



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



MINI-MBA IN SCHOOL MANAGEMENT

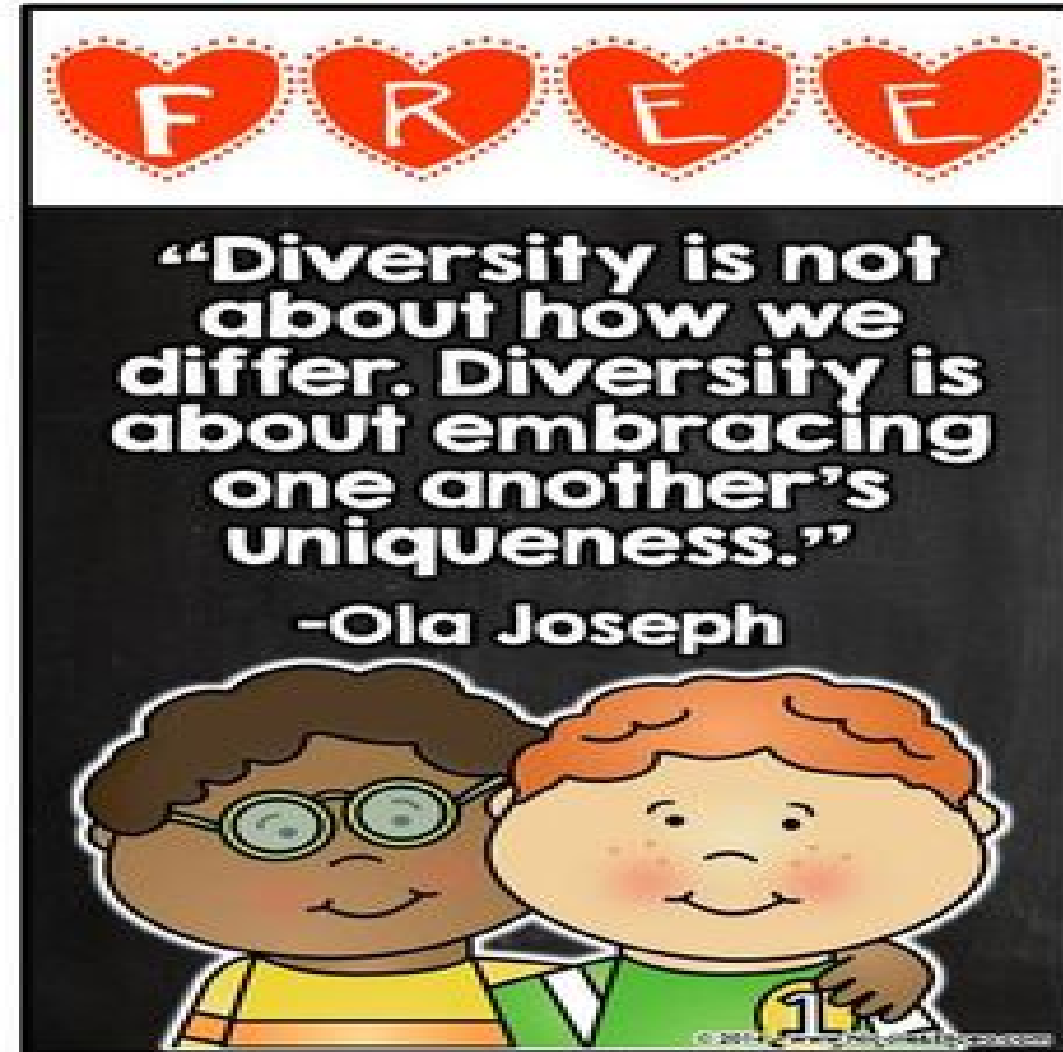
INCLUSIVE EDUCATION
IMPLEMENTATION OF THE SIAS POLICY



WHAT IS INCLUSIVE EDUCATION?



