3.2 Full-service schools must negotiate with District Offices to arrange accessible public or scholar transport for learners with disabilities who live within the catchment area of the school.

12.3.3 The school must procure portable ramps or fitted seats for learners with mobility impairments and make arrangements with drivers to supervise the travelling arrangements of disabled learners.

12.3.4 Transport subsidies must be one of the components of the budget of a full-service/inclusive school.

12.3.5 Transport subsidies could include fees for public transport, salaries for drivers or supervision personnel as well as in some cases the purchasing, maintenance and running costs of vehicles.


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13. Family and community

13.1 Community Support

13.1.1 Other institutions and organisations in the community (e.g. universities and NGOs) work with the school and support it.

13.1.2 Schools have access to health services (e.g. school nurse and other health workers).

13.1.3 The school makes use of a school nutrition programme where 'hunger' is identified as a barrier to learning.

13.2 Access

13.2.1 All learners in the community have access to schools or other education facilities in their neighbourhood.

13.2.2 No child of school-going age in the community is being excluded from a school for any reason whatsoever.

13.2.3 School and community members (including NGOs and DPOs) are involved in ongoing advocacy initiatives that seek to identify and include out-of-school children, and raise awareness about barriers to learning.

Ongoing advocacy and awareness raising

13.2.4 Parents/care-givers, take responsibility for ensuring that children attend school.

13.2.5 Myths about disabled children are dispelled and parents bring these children to school with the support of schools.

13.2.6 Existing community-based rehabilitation (CBR) programmes are utilised as a strategy to identify 'out-of-school children and youth', especially those with disabilities, to bring them to school.

13.2.7 There is early identification, stimulation and inclusion of children with disabilities right from ECD level.

13.3 School-Community Relationship

13.3.1 The development of the school is seen as central in the development of the entire community.

13.3.2 The community ‘owns’ the school and is actively involved in its maintenance and in making it a safe and secure environment.

13.3.3 The need for parent empowerment strategies is recognised and implemented as a key aspect of inclusive education particularly at the school level.The school recognises and enhances the role of parents in the inclusion of their children in all aspects of schooling.

> Communities are as diverse as schools and in order to promote their involvement we need to become aware that difference and diversity are normal and should be respected.

14. Participation in district support network

14.1 Full-service schools supporting neighbouring schools

It is crucial to take ordinary schools onboard from the beginning so that support reaches learners and educators and support providers become more skilled. There should be an exchange of knowledge between the full-service schools, neighbouring schools and other service providers. As this process develops, other schools can join in and benefit from this interaction.

Various levels and forms of support could be provided for neighbouring schools. These may include:

- sharing and exchanging resources (facilities, information, etc), skills, technology;
- advisory assistance (to educators in preparation of materials, training and capacity building etc);
- sharing examples of good practice;
- promoting sustainability and development;
- strengthening of good practice and relationships;
- cross pollination of ideas.

14.2 The relationship between full-service schools and resource centres

Support services provided by resource centres will be combined with and be part of the district support team services. Where resource centres and full-service schools collaborate, this could take the following forms:

- an exchange of knowledge, information and technological skills so that development can take place in both centres;
- professional development;
- support for sustainability.

14.3 Full-Service Schools as Resource Centres

14.3.1 In instances where there are no special schools in a district, the full-service schools could act as a resource centre working with the DBST to support schools in the district.

14.3.2 Full-service schools as resource centres are provided, on an ongoing basis, with appropriate support to ensure that they have sufficient capacity to play their role as outlined in White Paper 6.



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15. The role of the district, provincial and national department of education in supporting full-service/inclusive schools

15.1 Officials at district, provincial and national levels are equipped to manage and support the implementation of inclusive education.

15.2 The management of education services in the district includes the clustering of schools to facilitate mutual support and collaboration.

15.3 Education officials at the provincial and district level recognise the need to identify learners who are being excluded from the system, and to find ways to bring them into the system.

15.4 Education officials at the provincial and district level are involved in ongoing advocacy initiatives that target out-of-school learners.

15.5 Education departments at the district, provincial and national level collaborate with other key line function departments and NGOs to ensure that inclusive education in the schools is supported through inter-sectoral collaboration.

Mobilising out-of-school learners is a key priority

15.6 The job description of subject advisors at district and provincial level includes responsibility for ensuring that all Learning Areas in the curriculum are accessible to all learners, and they seek help from other members of the DBST to assist them in doing this.

15.7 The job description of specialist support staff (therapists and special needs advisors) at district and provincial level must include the responsibility for:

15.7.1 Ensuring access to appropriate additional support programmes/services within the framework of the SIAS strategy, for learners who experience barriers to learning and development;

15.7.2 The provision of specialist input for the purpose of identifying barriers to learning and development, learner support needs and informing the development of an Individual Support Plan;

15.7.3 The provision of relevant staff development programmes that include training and classroom support to educators so that they can develop their ability to address diverse needs and barriers to learning in the classrooms and in the school as a whole;

15.7.4 Maintaining a register of additional support needs for learners at a District and Provincial level. This record must be analysed to identify trends, intensity of incidents, impact of support programmes and inform future planning for support at a District and Provincial level.

