**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 1440**

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**INTERNAL QUESTION PAPER: 14/2016**

**1440. Ms H S Boshoff (DA) to ask the Minister of Basic Education:**

(1) Whether her department has any remedial learning and teaching mechanisms in place to assist learners who have been identified in Grades (a) 1, (b) 2 and (c) 3 as having learning challenges in the 2015 academic year; if not, why not; if so, (i) how many learners in each of the specified Grades identified in 2015 experienced learning challenges and (ii) what are (aa) these challenges from the highest to the lowest prevalence and (bb) the relevant remedial mechanisms that are applied;

(2) whether her department provides (a) basic health, (b) hearing and/or (c) sight tests to school learners; if not, what is the position in this regard; if so, (i) in what Grades are these tests conducted and (ii) what budget was made available for the provision of specified tests in the (aa) 2013-14, (bb) 2014-15 and (cc) 2015-16 financial years? NW1589E

**Response**

(1) (a) (b) (c) The Department of Basic Education has remedial learning and teaching mechanisms in place to support learners who have been identified in the Foundation Phase. The procedures outlined in the Policy on Screening, Identification, Assessment and Support (SIAS), specifically in the Support Needs Assessment Forms 1, 2 and 3 and in the Individual Support Plan (ISP) make provision for planning and tracking support provided to learners. As the Policy is incrementally implemented, by also capturing information on the revised South African School Administration Measures (SA-SAMS) and the Learner Unique Record and Information Tracking System (LURITS), the majority of learners with additional support needs will be tracked by 2019.

**(1) (i) (ii) (aa) The number of learners in Grades 1, 2 and 3 who have special needs as identified in special and in ordinary schools is provided in Tables 1 and 2 below, with the categories of special needs listed in term of prevalence.**

**Table 1: Number of Grades 1, 2 and 3 learners in SNE schools, by primary disability and Grade, in 2015:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disability** | **Grade 1** | **Grade 2** | **Grade 3** | **Total** |
| **Not Specified** | 5289 | 4829 | 4692 | **14810** |
| **Severe intellectual disability** | 3171 | 4456 | 3703 | **11330** |
| **Specific learning disability** | 823 | 899 | 1116 | **2838** |
| **Mild or moderate intellectual disability** | 696 | 727 | 1245 | **2668** |
| **Cerebral palsy** | 761 | 574 | 430 | **1765** |
| **Attention Deficit Disorder** | 424 | 696 | 595 | **1715** |
| **Autistic Spectrum Disorder** | 756 | 408 | 279 | **1443** |
| **Deafness** | 393 | 417 | 407 | **1217** |
| **Numeric difficulties** | 344 | 310 | 322 | **976** |
| **Physical disability** | 347 | 298 | 240 | **885** |
| **Behavioural Disorder** | 330 | 281 | 229 | **840** |
| **Moderate to severe intellectual disability** | 247 | 179 | 223 | **649** |
| **Epilepsy** | 241 | 169 | 189 | **599** |
| **Partially sightedness** | 175 | 118 | 126 | **419** |
| **Blindness** | 128 | 110 | 81 | **319** |
| **Hard of Hearing** | 95 | 74 | 96 | **265** |
| **Multiple disability** | 40 | 47 | 31 | **118** |
| **Attention Deficit Disorder with hyperactivity** | 16 | 25 | 48 | **89** |
| **Attention Deficit Disorder without hyperactivity** | 2 | 20 | 38 | **60** |
| **Other** | 9 | 11 | 30 | **50** |
| **Communication impairments** | 15 | 5 | 8 | **28** |
| **Deaf-blindness** | 6 | 4 | 6 | **16** |
| **Aphasia/Dyslexia** | 4 | 6 | 2 | **12** |
| **Reading difficulties** | 1 | 4 | 5 | **10** |
| **Psychiatric Disorder** | 2 |  |  | **2** |
| **Total** | **14315** | **14667** | **14141** | **43123** |

***Source: 2015 LURITS***

**Table 2: Number of SNE learners in ordinary schools, by disability and grade, in 2015**

| **Disability** | **Grade 1** | **Grade 2** | **Grade 3** | **Total** |
| --- | --- | --- | --- | --- |
| **Specific Learning Disability** | 2 052 | 2 913 | 3 631 | **8 596** |
| **Attention Deficit Disorder** | 564 | 985 | 1 313 | **2 862** |
| **Severe Intellectual Disability** | 211 | 249 | 343 | **803** |
| **Behavioural Disorder** | 180 | 266 | 312 | **758** |
| **Numeric Difficulties** | 130 | 235 | 270 | **635** |
| **Partial Sightedness** | 145 | 167 | 299 | **611** |
| **Physical Disability** | 185 | 213 | 166 | **564** |
| **Moderate to Severe Intellectual Disability** | 75 | 151 | 212 | **438** |
| **Autistic Spectrum Disorder** | 128 | 141 | 143 | **412** |
| **Hard of Hearing** | 112 | 115 | 149 | **376** |
| **Epilepsy** | 69 | 77 | 103 | **249** |
| **Other** | 54 | 75 | 107 | **236** |
| **Attention Deficit Disorder with Hyperactivity** | 14 | 51 | 95 | **160** |
| **Multiple Disability** | 39 | 48 | 61 | **148** |
| **Language Difficulties** | 30 | 36 | 71 | **137** |
| **Deafness** | 51 | 29 | 38 | **118** |
| **Blindness** | 43 | 20 | 27 | **90** |
| **Psychiatric Disorder** | 29 | 30 | 27 | **86** |
| **Cerebral Palsy** | 30 | 19 | 25 | **74** |
| **Attention Deficit Disorder without Hyperactivity** | 5 | 25 | 44 | **74** |
| **Aphasia/Dyslexia** | 9 | 16 | 27 | **52** |
| **Reading difficulties** | 15 | 12 | 18 | **45** |
| **Deaf-blindness** | 5 | 5 | 8 | **18** |
| **Dyscalculia** | 3 | 1 | 3 | **7** |
| **Total** | **5 246** | **7 856** | **10 141** | **23 243** |

***Source: 2015 LURITS***

**(bb)** The relevant remedial mechanisms that are applied for the learners listed above are addressed through the Policy on Screening, Identification, Assessment and Support (2014) and the Guidelines for Responding to Diversity (2012). All provinces are conducting ongoing training on the implementation of these policies and guidelines at district and school level.

2. Yes, the Department provides the (a) health, (b) hearing and (c) sight tests to learners through the Integrated Health Programme, offered in collaboration with the Department of Health.

(i) The Integrated School Health Programme (ISHP) aims to assess each learner once per educational phase as follows:

* Grades R or 1: Foundation phase
* Grade 4: Intermediate phase
* Grade 8: Senior phase, and
* Grade 10: Further Education and Training

All learners repeating a grade or those that are referred by an educator are also assessed.

(ii) There was no budget allocated for specified tests in all the financial years indicated above. The services are provided by the Department of Health through the school health teams. Therefore, the cost for health services are not borne by the Department of Basic Education.