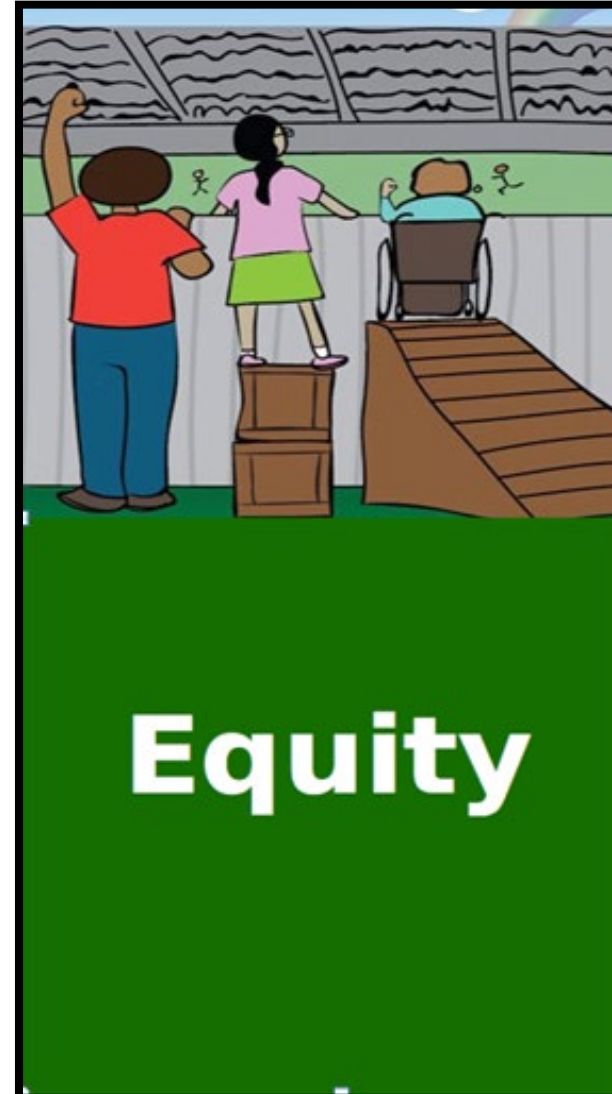
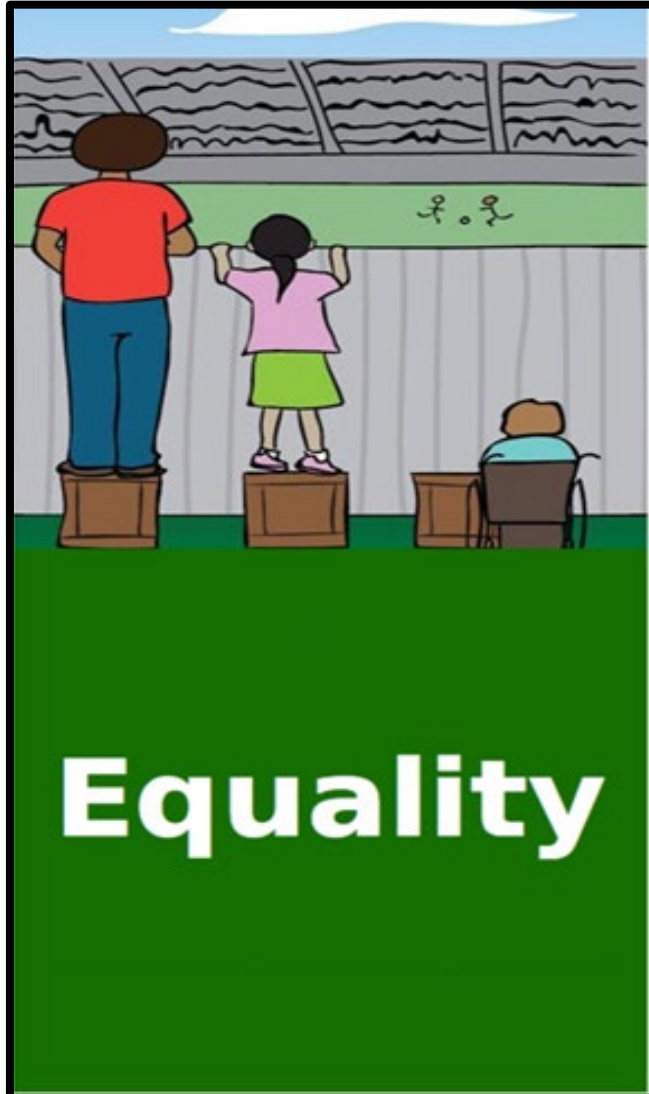
- Celebrates diversity: Cultures, races, religions, customs, beliefs, languages, sexual orientation, minority groups, physical attributes, interests
- Educating ALL students in age-appropriate general education classes in their neighbourhood schools
- Recognizes potential/Increases participation
- Reducing and overcoming barriers
- Removing stigmatization and labelling
- High quality instruction, interventions and supports and reasonable accommodation for assessment



DIVERSITY MUST BE ACCOMMODATED THROUGH EQUITY

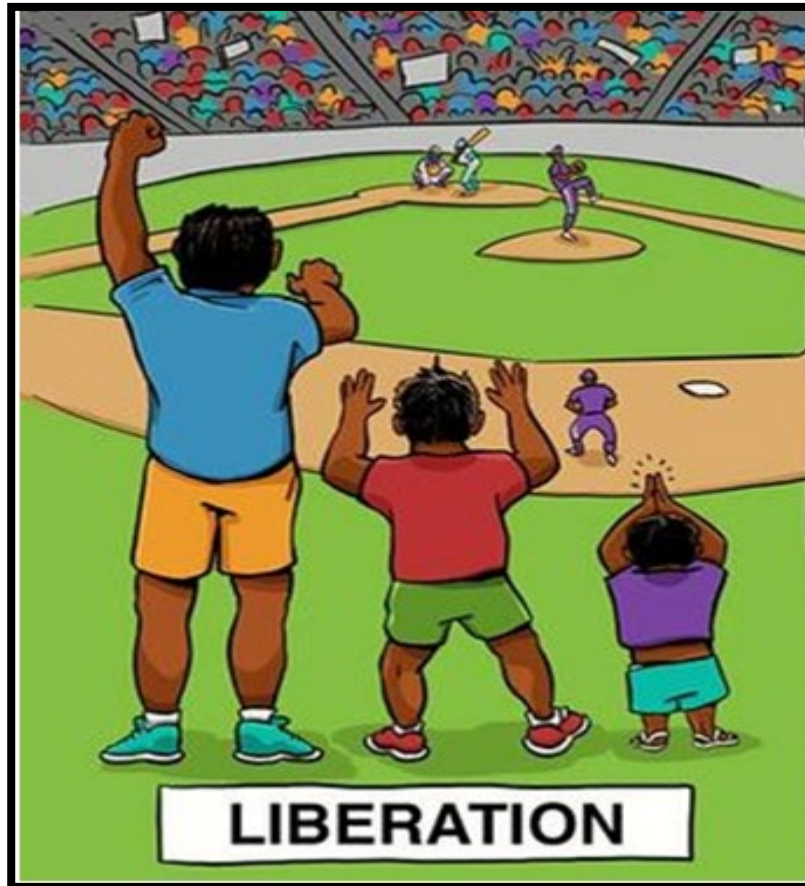


In the 1st image it is assumed everybody will benefit from the same supports. They are being treated equally. Treating everybody in the same manner despite their differences. Does not consider the needs of individual learners

