EMIS NUMBER									

education
Department:
Education
REPUBLIC OF SOUTH AFRICA

SNAP SURVEY
Special Schools
2010

SCHOOL NAME

ANNUALSNAP SURVEY FOR PUBLIC AND INDEPENDENT SPECIAL SCHOOLS

ALL INFORMATION TO BE PROVIDED AS AT 2 MARCH

The Annual Snap Survey for Special Schools is the most important source of information regarding the situation at your school. The information collected will contribute to the Education Management Information System (EMIS) of the province and will be of assistance in the management, administration and governance of schools, including the supply of school resources to schools.

DECLARATION

I,……, principal of……
*fully understand the provision made in the South African Schools Act No. 84 of 1996 (Section 59 (1) and (2) and Section 16A (2)(g)), which stipulates that every school **must** supply such information about the school as is reasonably required by the Head of Education.*

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

Principal:

.....	.....	.....
Surname and initials	Signature	Date

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

Education Manager:

.....	.....	.....
Surname and initials	Signature	Date

……..
Designation

N.B: Education Manager means an official who functions at the level of administration between the institutions and the province. This manager may function at regional, district, circuit or ward level.

EMIS NUMBER									

Please use the following table when completing the survey form.

Provincial codes:			ACRONYMS
Code		Province Name	**SNE:** Special Needs Education
1	=	Western Cape	**Gr:** Grade
2	=	Eastern Cape	**Gr R:** Learners in the grade before Grade 1
3	=	Northern Cape	**Pre Gr R:** Learners who are not yet in Grade R
4	=	Free State	**NC(V):** National Certificate (Vocational)
5	=	KwaZulu-Natal	
6	=	North West	
7	=	Gauteng	
8	=	Mpumalanga	
9	=	Limpopo	

1 GENERAL INFORMATION

(Complete *ONLY* the blocks where particulars have changed, are incorrect or are missing.)

1.1	**School name**		
1.2	**Province code**	**(Codes on the cover page)**	
1.3	**School level**	**(**[**1**=Pre-Primary; **2**=Primary; **3**=Secondary; **4**=Intermediate; **5**=Combined]	
1.4	**School sector**	[**1**=Public; **2**=Independent]	
1.5	**Ownership of land**	**[1**=State; **2**=Church; **3**=Mine;**4**=Farm;**5**=Hospital;**6**=Trust;**7**=Company;**8**=Private individual;**9**=Factory; **10=**Other: **specify**	
1.6	**Educational region**		
1.7	**Educational district**		
1.8	**Circuit** (If applicable)		

