**NATIONAL ASSEMBLY**

**QUESTION 2893**

**CONVERTED FROM ORAL REPLY 286**

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**🟊286. Ms N Gina (ANC) to ask the Minister of Basic Education:**

How schools that have been declared as full service schools are supported in order for such schools to be able to cater for the various barriers that may exist such as (a) infrastructure, (b) teacher training and preparation, (c) allocation of learning and teaching support material and (d) adherence to norms and standards for educators? NO3244E

**RESPONSE:**

1. In terms of infrastructure, Full Service Schools have to be provided with facilities that will enable learners with disabilities unhindered access, such as ramps and hand rails and disabled ablution facilities.
2. Provincial and District officials have been trained on the Guidelines for Full Service Schools and on Curriculum Differentiation. All School-Based Support teams at Full Service Schools have been trained on the Guidelines for Full Service Schools. Teachers at Full Service Schools have been trained on the Curriculum and Assessment Policy Statement (CAPS) and on Curriculum Differentiation. Provincial officials have been trained on the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS).
3. Full service schools receive norms and standard budgets from which they purchase learning and teaching support material. The Department prints and delivers braille workbooks for learners in schools for the visually impaired.
4. The post provisioning norms policy provides for the relevant weighting of the number of teachers needed according the nature of disability of each learner with disability. Districts are required to provide necessary support to the schools including ensuring that appropriately qualified teachers are appointed in post at full service schools to cater for learners with disabilities.