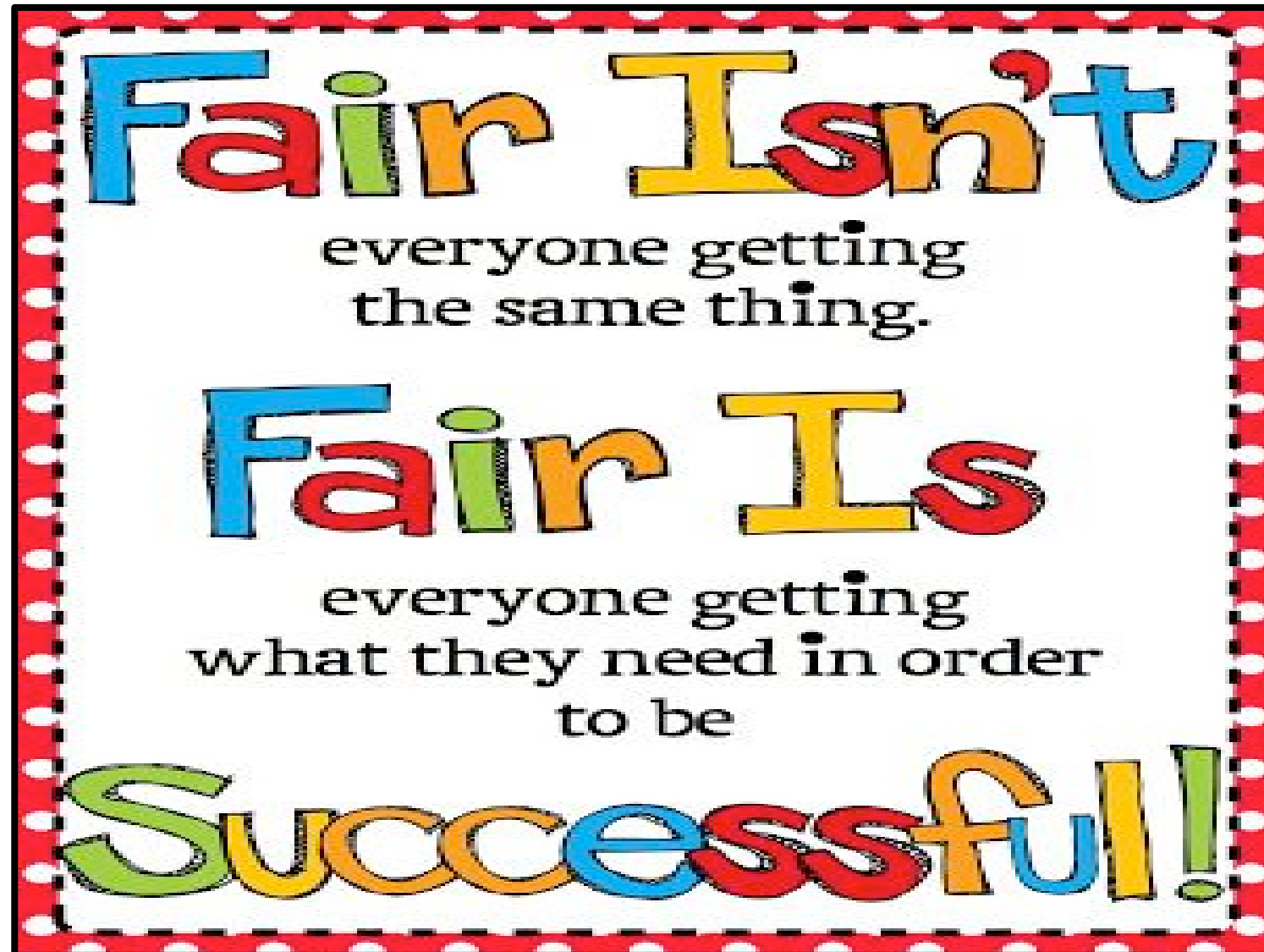


In the 2nd image individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably, according to their individual needs.

EQUITY: WHAT IS THE ULTIMATE GOAL?



GOAL: In the 3rd image all three can see the game without any supports or accommodations because the cause of the inequality/ the barrier has been accommodated or removed.



SIAS POLICY



- **SCREENING**
- **IDENTIFICATION**
- **ASSESSMENT**
- **SUPPORT**



SIAS is the vehicle to address the following barriers which prevent access to learning and development



- **Systemic barriers** (overcrowded classrooms, lack of LTSM, exclusionary policies, inflexible curriculum practices, learning styles and multiple intelligences)
- **Societal barriers** (Socio-economic circumstances, safety and security HIV/AIDS, substance abuse)
- **Pedagogical barriers** (LOLT, intolerant attitudes, inappropriate teaching methodologies and assessment procedures)
- **Intrinsic barriers** (behavioural problems, psychosocial and emotional problems, cognitive and sensory abilities, barriers to learning and physical disabilities)



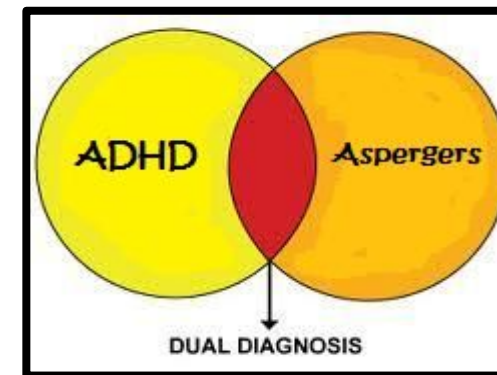
SCREENING AND IDENTIFICATION



Screen: learners for vulnerability to learning and developmental barriers and possible school drop out
Use baseline assessment, **learner profiles, road to health card,** interviews with parents and former teachers, **report cards**