EMIS NUMBER									

2 LEARNER INFORMATION

Attention deficit disorder with/without hyperactivity (ADHD):	ADHD refers to a chronic disorder that initially manifests in childhood and is characterized by hyperactivity, impulsivity and/or inattention. Not all of those affected by ADHD manifest all three behavioral categories. Can lead to difficulty in academic, emotional, and social functioning. May be associated with other neurological, significant behavioral, and/or developmental/ learning disabilities.
Autistic spectrum disorders:	Autistic spectrum disorders impact the normal development of the brain in the areas of social interaction and communication skills. Children typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, find it hard to communicate with others and relate to the outside world. - A medical practitioner, preferably a specialist (paediatrician or psychiatrist) must diagnose learners.
Behavioural / conduct disorder (including Severe behavioural	Learners with behaviour / conduct disorder usually have little concern for others and repeatedly violate the basic rights of others and the rules of society. Children and adolescents act out their feelings or impulses in destructive ways. Offences often grow more serious over time. Such offences may include lying, theft, aggression, truancy, the setting of fires, and vandalism.
Blindness:	Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision can lead to blindness. <3/60 in the better eye, after maximum correction.
Cerebral palsy:	Cerebral palsy describes a group of chronic conditions affecting body movements and muscle coordination. Caused by damage to one or more specific areas of the brain, either traumatic, infectious, or developmental. Major types include spastic, dystonic, athetoid and ataxic and they can be quadriplegic, diplegic or hemiplegic. A medical practitioner must make the diagnosis.
Deafness:	Learners who experience a severe hearing impairment and who depend on specialised educational support. Hearing must be assessed through an auditory test and the hearing loss should be more than 61 dB at 0,5; 1; 2 and 4KHz in the better ear
Deaf-blindness:	Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs different from children with deafness or children with blindness.
Epilepsy:	Disorder caused by the sudden overactivity of brain cells and characterized by repetitive attacks of a diverse nature. Seizures (or convulsions) occur when there is abnormal electrical discharge in the brain. This may be triggered by chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management and long term effect.
Hard of hearing:	Learners who experience a moderate hearing impairment and who are in need of additional specialised support. Hearing must be assessed through an auditory test and the decibell loss must be more than 31dB for persons under the age of 15 and more than 41dB for persons 15 years and older
Mild to moderate intellectual disability:	Learners with an intellectual disability have significantly lower than average intellectual ability and deficits in social and adaptive functioning, that is, limitations in such areas as communication, social, daily living or movement skills. Learners with mild to moderate intellectual disability are academically functioning on level below 75% of that of their peers. (See moderate to severe intellectual disability below) IQ tests are no longer considered appropriate.
Moderate to severe/profound intellectual disability:	Learners with moderate to severe/profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include: hereditary factors; chromosome abnormalities, such as in Down Syndrome; brain damage before or at birth; brain damage after birth due to illness or accident; malnutrition or other deprivation in early childhood
Multiple disability:	Learners who experience more than one of the disabilities.
Partial sightedness / Low Vision:	Low vision is impairment of visual functioning even after treatment, for example an operation and/or standard refractive correction (has been given glasses or lenses) and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of fixation (i.e. 20° across) but who uses, or is potentially able to use, vision for the planning and/or execution of a task
Physical disability:	Learners with a significant physical disability that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.
Severely	Learners who experience severe intellectual disability and are more than two years behind their peers.
Specific learning disability:	A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.
Psychiatric disorder:	These disorders must be diagnosed by a psychiatrist or psychologist and could include: Personality disorders: Mental illnesses that share several unique qualities. While many disorders vacillate in terms of symptom presence and intensity, personality disorders typically remain relatively constant. Adjustment disorders: Disorders in this category relate to a significantly more difficult adjustment to a life situation than would normally be expected considering the circumstances. Mood disorders: These include those disorders where the primary symptom is a disturbance in mood. In other words, inappropriate, exaggerated, or limited range of feelings, e.g. bipolar disorder, major depression disorder, etc. Anxiety disorders: The primary feature is abnormal or inappropriate anxiety such as Acute Stress Disorder, Obsessive-Compulsive disorder, Phobias, Posttraumatic Stress Disorder, etc. Psychotic disorders: The major symptom of these disorders is psychosis, or delusions and hallucinations. Delusions are false beliefs that significantly hinder a person's ability to function, e.g. schizophrenia

***Other: Please specify the SPECIFIC barrier if there are learners indicated in the "Other" columns of the tables.**																	

EMIS NUMBER									

2.1.1	Total number of LEARNERS enrolled at the school on the survey date according to PRIMARY barrier to learning and gender.																							
Gender	Attention Deficit Disorder			Autistic Spectrum Disorder			Behavioural disorder/ Conduct Disorder			Blindness			Cerebral Palsy			Deafness			Deaf-Blindness			Epilepsy			Hard of Hearing		
Male																								
Female																								
Total																								

Gender	Mild to Moderate Intellectual disability			Moderate to severe/profound intellectual disability			Partial Sighted/ Low vision			Physical disability			Severely intellectually disabled			Specific learning disability			Psychiatric disorder			Other			Total			
Male																												
Female																												
Total																												

NOTE: If a particular grade is NOT offered at your school, place an X in the NOT APPLICABLE area for that grade. Do not enter any learner numbers or total for a grade not offered at your school.

