**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 2260**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 07/08/2017**

**INTERNAL QUESTION PAPER: 25/2017**

**2260. Adv H C Schmidt (DA) to ask the Minister of Basic Education:**

Whether a monitoring system is in place to ensure that schools classified as schools for the deaf are fully functional; if not; why not; if so, what are the relevant details? NW2494E

**RESPONSE**

The department of Basic Education developed a Turn-Around Strategy for all Special Schools and provided a monitoring tool for use by Provincial Education Departments (PEDs) to monitor the schools’ function (see Annexure A). This monitoring system is also applicable to schools for the deaf.

**Annexure A**

**MONITORING TOOL FOR SPECIAL SCHOOLS (CHECK LIST)**

**2015/16**

**Province:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of district:** |  | **Circuit:** |  |
| **Name of special school:** |  | **Emis No.:**  |  |
| **Postal Address:** | **Physical Address:** |
|  |  |
|  |  |
| **Name of Principal:** |  | **Contact Number(s):** |
|  |
| **Learner Enrolment :** |  | **Number of Professional Teaching Staff:** |  |
| **Lowest Grade:**  |  | **Highest Grade:**  |  |
| **Number of Professional Specialist Support Staff e.g. Social Workers, Therapists, etc.:** |  | **Number of Non-Teaching and Non-Professional** **Teaching staff:** |  |
| **Administrative Support Staff:**  |  | School Stamp |
| **Date of Monitoring:**  |  |
| **Names and signatures of Monitor/s:** |
| 1 |
| 2 |
| 3 |
| **Principal’s name and signature:** |

**SPECIAL SCHOOLS CHECKLIST**

**FOCUS AREA 1: EARLY IDENTIFICATION AND INTERVENTION IN BARRIERS TO LEARNING**

To ensure that all learners who experience barriers to learning have access to an appropriate school and specialised support related to their support needs; schools should be able to screen, identify and support learners who experience barriers to learning, including those with disabilities, and thereby improve the teaching and learning environment for maximum participation by all learners.

| **ACTIVITY** | **YES/NO**  | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| A policy on early identification and intervention is available |  | DBE |  |
| Policy on early identification (SIAS) has been mediated |  | DBE & PEDs |  |
| Learners are screened and identified according to barriers to learning they experience |  | Schools |  |
| Schools are appropriately supported in addressing barriers to learning |  | Districts |  |
| Barriers to learning at school are verified |  | Districts |  |
| The implementation of SIAS is monitored and supported |  | DBE and PEDs |  |
| Barriers to learning are identified at admission and learners are appropriately placed |  | Schools |  |

**FOCUS AREA 2: IMPROVING CURRICULUM DELIVERY IN SPECIAL SCHOOLS**

Curriculum delivery must focus on ensuring differentiated teaching and assessment as well as adaptation of materials so that learners can access the national curriculum. The same curriculum support and monitoring that is provided by national, provincial departments to ordinary schools must be provided to special schools.

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
|  |  |  |  |
| Learners in the school participate in ANA |  | District; School |  |
| Teaching and Learning activities are differentiated and adapted so that **all learners** can access the national curriculum  |  | School |  |
| The school participates in FET intervention programmes such as Winter School Programmes |  | PED |  |
| Curriculum coverage is monitored  |  | PED |  |
| Teachers have requisite and appropriate specialised skills and knowledge(qualifications) for subjects and programmes offered at the school |  | District; School |  |
| There is an effective referral system to provide learners with access to assistive devices and technologies they require and are utilising these  |  | District; School |  |
| Every learner has a textbook per subject in every grade |  | District; School |  |
| The school has received all appropriate workbooks per grade and the workbooks are utilised. |  | District; School |  |
| All teachers in the school participated in CAPS training organised by the province. |  | PED; District; School |  |
| All teachers in the school received all relevant CAPS documents. |  | PEDs; District; School |  |
| The school is implementing CAPS in all grades |  | District; School |  |
| The school time-table has been drawn according to CAPS specifications. |  | School |  |
| All teachers of grades R-9 were trained in the utilisation of workbooks. |  | PED; District; School |  |
| Mathematics and literacy activities form part of everyday teaching  |  | District; School |  |
| Workshops for skills programmes are well resourced and utilised. |  | PEDs; District; School |  |
| Specialist rooms such a school library, laboratory, Braille production, recording room (for Deaf learners), etc. are available, adequately resourced and utilised. |  | PEDs; District; School |  |

**FOCUS AREA 3: FUNCTIONALITY OF SUPPORT STRUCTURES (SGBs, DBSTS, SBST)**

Special schools should have a clear understanding of the structures that help the school to function optimally. Structures have a mandate of monitoring and provide regular support to special schools.