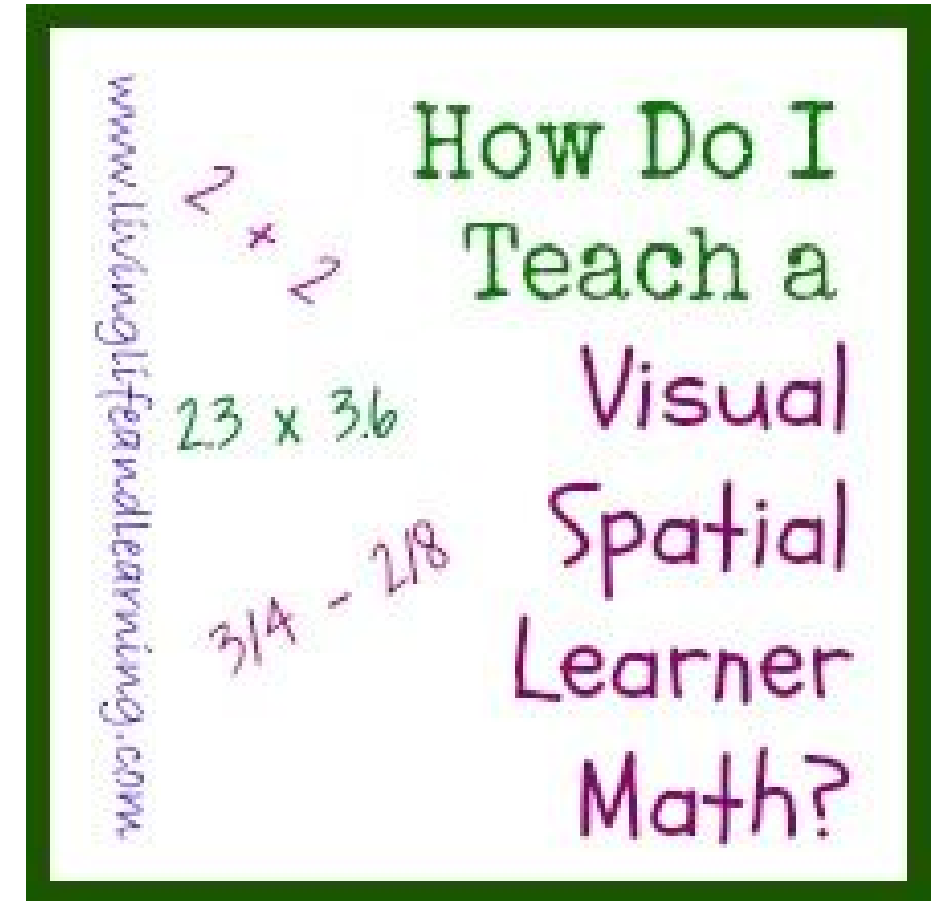
Identify barriers to learning and development. Complete **SNA 1 form.** Record observations and challenges





Assess the support needs: **What, who, how often?**

Support to meet these needs by planned interventions, differentiation, changing teaching styles and classroom layout, varying pace of teaching, adapting the curriculum, differentiated assessment and behaviour management strategies. Complete **ISP** (plan of action) and refer to SBST who will complete the **SNA2** if it becomes necessary



LEARNER PROFILE



LEARNER PROFILE

<p align="center">LEARNER PROFILE GRADES R – 12 CONFIDENTIAL</p>

- This is a legal document and information may not be removed. It must be made available by the principal of the school from which the learner has been transferred once the transfer document has been issued, to the principal of the school to which the learner is being moved. It should be posted or personally and officially handed over to the receiving principal and not given to the learner's parents/guardian (of the learner).
- This profile must be completed in print at least annually by the register teacher. No Tippex may be used.
- When information is included in the area marked by an asterisk (*), the teacher should complete the Support Needs Assessment Form of the Strategy on Screening, Identification, Assessment and Support (SIAS).

Learner No													
FOUNDATION PHASE		INTERMEDIATE PHASE		SENIOR PHASE		FET PHASE							
Photo must be attached at the beginning of phase		Photo must be attached at the beginning of phase		Photo must be attached at the beginning of phase		Photo must be attached at the beginning of phase							
***		***		***		***							

PERSONAL INFORMATION (Please use BLACK ink and update if there are changes)

Surname													
Names													
Name by which learner is called								Home language					
ID number (birth certificate)								Sex (M/F)					
Number of children in household or family													
Position in family (Indicate with X)		Only child		First child		Second child		Third child		Fourth child		Fifth / more	
Religion	African	Bahai	Buddist	Christian	Hindu	Islam	Jewish	Other:					
* Disability (if any)													
* Type of social grant (e.g. foster care, care dependency grant, child-support grant, etc.)													

MEDICAL INFORMATION (Please use a PENCIL and update when there is change, except for allergies)

Family doctor/Clinic								Contact no			
Allergies (indicate in RED)								Chronic illness			
Name of Medical Aid								Medical Aid no.			
Name of principal member (Medical Aid)											
Contact person (not parent or guardian) in case of emergency								Contact no			

What must be included in the Learner Profile?

- Admissions form
- Copy: Birth certificate
- Copy: Road to health card
- Transfer documents
- Indemnity forms
- Communication from parents (Letters, emails, SMS's, Whats Apps)
- Absenteeism letters
- Medical reports
- Evidence of support services
- Intervention reports
- Report cards
- Supports needs (SIAS Docs)

SUPPORT NEEDS ASSESSMENT (SNA 1 & 2)

(School-Level Intervention)



Both SNA 1 and 2 must be completed at school level

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST).

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

- *To be completed by the class teacher and/or subject teachers if the learner is taught by more than one teacher.*
- *To be completed if the Learner Profile or Screening Report or teacher observation or parent interview shows that a learner has additional support needs.*
- *Captures information that will be needed when support is requested from the School-based Support Team (SBST) by the teacher concerned.*

1. AREAS OF CONCERN

Describe your concern about the learner.

When did you become aware of this? _____

How did you become aware of this – own observation or was it reported?

How is this observation currently affecting the learner's learning and development? Describe.

Complete the following table with regard to the learner's scholastic profile (information extracted from Learner Profile)

YEAR								
------	--	--	--	--	--	--	--	--

3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST)

List the area(s) in which the support needs to be provided: Communication; Learning; Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/training, etc. (See SNA1)



Area(s) in which support is needed	Target to be achieved	Strategy of intervention <i>(If the learner needs concessions, or is an immigrant who needs exemptions, use Annexure B If a medical condition must be investigated by a medical or other specialist, use Annexure D)</i>	Responsible person	Time frame	Review date (to assess achievement of the target)	Comment on progress made in achieving target(s)
<i>E.g. Behaviour and social competence</i>	<i>Stop bullying behaviour</i>	<ul style="list-style-type: none"> Assign a mentor teacher to support learner Raise awareness during assembly Review school conduct policy Call in the parent/legal caregivers 	<i>Principal</i>	<i>Within a week</i>	<i>15 April 20...</i>	

SNA 2: ASSESSMENT AND INTERVENTION BY SCHOOL-BASED SUPPORT TEAM (SBST)



- To be completed by the SBST in consultation with the teacher
- To be completed when requesting support from the DBST by the school

1. REVIEW

SBST reviews the information provided by the teacher: Section 1, supporting documents, verbal reporting.