15.8 Strategic planning within the Department of Education constantly takes place to ensure that the management of inclusive education is recognised and addressed at all levels of service delivery (national, provincial and district level).

15.9 Education departments at district, provincial and national level have an individual and/or a core group of committed people who take responsibility for driving the process of building inclusive education in the district, province and country.

As outsiders, consulting officials and professionals will increase their credibility if they can give recognition to the difficulties with which teachers have to cope.

- Gerda Hanko

> Inclusive education is not an end in itself, but a means to an end, that of the realisation of an inclusive society.

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Glossary of terms

Augmentative and Alternative Communication (AAC)	AAC strategies describe the way people supplement their communication when they cannot speak clearly enough to be understood by those around them. These strategies include a wide range of communication methods ranging from gestures and communication boards to assistive communication devices.
Barriers to learning	Refer to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent access to learning and development for learners.
Category of disability	The current organiser for schools, funding and post provisioning in the special education system. These organisers have been weighted and they include: Multiply disabled, deaf, hard of hearing, blind, partially sighted, deaf/blind, cerebral palsy, specific learning disability, behavioural disorder, mild or moderate intellectual disability, severe intellectual disability, physical disability, autistic spectrum disorders, epilepsy, attention deficit disorder, with/without hyperactivity.
District Based Support Teams (DBST)	Groups of departmental professionals whose responsibility it is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management.
Full-Service Schools (FSS)	Ordinary schools which are specially resourced and orientated to address a full range of barriers to learning in an inclusive education setting.
Institution Level Support Teams (ILSTs)	Teams established by institutions in general, further and higher education, as an institution-level support mechanism whose primary function is to put in place co-ordinated school, learner and educator support services.
Individual Support Plan	A plan designed for learners who need additional support or expanded opportunities, developed by educators in consultation with the parents and the Institution-level Support Team.
Lead Professional	A Lead Professional is a member of the DBST who will coordinate the assessment process and decision-making on support packages needed and support provision and monitoring for learners.

Level of support needs	Scope and intensity of support needed at a system, school, educator and learner level. The main organiser for schools, funding and post provisioning in the inclusive education system.
Reasonable Accommodation	Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms
Special Schools (SSs)	Schools equipped to deliver education to learners requiring high-intensive educational and other support either on a full-time or a part-time basis.
Special Schools/ Resource Centres (SpS/RCs)	Special schools transformed to accommodate learners who have high intensity support needs, as well as provide a range of support services to ordinary and full-service schools.
Support Needs Assessment (SNA)	Process of determining the additional support provision that is needed. The process is guided by the various sections of the SNA form
Support Package	A package of support needed to address the barriers identified for each child or school to address the challenges/barriers experienced by learners. Packages vary from level 1 to level 5, in terms of intensity and variety. Each consists of a variety of resources which may be human, physical, or material, or a combination of these.
Support programmes	Support programmes refer to structured interventions delivered at schools and in classrooms within specific time frames.

Acronyms

AAC:	Alternative and Augmentative Communication
AET:	Adult Education and Training
ANC:	African National Congress
CBO:	Community Based Organisation
CBR:	Community Based Rehabilitation
DBST:	District-based Support Team
DOE:	Department Of Education
DPO:	Disabled People's Organisations
EWP6:	Education White Paper No. 6
FET:	Further Education And Training
GET:	General Education And Training
HE:	Higher Education
HESA:	Heads of Higher Education Institutions
IDCC:	Interdepartmental Coordinating Committee
IE:	Inclusive Education
ILP:	Inclusive Learning Programmes
ILST:	Institution-level Support Team
INDS:	Integrated National Disability Strategy
ISP	Individual Support Plan
LOLT:	Language Of Learning And Teaching
NCCIE:	National Coordinating Committee on Inclusive Education
NCESS:	National Committee On Education Support Services
NCS:	National Curriculum Statement, Grade R - 12
NCSNET:	National Commission On Special Needs In Education And Training
NGO:	Non-Governmental Organisations
NQF:	National Qualifications Framework
NSB:	National Standards Body
NSC	National Senior Certificate
OSDP:	Office On The Status Of Disabled People
PCCIE:	Provincial Coordinating Committee on Inclusive Education
RPL:	Recognition Of Prior Learning
SANASE:	South African National Association For Special Education
SAQA:	South African Qualifications Authority
SASA:	South African Schools Act
SASL:	South African Sign Language
SGB:	School Governing Body
SIAS:	Strategy on Screening, Identification, Assessment and Support
SMT:	School Management Team
WHO:	World Health Organisation

GUIDELINES