If your school does offer a particular grade, but there are no learners for either the Male or Female gender, then enter 0 for the relevant gender. e.g. If your school has only Female learners in Grade 5 then enter 0 under the Male row in the Grade 5 column and the correct number of Female learners in the Female row for Grade 5. Include the total.

2.1.2	Total number of LEARNERS enrolled at the school on the survey date according to grade and gender.																							
Gender	Pre Grade R			Grade R			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
Not Applicable																								
Male																								
Female																								
Total																								

Gender	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special			Post Matric		
Not Applicable																								
Male																								
Female																								
Total																								

Gender	Aid/ Learning/ Remedial			Pre-vocational			NC (V) Level 2			NC (V) Level 3			NC (V) Level 4			ABET			Other			Total			
Not Applicable																								
Male																								
Female																								
Total																								

Pre Grade R = *Learners that are not yet in grade R.*
Grade R = *Learners in the grade before grade 1.*
SNE = *Special Needs Education. Refers to a class that learners who experience barriers to learning, attend on a full-time basis so that their curriculum support needs can be individually addressed.*
Post-Matric = *Any other classes offered after matric for learners who have completed matric.*
Not Applicable *= the Grade is not offered at your school*

EMIS NUMBER										

2.2 Total number of LEARNERS enrolled at the school on the survey date according to year of birth, gender and disability to learning.
EVERY SNE learner with MULTIPLE disabilities must be included in this table according to their PRIMARY disability to learning.
(A learner should only be COUNTED ONCE UP TO THE TOTAL COLUMN)
EVERY SNE learner with MULTIPLE DISABILITIES TO LEARNING CAN BE INDICATED IN THE MULTIPLE DISABILITY COLUMN AGAIN.

Year of Birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Moderate to severe/profound intellectual	Partial Sighted/ Low vision	Physical disability	Severely intellectually disabled	Specific learning disability	Psychiatric disorder	Other	Total	Multiply Disabled	Age in years
≥2007	Male																				≤3
	Female																				
2006	Male																				4
	Female																				
2005	Male																				5
	Female																				
2004	Male																				6
	Female																				
2003	Male																				7
	Female																				
2002	Male																				8
	Female																				
2001	Male																				9
	Female																				
2000	Male																				10
	Female																				
1999	Male																				11
	Female																				
	Male																				12

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

EMIS NUMBER									

2.2 Total number of LEARNERS enrolled at the school on the survey date according to year of birth, gender and disability to learning. (Continued)
EVERY SNE learner with MULTIPLE disabilities must be included in this table according to their PRIMARY disability to learning.
(A learner should only be COUNTED ONCE UP TO THE TOTAL COLUMN)
EVERY SNE learner with MULTIPLE DISABILITIES TO LEARNING CAN BE INDICATED IN THE MULTIPLE DISABILITY COLUMN AGAIN.

Year of Birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Moderate to severe/profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Severely intellectually disabled	Specific learning disability	Psychiatric disorder	Other	Total	Multiply Disabled	Age in years
1997	Male																				13
	Female																				
1996	Male																				14
	Female																				
1995	Male																				15
	Female																				
1994	Male																				16
	Female																				
1993	Male																				17
	Female																				
1992	Male																				18
	Female																				
1991	Male																				19
	Female																				
1990	Male																				20
	Female																				
1989	Male																				21
	Female																				
1988	Male																				22

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

EMIS NUMBER									

2.2 Total number of LEARNERS enrolled at the school on the survey date according to year of birth, gender and disability to learning. (Continued)
EVERY SNE learner with MULTIPLE disabilities must be included in this table according to their PRIMARY disability to learning.
(A learner should only be COUNTED ONCE UP TO THE TOTAL COLUMN)
EVERY SNE learner with MULTIPLE DISABILITIES TO LEARNING CAN BE INDICATED IN THE MULTIPLE DISABILITY COLUMN AGAIN.

