



DIR: HIV & AIDS EDUCATION PROGRAMME, IE & SE Implementation of SIAS at school level SAOU 18.02.21



Abbreviations

- DBST : District Based Support Team
- SBST: School Based Support Team
- SIAS: Screening, Identification, Assessment & Support
- SBA: School Based Assessment
- ISP: Individual Support Plan
- SNA: Support Needs Assessment Form

POLICIES

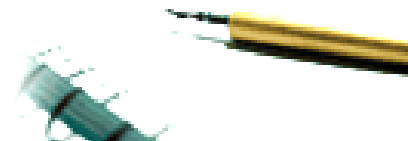
- South African Qualifications Authority (SAQA) Act 58 of 1995 - Fairness of assessment practices, not to hinder or advantage a learner;
- Education White Paper 6 on Special Needs Education of 2001 - Building an Inclusive Education and Training System;
- Policy on Screening, Identification, Assessment and Support (SIAS) of 2014 – Approach to address the needs of learners experiencing barriers to learning;

RELEVANT POLICIES

- National Policy pertaining to the Conduct, Administration and Management of the NSC Examination, Annexure C1 of 2014 – Assessment for learners experiencing barriers to learning;
- Guidelines for Responding to Learner Diversity in the Classroom through CAPS

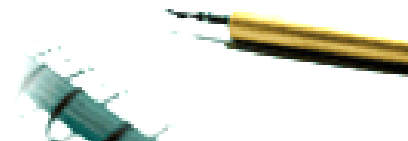
PURPOSE OF SIAS POLICY

- To provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support.
- The main focus of the policy is to manage and support teaching and learning processes for learners who experience barriers to learning within the framework of the *National Curriculum Statement Grades R –12*.



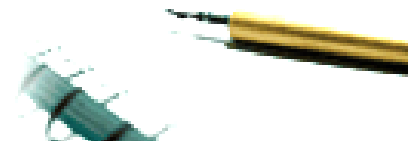
BARRIERS TO LEARNING

- A barrier to learning is anything that prohibits or impedes a learner from learning up to his / her potential
- Barriers to learning can be located:
 - Within the learner (e.g. dyslexia, ADHD, dyscalculia)
 - Within the centre of learning
 - Within the education system
 - Within the social/ economic context

