

Category of Disability	Number of Learners
Specific Learning Disability	21466
Mild to Moderate Intellectual Disability	20609
Attention Deficit Disorder	13905
Partially Sighted/Low Vision	6077
Behaviour Disorder	3639
Severe to Profound Intellectual Disability	3344
Hard of Hearing	3075
Physical Disability	2489
Epilepsy	2137
Multiple Disability	1697
Autistic Spectrum Disorder	760
Psychiatric Disorder	508
Deaf	465
Cerebral Palsy	248
Blind	197
DeafBlind	86
National Total:	80702

Source: 2013 Annual School Survey

- (2) (a) (i) The total budget for Inclusive Education is R478 414 000.00 for 2014/15 as per the table immediately below.

Budget for Expansion of Inclusive Education in 2014/15 and First Quarter Expenditure

Provinces	Main Budget	First Quarter Expenditure
	R'000	
Eastern Cape	64 677	48.5%
Free State	1 330	100%
Gauteng	34 506	.4%
KwaZulu-Natal	28 092	0.0%
Limpopo	8 640	0.0%
Mpumalanga	97 717	10.2%
Northern Cape	84 055	23.6%
North West	52 458	24.7%
Western Cape	85 307	5.3%
TOTAL	478 414	23.63%

Source: Provincial Education Department First Quarter Expenditure Report 2014

- (2) (a) (ii) The total budget for Special Schools (Programme 4) for 2014/15 is **R5.67bn** as indicated in the table below.

Programme 4 Budget for Special Schools in 2014/15 and first quarter expenditure rate:

Provinces	Main Budget	
	R'000	
Eastern Cape	541 698	26.1%
Free State	387 871	24.9%
Gauteng	1 817 476	19.9%
KwaZulu-Natal	844 012	36.4%
Limpopo	379 607	28.0%
Mpumalanga	219 361	27.8%
Northern Cape	84 055	32.4%
North West	354 443	28.3%
Western Cape	1 042 812	24.9%
TOTAL	5 671 335	25.8%

Source: Provincial Education Department First Quarter Expenditure Report 2014

- (2) (b) (i) **R113 049 228 (23.63%)** has been spent by seven (7) provinces from the **Inclusive Education** budget and no expenditure has been recorded in KwaZulu-Natal and Limpopo.
- (2) (b) (ii) **R1.5bn (25.8%)** has been spent from the **Special Schools budget (Programme 4)**.
- (3) The following systems have not been fully put in place for the full-scale implementation of an inclusive education system:
- (i) Transversally established and fully functional district-based support teams (DBSTs) in all 86 districts.
 - (ii) Not all school-based support teams (SBSTs) established in full-service schools and special schools are fully functional.
 - (iii) There is currently no effective mechanism for early identification of barriers to learning and intervention, namely, a Policy on Screening, Identification, Assessment and Support (SIAS). This policy is in a draft form and once approved, it will rationalize the inclusive education support system and provide clarity on role functions and responsibilities of all systems and structures.

- (iv) There is an extreme shortage of specialist professionals at provincial and district levels to support the implementation of inclusive education. This is specifically true for districts in deep rural areas.
- (v) The funding and post provisioning norms for an inclusive education system have not yet been finalized.