1.1 Does the SBST agree with the teacher's **identification** of the learner's barrier(s) to learning, strengths and needs/challenges? If not, provide comments:

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	Comments:
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				

1.2 Does the SBST agree with the teacher's **support** to deal with the barrier(s) to learning? If not, provide comments or suggest alternative support:

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	Comments:
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
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CASE STUDIES: FOLLOWING THE SIAS PROCESS: LEARNING BARRIER



MEET: VIJAY



Vijay changes schools in the middle of the year. During the first term at his new school the maths teacher discovers that he struggles with maths, specifically reversing 6/9 and working at a slightly lower level than his peers. He is from a middle income stable family, has a good self esteem and is a happy child.

Are there any concerns? Does he have additional support needs?

After a discussion with Vijay and his parents, the teacher puts in place a programme in class, as well as suggestions of how his parents can support him at home. Within two weeks he has caught up with his peers.

Level of support: Low

SNA 1 – NB to also complete sections on the strengths, behaviour and social competence, family and home situation, as these might change in the future (loss of parent, divorce, negative influences) and the references would help to get a full picture if the learner's behaviour or academic performance changes

INDIVIDUAL SUPPORT PLAN: VIJAY



Area(s) in which support is needed	Target to be achieved	Strategy of intervention (If the learner needs concessions, or is an immigrant who needs exemptions, use Annexure B If a medical condition must be investigated by a medical or other specialist, use Annexure D)	Responsible person	Time frame	Review date (to assess achievement of the target)	Comment on progress made in achieving target(s)
Reversals 6 / 9	Write numbers correctly	Highlight 6/9 in different colours and put them on wall Use flash cards to show difference Use VAKT (Visual, auditory, Kineasthetic and Touch). Learner must see, hear, touch the number John must trace numbers in the sand Parents commit: John will use play dough at home to make numbers	Teacher	Within 2 weeks	30 April 2018	After 2 weeks of practice John Can differentiate between 6/9

CASE STUDIES: FOLLOWING THE SIAS PROCESS: PHYSICAL BARRIER



MEET: JEAN



The paper trail/forms are NB – if Jean's eyes deteriorate this will be the documents to support an application for a possible accommodation at a later stage in her school career

Jean has been at school for 5 years and has never needed support. Her new English **teacher** notices at the beginning of the new year that she copies words incorrectly from the board but her close up reading is fine.

She **moves Jean to the front** of the class and suggests that she visits the clinic for an **eye test**. The matter is discussed with the Jean and her parents. A month goes by and Jean's parents have not taken her to the clinic for an eye test. The teacher implements additional interventions and completes an **ISP**. She also requests the help of the **SBST**, who makes an appointment at the local clinic and accompanies Jean there. **The Health and disability assessment form** must be submitted. Jean is diagnosed with needing **glasses**. The intervention is successful and Jean no longer has difficulties with her long distance vision.

Documents to be completed: SNA 1, ISP, SNA 2, Form DBE 126 (Health)

What is the procedure if the support is NOT successful?

Discuss placement at resource centre/school for the blind if deterioration of the eyes continues and special support is necessary. Assessment Accommodations can be applied for.

ANNEXURE D

FORM DBE 126: HEALTH AND DISABILITY ASSESSMENT FORM



A. INSTRUCTIONS TO HEALTH-CARE PROFESSIONAL WHO IS ASSESSING THE LEARNER

- This form is to be completed by the **Health Professional** for learners who experience medical/physical/neurological/sensory/cognitive/psychological and emotional barriers to learning.
- The learner is referred to a health professional by the School-based Support Team (SBST) and/or the District-based Support Team (DBST) for further assessment to determine the nature of the disability/health condition.

PART A: PROCEDURE

- Assess the learner in terms of the specific barrier(s) that the learner has been referred for
- Make recommendations for further interventions required
- Provide advice on support and adjustments required to assist the school to support and make reasonable accommodation for the learner.

PART B: LEARNER AND PRACTITIONER INFORMATION

Complete Part B which contains personal information about the child, and contact details of the health professional.

PART C: DIAGNOSTIC SECTION

Complete all sections of **Part C** relevant to the child in accordance with the diagnostic criteria provided.

PART D: DECLARATIONS AND RECOMMENDATIONS FOR INTERVENTIONS AND SUPPORT

Sign the declarations in **Part D** and make recommendations regarding the support to be provided.

NB. Please note that this form may not be completed by the teacher

Please write legibly

B. LEARNER INFORMATION AND CONTACT DETAILS OF HEALTH-CARE PROFESSIONAL

NAME OF LEARNER:	DATE OF BIRTH: / /
PRESENT SCHOOL:	ASSESSMENT DATE: / /
PATIENT NUMBER:	MALE/FEMALE M/F
ASSESSED BY:	PROFESSION:
FACILITY/PRACTICE:	TELEPHONE NUMBER/S:
MEDICAL HISTORY OR BACKGROUND OF LEARNER/PATIENT:	

CASE STUDIES: FOLLOWING THE SIAS PROCESS: BEHAVIOURAL BARRIER



MEET DENNIS



When Dennis was admitted to his new school, his **learner profile** indicated that he was very **aggressive, unable to control his temper** and displayed impulsive **anti-social behaviour**. He was presented with a choice: Leave school of your own accord, or face a disciplinary hearing and run the risk of being expelled. There was no intervention, except punitive measures. **Are there any concerns?**

The teacher decides to monitor his behaviour and keeps his parents informed. Within 2 weeks however he had pushed another learner down a flight of stairs and threatened to stab himself with a pair of scissors if he was forced to do maths. The teacher urgently requests the help of the SBST. The SBST recommended that a **counsellor** be involved to help the teacher to deal with the aggressive behaviour and a **school psychologist to assess Dennis** to determine the cause of his aggression and support needed. **An ISP is completed for Dennis**

Despite teacher support on strategies of how to handle Dennis, and repeated close interactions with Dennis, **his behaviour does not improve**. He hits a child with a cricket bat and then climbs onto the roof and threatens to commit suicide. **Red lights should now flicker! Refer to DBST.** What are their options?