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| Democratically elected SGB exists |  | School |  |
| The SGB is functional (it carries out responsibilities as according to SASA of 1996):* Admission policy exists and is approved by district the district
* Expenditure approval processes and policies in place
* Audited financial statements are submitted annually before end of June
* The SGB carries out fund-raising activities for improving teaching and learning
 |  | School |  |
| Specialist Professional Support Staff such as therapists, professional nurses, social workers, Braille Instructors, Orientation and Mobility Instructors, etc. where applicable, are available |  | PED; District; School |  |
| Parents are involved by the school in the teaching and learning activities of their children and for support provision. |  | School |  |
| Children/learners applying for admission to the school are assessed for appropriate support and placement |  | District; School |  |
| A list of children or learners (waiting list) who may not be admitted either because of capacity or support reasons is drawn up and submitted to the District for further processing |  | School |  |
| All children/learners submitted to the district for admissions are appropriately placed in schools where they will be adequately supported to participate effectively in teaching and learning |  | District |  |
| A school-based support team (SBST) has been established and it is functional |  | School |  |
| A district-based support team (DBST) verifies and supports schools with regard to support required |  | District  |  |

**FOCUS AREA 4: INFRASTRUCTURE AND THE UNIVERSAL DESIGN PRINCIPLE**

Infrastructure generally, school buildings and classrooms must be accessible (Universal Design Principle) to all learners and teachers. More importantly, buildings must be comfortable and safe and classrooms must stimulate learners to want to be there and to take responsibility for their own learning.

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| The design of the physical infrastructure meets the set out legal safety and health standards |  | District; School |  |
| The physical structure ensures full accessibility of the whole school environment. This includes:* Availability of ramps
* Covered and user-friendly pathways to classes
* Appropriate furniture which also aligns to disabilities and school programmes
* Availability of multipurpose rooms/spaces
* Access to ablution facilities
* Accessible drop-off zones
* Appropriate hostel accommodation
 |  | District; School |  |
| The school has safety regulations, security personnel available and emergency exits are accessible |  | District; School |  |
| Facilities and infrastructure are upgraded to support access to sports fields and other physical facilities |  | District; School |  |
| Adequate hostel staff is available and stays within the school premises |  | School |  |
| All learners have access to public and/or private transport that is universally accessible and subsidised (in the case of learners from poor homes) |  |  |  |

**FOCUS AREA 5: PSYCHO-SOCIAL AND THERAPEUTIC SUPPORT**

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| The school has posts for psychologists/ counsellors/social workers |  |  |  |
| The posts for psychologists/counsellors/social workers are filled |  |  |  |
| The school has posts for Therapists (OT/ Physio/Speech |  |  |  |
| The posts for Therapists (OT/ Physio/Speech are filled |  |  |  |
| The school has access to psychologists/social workers from outside the school |  |  |  |
| The school has access to therapists from outside the school |  |  |  |

**FOCUS AREA 6: INCLUSIVE CULTURES, POLICIES AND PRACTICES**

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| The school does not discriminate in its admission policy on the basis of language |  |  |  |
| The teaching staff profile reflects language and racial diversity |  |  |  |
| The school has an inclusive education policy |  |  |  |
| The school actively supports inclusivity and human rights of learners |  |  |  |
| The school encourages outplacement of learners into mainstream schools |  |  |  |
| The school actively promotes transition to work after school |  |  |  |
| The school seeks collaboration with surrounding mainstream schools |  |  |  |

**FOCUS AREA 7: MANAGEMENT**

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| The school principal is in the first place a manager of curriculum |  |  |  |
| The SMT collaborates to ensure quality of curriculum delivery |  |  |  |
| The SMT ensures that the school complies with all policies of the DBE |  |  |  |
| The Circuit manager visits the school regularly and ensures that it complies with all accountability measures of the DBE. |  |  |  |

**FOCUS AREA 8: PROVISION AND UTILISATION OF LTSM AND ASSISTIVE TECHNOLOGY**

| **ACTIVITY** | **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
| Each learner has access to textbooks in all subjects offered at the school |  |  |  |
| Each learner has access to the workbooks |  |  |  |
| All teachers make use of textbooks and workbooks |  |  |  |
| All learners have access to assistive technology |  |  |  |
| All learners have access to ICT that is available at the school |  |  |  |
| Learners with visual impairment have access to Braille/large print LTSM |  |  |  |
| Blind learners have access to Perkins Braillers |  |  |  |
| Partially sighted learners have access to assistive technology |  |  |  |
| Deaf learners have access to SASL technology |  |  |  |
| Hard of hearing learners have access to hearing aids and FM systems |  |  |  |

**FOCUS AREA 9: SCHOOL SPORTS, ENRICHMENT, EXTRAMURAL AND RECREATIONAL PROGRAMMES**

To organise an inclusive and integrated school sport programme to all learners irrespective of ability and to promote health life-practices, mutual respect and career opportunities

| **ACTIVITY** |  **YES/NO** | **RESPONSIBILITY** | **PROGRESS** |
| --- | --- | --- | --- |
|  |  |  |  |
| A comprehensive school based policy is available and caters for a variety of sports codes. |  | School |  |
| The school sports coordinating team is in place and synergises school sport programmes and teaching and learning time. |  | School |  |
| Opportunities for participating in school sports are created and available to learners |  | School |  |
| The school sports forms part of the enrichment and extramural programmes and promote the development of basic motor skills |  | School |  |

**SPECIAL SCHOOL MONITORING**

**Comment by Principal**:

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**Comment by Monitor:**

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