Year of Birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Moderate to severe/profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Severely intellectually disabled	Specific learning disability	Psychiatric disorder	Other	Total	Multiply Disabled	Age in years
1987	Male																				23
	Female																				
1986	Male																				24
	Female																				
≤1985	Male																				≥25
	Female																				
Total	Male																				
	Female																				

The totals of Table 2.2 should add up to the totals of Table 2.1.1
Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

EMIS NUMBER										

2.3.1 Total number of LEARNERS enrolled at the school on the survey date according to year of birth, gender and grade
LEARNERS MAY ONLY BE COUNTED ONCE IN TABLE 2.3.1 OR 2.3.2

Year of Birth	Gender	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Age in years
≥2007	Male															≤3
	Female															
2006	Male															4
	Female															
2005	Male															5
	Female															
2004	Male															6
	Female															
2003	Male															7
	Female															
2002	Male															8
	Female															
2001	Male															9
	Female															
2000	Male															10
	Female															
1999	Male															11
	Female															
1998	Male															12
	Female															
1997	Male															13
	Female															
	Male															

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

EMIS NUMBER									

2.3.1 Total number of LEARNERS enrolled at the school on the survey date according to year of birth, gender and grade (Continued)
LEARNERS MAY ONLY BE COUNTED ONCE IN TABLE 2.3.1 OR 2.3.2

Year of Birth	Gender	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Age in years
1995	Male															15
	Female															
1994	Male															16
	Female															
1993	Male															17
	Female															
1992	Male															18
	Female															
1991	Male															19
	Female															
1990	Male															20
	Female															
1989	Male															21
	Female															
1988	Male															22
	Female															
1987	Male															23
	Female															
1986	Male															24
	Female															
≤1985	Male															≥25
	Female															
	Male															

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

EMIS NUMBER									

2.3.2 Total number of LEARNERS enrolled at the school during the current academic year according to year of birth, gender and grade.
LEARNERS MAY ONLY BE COUNTED ONCE IN TABLE 2.3.1 OR 2.3.2

Year of Birth	Gender	Special	Post Matric	Aid/ Learning/ Remedial	Pre-vocational	NC (V) Level 2	NC (V) Level 3	NC (V) Level 4	ABET	Other	Total	Age in years
≥2007	Male											≤3
	Female											
2006	Male											4
	Female											
2005	Male											5
	Female											
2004	Male											6
	Female											
2003	Male											7
	Female											
2002	Male											8
	Female											
2001	Male											9
	Female											
2000	Male											10
	Female											
1999	Male											11
	Female											
1998	Male											12
	Female											
1997	Male											13
	Female											
	Male											

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*



EMIS NUMBER									

2.3.2 Total number of LEARNERS enrolled at the school during the current academic year according to year of birth, gender and grade.
LEARNERS MAY ONLY BE COUNTED ONCE IN TABLE 2.3.1 OR 2.3.2

Year of Birth	Gender	Special	Post Matric	Aid/ Learning/ Remedial	Pre-vocational	NC (V) Level 2	NC (V) Level 3	NC (V) Level 4	ABET	Other	Total	Age in years
1995	Male											15
	Female											
1994	Male											16
	Female											
1993	Male											17
	Female											
1992	Male											18
	Female											
1991	Male											19
	Female											
1990	Male											20
	Female											
1989	Male											21
	Female											
1888	Male											22
	Female											
1987	Male											23
	Female											
1986	Male											24
	Female											
≤1985	Male											≥25
	Female											
	Male											

The totals of Table 2.3.1 AND Table 2.3.2 should add up to the totals of Table 2.1.2
Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

EMIS NUMBER									

3 STAFF INFORMATION

All staff employed at the school on the survey date must be indicated on the survey form.
Staff members who are on leave must be indicated even if they have been replaced by substitutes.
Private centres must indicate their staff under the heading "governing body".
A STAFF MEMBER SHOULD ONLY BE COUNTED ONCE.