(Professional medical assessment / Drop in centres Department of Mental health / Referral: School for learners with behaviour disorders) Note the DBST plan of action in relation to the learners: Form DEB 121

Level of support: High



MEET GANESH



Ganesh always seems dirty, dishevelled, wears torn clothes, looks underfed. He struggles to concentrate, seems tired and lies on his arms. His homework is seldom done. He is often late for school or absent. He struggles to communicate.

Who should get involved?

What interventions could be considered?

Fact finding mission, Social Services, Social grants for child headed household, foster-care, feeding scheme, clothing bank etc. Without the necessary intervention and support Ganesh is a candidate to drop out of school: Level of support: Low

His teacher enforces the school rules diligently and consistently. She gives him demerits for being late, for being absent without good reason and for being untidy. She shouts at him for not doing his homework and for his poor performance. Punitive measures only.

SCOOOL BASED SUPPORT TEAM: COMPOSITION

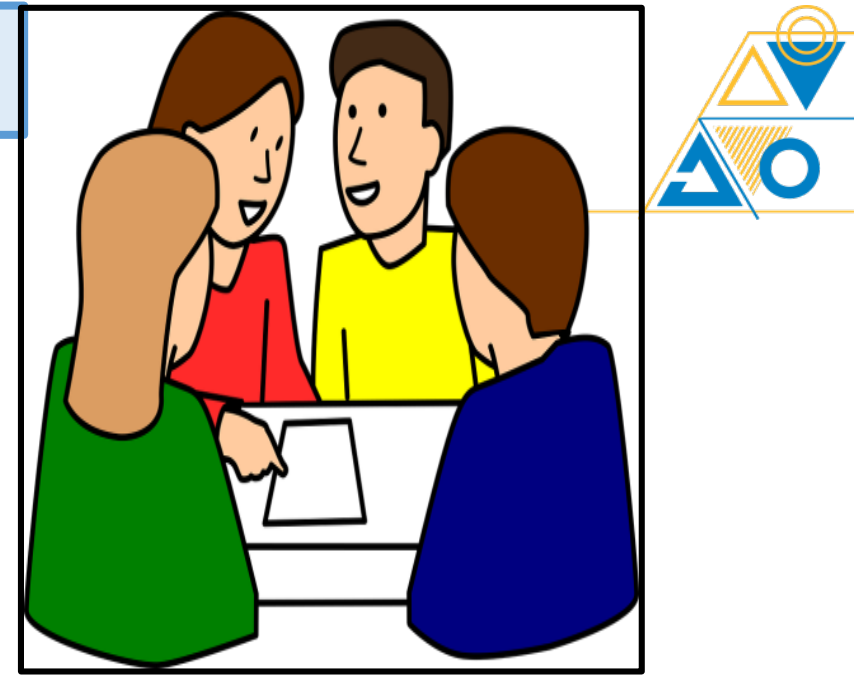


- Principal's responsibility
- Teachers involved in management
- Teachers teaching the specific learner with the barrier
- Teachers with specialized skills i.e. counsellor, psychologist, social worker, behaviourist, learning specialist, remedial teacher
- Volunteer teachers
- Learners: Peer support
- Skilled parents/community members



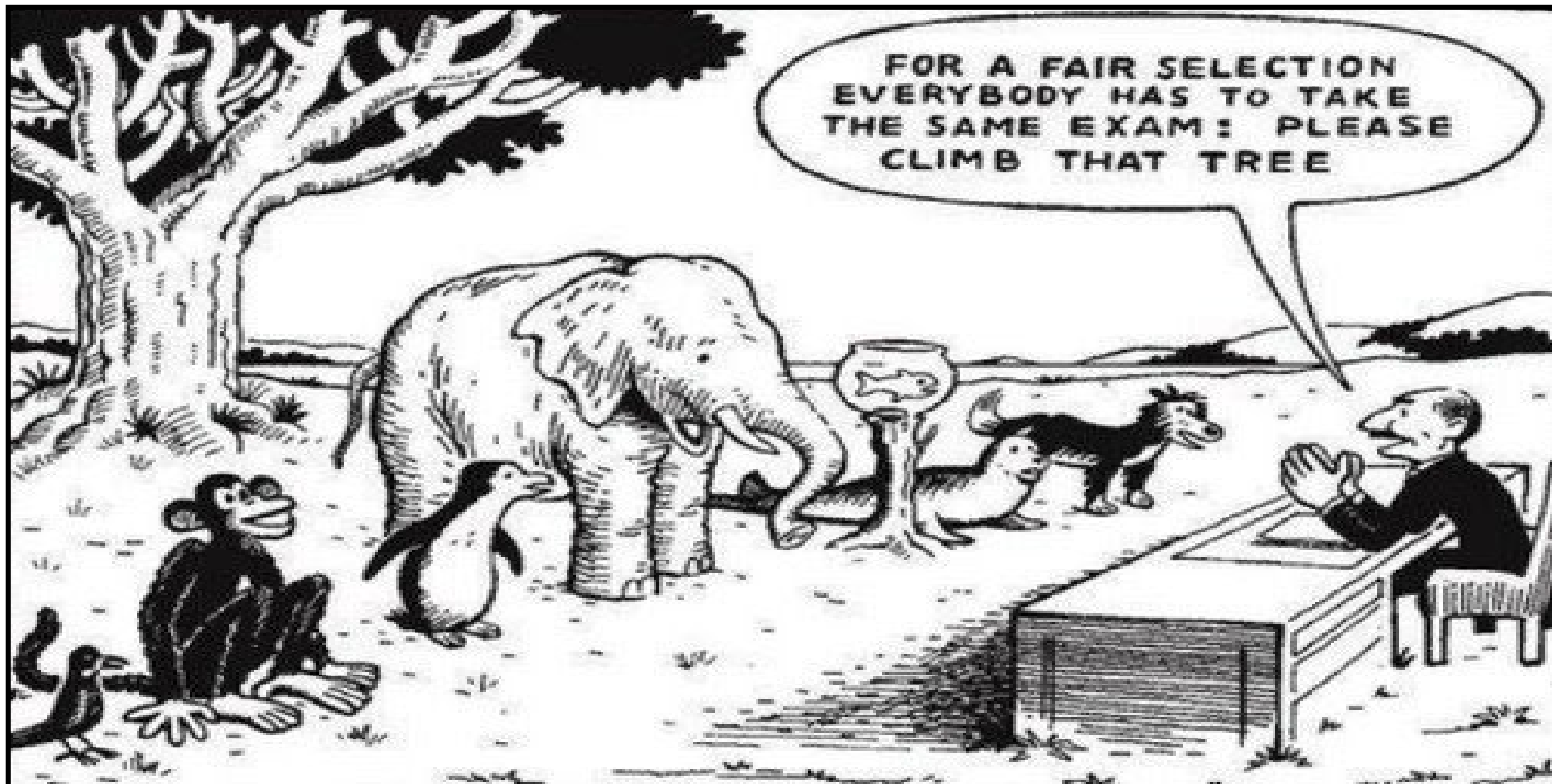
SCHOOL BASED SUPPORT TEAM: RESPONSIBILITIES