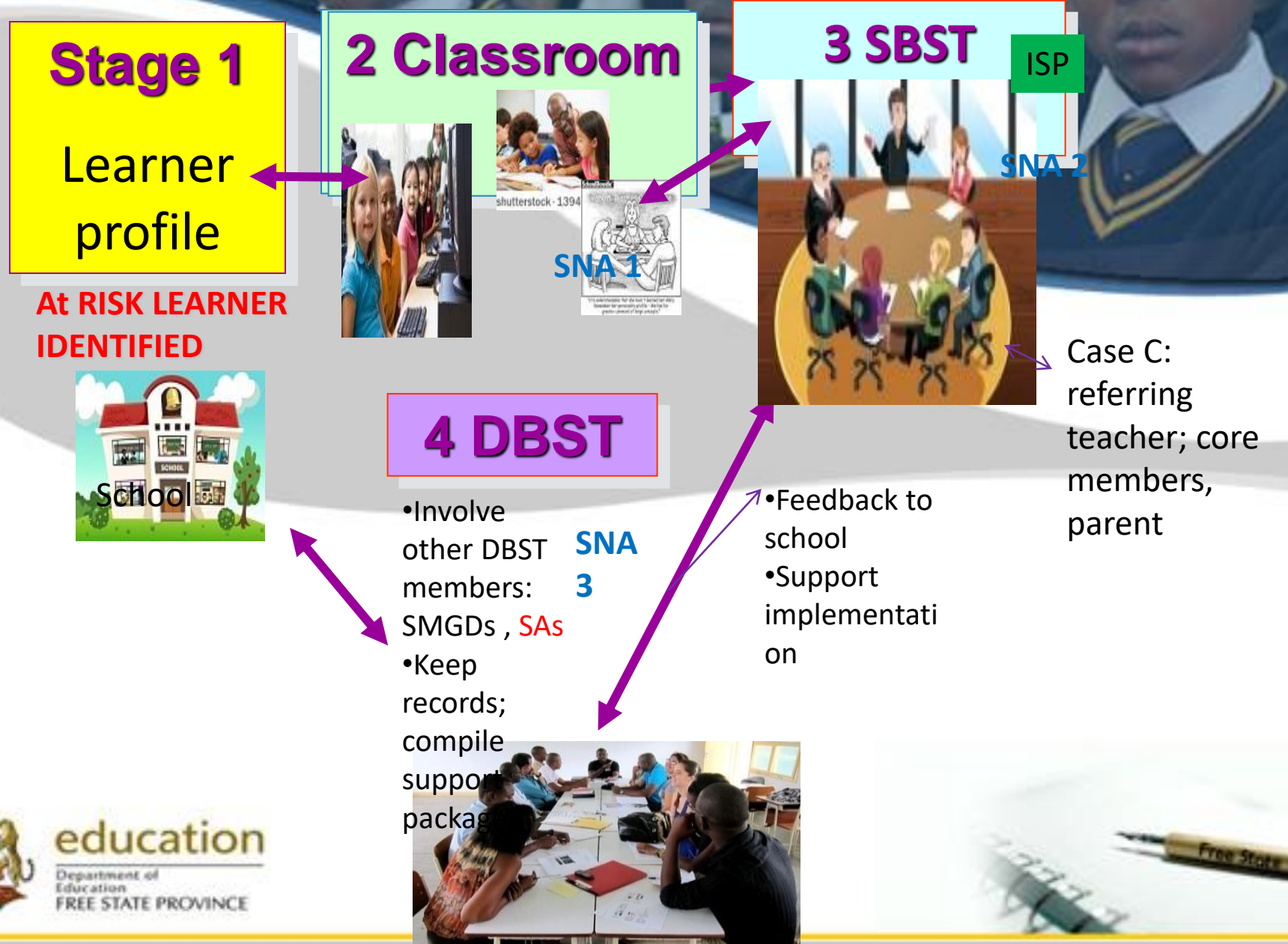


FUNCTIONAL SBSTs

- To address such barriers School Based Support Teams (SBSTs) must be functional
- The SBST is the engine of support
- Functional SBSTs = quality support
- *SBST functionality - for another discussion*



SIAS PROCESS



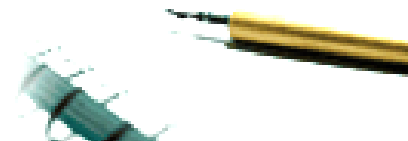
SNA 1 (WORD BANK)



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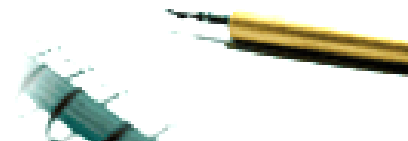


SBST CASE CONFERENCE: SNA 2 - ISP

- **SBST: SNA2** **Summary of learner**
- **ISP**
- **Other relevant forms**
 - DBE form124 = Acc & Conc
 - DBE form 125 = CD



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POWERFUL TOOLS: ACCOMMODATIONS/CONCESSIONS

- The purpose of accommodations/concessions is to enable learners, experiencing specific barriers to learning arising from **to achieve their potential** in the assessment, **without changing the construct** being measured by the assessment task, or **unfairly advantaging** the learner over other learners;

CONTINUATION

- Accommodations to be seen as **temporary measures**, though **some learners** may require accommodation measures **throughout their school careers**
- Primary focus is to **develop foundational skills and competencies** necessary for senior years of high school
- All learners assessed and found eligible, should have access to the full range of accommodations in all grades from **Grade 1 to 12**

MECHANISMS FOR ACCOMMODATIONS/CONCESSIONS

- Additional time
- Reader
- Scribe
- Amanuensis
- Prompter
- Braille
- Enlarged print
- Sign Language Interpreter
- Spelling
- Handwriting
- Personal Assistant
- Computer
- Medication/food intake
- Rest breaks
- Separate venue
- CD/DVD recording of examination in separate venue



**"If a child cannot
learn in the way we
teach, we must teach in a
way the child can learn."**

- Unknown



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