

Making all Schools Inclusive

Schools that are inclusive in their orientation can contribute to making our society more welcoming and tolerant



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

What is a Full-service/Inclusive School?

With the introduction of the policy on Inclusive Education, as published in Education White Paper 6 of 2001, the Department of Education made a commitment to ensure that all children would be welcomed in all schools and that they would be supported to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or their race. The concept full-service/inclusive school was introduced to show how ordinary schools can transform themselves to become fully inclusive centres of care and support.

What are the key features of a Full-service/Inclusive School?

- They are schools that welcome all learners and celebrate diversity;
- They are flagship schools that demonstrate best practice in inclusive education;
- They ensure that the curriculum is accessible to all learners through the way in which they teach and allow learners to learn;
- They provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere;
- They promote team work amongst teachers and between teachers and parents;
- They have a flourishing relationship with other schools and with all members of the community and send a message of tolerance, respect and acceptance towards all;
- They are advocates for all learners who are at risk of becoming marginalised, including learners with disabilities, chronic illness, learning difficulties and social, emotional and behaviour problems;
- They take every possible measure to ensure that the school is physically accessible, safe and equipped with the necessary equipment that individual learners might need; and
- They demonstrate how all children of school-going age can attend their local school and achieve their full potential.

What is the role of the Principal and Management Team?

The Principal and members of the School Management Team (SMT) play a vital role in the implementation of inclusive education.

- The school management takes a lead in changing the attitudes of all stakeholders;

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

- They establish a school-based support team which coordinates support to all learners in the school by meeting regularly, giving guidance to teachers and tracking support;
- They encourage active parental participation in the school and learners' education; and
- They form networks with existing community resources such as SGBs, caregivers, families, disability organizations, health and social services, NGOs and Higher Education Institutions.

What is the role of teachers?

- They work in teams and find solutions through joint problem solving;
- They apply systems and teaching approaches that meet the needs of all children.
- They are flexible in how they implement the curriculum;
- They adapt their classroom methodology to ensure that all children receive attention;
- They continuously improve their skills to teach in inclusive classrooms;
- They have high expectations of all their learners and measure them against their own previous best achievements and not against their peers; and
- They respect disability and human rights.

**Parents
play a crucial
role in helping
their children
learn and
develop**

What is the role of parents?

- Parents know their rights and those of their children;
- Parents collaborate with teachers by staying informed and supporting their children with homework;
- Parents foster the independence of their children and have high expectations irrespective of their abilities or disabilities;
- Parents cannot be expected to pay for a classroom assistant to support their child in school; and
- Parents are assisted by the school to approach Health services to obtain hearing aids or wheel chairs for their children.

What is the role of the District?

- The district encourages all schools to become inclusive and award excellence in this area;

- A district team is established and trained to provide support to schools in dealing with the challenges of inclusion;
- The district ensures that all managers and subject advisors work with inclusion officials in the district to manage, train and support schools to become inclusive and monitor learner support.

What is the role of the Province?

- The province ensures that budgets make provision for inclusive education;
- The province prioritises strategies which will strengthen support services to all learners in their neighbourhood schools;
- The province strengthens its special schools to function as resource centres;
- The province manages admissions so that no learners are unnecessarily referred for placement in special schools;
- The province ensures that learner transport systems are inclusive; and
- The province ensures that over time all schools are resourced in order that they become accessible and have the necessary individual devices and equipment to support learners with disabilities.

Inclusive schools provide an effective education to the majority of children and improve the efficiency and cost-effectiveness of the entire education system

The Guidelines for Full-service/Inclusive Schools, 2010, can be downloaded from:

www.education.gov.za or www.thutong.doe.gov.za/inclusiveeducation

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