- **Respond** to teachers' requests for assistance
- **Investigate**, gather additional information
- **Inform** and involve parents
- Strategies, programmes, services, resources, practical cost effective support to strengthen the ISP. ISP should be reviewed once a term.
- **Identify role players** in the local community as sources of support
- Determining eligibility of a learner for an **accommodation/concession**. Panel discussion. Holistic approach. Form DBE 124



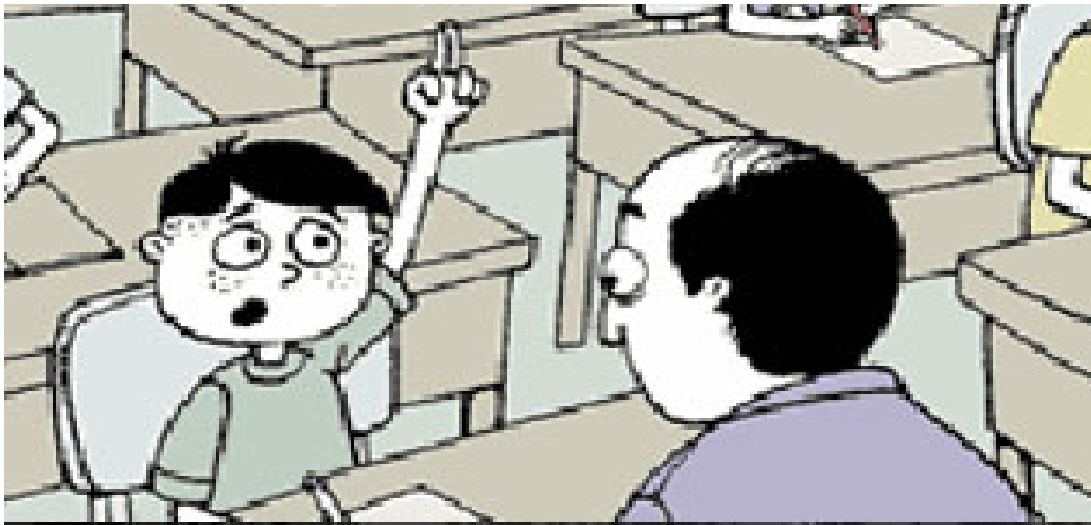
Requests assistance from and refers to the District Based Support Team (DBST) to enhance ISPs and support for placement of learners in a specialized setting

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” Albert Einstein





Any **alterations** to the standard form of assessment, test, examination or conditions relating to the assessment process, which are put in place to enable learners to reflect the knowledge and skills they have gained **without being disadvantaged** by the process of examining



"This test doesn't understand me."

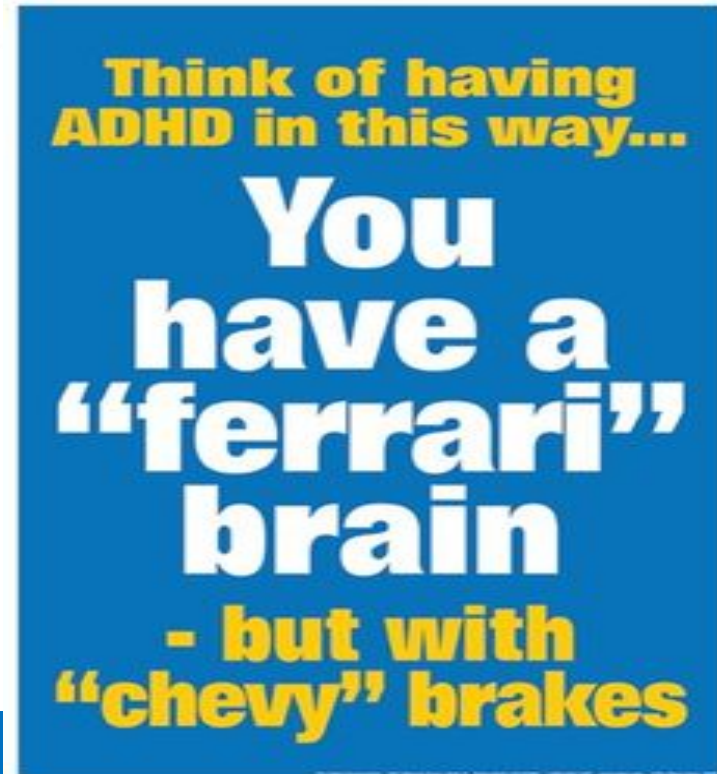
- **CATEGORIES OF ACCOMMODATIONS**
- **Presentation:** allows access for learners with print difficulties
- **Response:** allows for completion of task in different ways
- **Setting:** allows for a change in location in which test is given
- **Time/scheduling:** allows for changes in length of time or organization of time during a test.