3.1 Number of STAFF remunerated by the STATE (Do not include employees paid by the governing body.)

CATEGORY	Permanent								Temporary								Substitutes								Total		
	Full-time				Part-time				Full-time				Part-time				Full-time				Part-time						
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female				
Educators																											
Prof. non-teaching staff																											
Admin. Staff																											
Support staff																											
Hostel staff																											

3.2 Number of STAFF remunerated by the GOVERNING BODY (Do not include employees paid by the state.)

CATEGORY	Permanent								Temporary								Substitutes								Total		
	Full-time				Part-time				Full-time				Part-time				Full-time				Part-time						
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female				
Educators																											
Prof. non-teaching staff																											
Admin. Staff																											
Support staff																											
Hostel staff																											

***Educators** = Staff working in a teaching position including the principal, remedial educators and specialist educators.*
***Prof. non-teaching staff =** Personnel who are classified as paramedics, social workers, caregivers, therapists and psychologists.*
***Admin. Staff** = Personnel who are classified as secretaries, typists and administrative clerks.*
***Support Staff** = Personnel who are classified as laboratory assistants, cleaners, kitchen staff, gardeners, caretakers, messengers, pre primary and grade R assistants.*
***Hostel Staff** = Personnel appointed at the hostel. Educators supervising at the hostel must not be included.*
***Substitutes =** An educator who is filling in for another educator who has been included in the permanent or temporary column.*
***Full-time =** appointed in a full-time substantive post who works a full week.*
***Part-time** = appointed to work fewer hours than a full-time employee.*

EMIS NUMBER									

VERIFICATION AND CLEARANCE SECTION

The purpose of this clearance document is for the verification and authentication of the information declared by the school on the survey form.

The form is to be completed in full and verified by the Principal or Deputy Principal (or another designated person) at the school. The principal must sign and stamp the provided space at the bottom of the verification list to confirm that the checking of the survey data has taken place and that all mistakes have been rectified per item on the list. This verification list should be submitted to the district/ regional offices and a copy should be filed at the school for audit purposes.

Once the form is received from a school at the district or regional office, the designated Provincial Education Manager must verify the data in each item in the list. The Provincial Education Manager must sign and stamp the provided space at the bottom of the verification list to confirm that the checking of the survey data has taken place and that all mistakes have been rectified.

1	SCHOOL LEARNER SECTION	Checked and confirmed? Yes / No		If not confirmed, please comment
		Principal	Education Manager	
1.1	Has the section on **General School Information** been completed correctly in all aspects? [Table 1.1 – Table 1.12]			
1.2	Does the total number of learners **enrolled** at the school **per grade** balance with the class registers for that grade? [Table 2.1.2]			
1.3	Have the correct calculations been made regarding enrolments for all grades according to **year of birth**? (Every learner indicated in the year of birth totals, must be documented in the school registers or other official source documentation) [Table 2.2 and Table 2.3]			

Summary Control Table: Learners

- **Please check ALL the following tables against the totals in Table 2.1.2**
- NOTE: the totals should be transferred from the Snap Survey form as completed by the data compiler
- The totals of each of the tables in the list should balance with the totals for Table 2.1

	Table: 2.1.1	Total: Male	Total: Female	Grand Total
1.4	Table 2.1.1 CONTROL TABLE			
1.5	Table 2.1.2 CONTROL TABLE			
	The totals in each table below must balance with the totals recorded for TABLE 2.1.1and 2.1.2 Please also check the totals of each grade against Table 2.1.1 and 2.1.2 where applicable.			
1.6	Table 2.2: "Number of LEARNERS with SINGLE DISABILITY TO LEARNING according to year of birth, gender and disability to learning"			
1.7	Table 2.3: "Number of LEARNERS enrolled at the school according to year of birth gender and grade""			

Summary Control Table: Educators		
1.8	Total number of Educators (State and SGB paid) at the school (excluding substitute educators	
1.9	Total number of substitute Educators at the school (State and SGB paid)	

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

	Name	Signature	Date
Data Compiler			
Principal			
Education Manager			

Principal to place school stamp here

Education Manager to place office stamp here