WHAT ARE THE MOST COMMON BARRIERS TO ASSESSMENT?



- Reading difficulties
- Writing difficulties
- Slow reading/working tempo
- Difficulties with mathematics
- Poor written expression – struggles to put knowledge on paper, but can verbally express him/herself well
- Visual / hearing impairments (sensory impairments)
- Physical disabilities affecting reading/writing
- Severe anxiety
- ADHD
- Motor apraxia – learner struggles to organize himself and his exam papers.

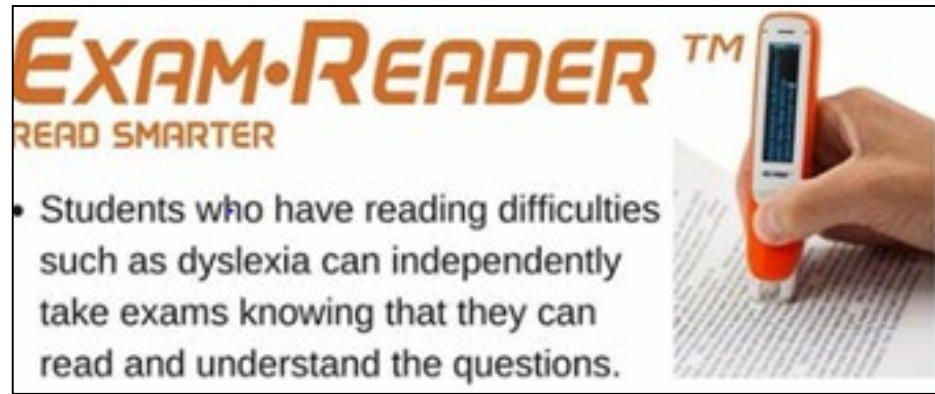
We must be willing to create opportunities for these learners to achieve to their full potential



ASSESSMENT ACCOMMODATIONS



- Adaptation of questions
- Additional time
- Digital player/recorder
- Braille
- Computer/voice to text and text to voice
- Enlarged print
- Handwriting
- Medication/Food intake
- Oral examination
- Personal assistant
- Prompter
- Reader
- Rest breaks
- Scribe
- Separate venue
- Sign Language Interpreter
- Spelling
- Transcription of Braille
- Video/DVD/recorder/webcam
- Exemption from language and maths
- Concessions for immigrants
- Ad Hoc concessions



THE PURPOSE OF ASSESSMENT ACCOMMODATIONS



- To **maximise the academic development** of these learners on an equal basis with others (Convention on the Rights of Persons with Disabilities, Article 24)
- To **equalise opportunities** for all learners by addressing barriers learners may experience
- To **provide support** for learners that will enable them to give a true account of their knowledge and skills
- There should be **high expectations** of learners, and the **standard of assessment must not be compromised**, nor should the learner be given **an unfair advantage** over his/her peers.



ACCOMMODATIONS ELIGIBILITY



- Not usually awarded to cognitively impaired learners
- Not for learners whose home language is not the same as the LOLT (excl. immigrants)
- Not to be used for improving marks of learners who want to get higher marks



PASS ☒
FAIL ☐

IDENTIFICATION OF LEARNERS FOR ACCOMMODATIONS



Determination of learners who are eligible for differentiated assessment and accommodations in Grades 10 to 12 should have been done as early as the **Foundation Phase** or at least by October of their **Grade 10 year**, except in a situation where the need arises at a later stage



IMPORTANT DOCUMENTS

- CAPS Gr R-12
- Guidelines for Inclusive Teaching and learning 2010
- Guidelines for responding to Learner Diversity in the classroom 2012
- Special Schools as Resource Centres 2005
- Guidelines for full service schools 2009
- National Protocol for Assessment
Gr R – 12 2011 Chapter 9
- National policy pertaining to programme and promotion requirements of the NSC
- National education Policy Act 27 of 1996 amended in 2014.
Assessment for learners who experience barriers to learning and assessment
- Procedural Manual for the assessment of learners who experience barriers to assessment from Grade R – 12: 2016
- SIAS



PRINCIPLES AND ETHICAL CONSIDERATIONS

- Do not assume that every learner with a disability needs an accommodation. In addition, do not assume that learners with a similar disability, will require a similar accommodation.
- The important role of the SBST – must be knowledgeable of the various barriers/concessions.
- Accommodations used in assessment should parallel accommodations in instruction.
- Ensure that you are informed of the approved list of accommodations applicable in your province.
- Plan early for accommodations – e.g. for deadlines, venues, readers, amanuensis (scribes). Training should be provided
- Parents must give informed consent and be involved in process – sign the necessary documents
- Confidentiality
- Examination conditions must be upheld
- Adhere to strict procedures for conducting amanuensis: sign declaration form
- Not valid forever: be reviewed at least at beginning of phase



ANNEXURE B

FORM DBE 124

Application by the SBST/DBST for an Accommodation, Exemption or Endorsed NSC to alleviate the learning barrier(s) experienced by the learner

SCHOOL: _____

LEARNER: _____ GRADE: _____

Attach a copy of the Learner Profile and SNA 1 – 3 as background information when applying to the relevant district/provincial structure. Please follow your provincial guidelines in terms of extra information and documentation needed.

LIST OF ACCOMMODATION(S)/EXEMPTION(S) YOU ARE APPLYING FOR:

(Mark your choice with an X)

TYPE OF ACCOMMODATION REQUESTED	SUBJECTS					
Adaptation of questions						
Additional Time						
Digital Player/Recorder						
Braille						
Computer/voice to text/text to voice						
Enlarged print						
Handwriting						
Medication/food intake						
Oral examination						
Personal assistant						





All applications should have the following documentation;

- SIAS Forms (SNA 1 – 3, Learner profile, ISP)
- DBE 124
- Supporting History
- School reports
- Samples of written work
- Medical reports if applicable and DBE 126: Health and disability assessment form





**Together, we can
break down the
barrier to learning.**





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Dankie / Thank You
Epos/Email: mleroux@saou.co.za

