DRAFT NATIONAL NORMS AND STANDARDS FOR RESOURCE DISTRIBUTION FOR AN INCLUSIVE EDUCATION SYSTEM

DRAFT VERSION FOR DISCUSSION

JUNE 2015
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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AAC</td>
<td>Augmentative and alternative communication</td>
</tr>
<tr>
<td>CS</td>
<td>District-based support team</td>
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<tr>
<td>DBST</td>
<td>District-based support team</td>
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<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
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<td>DoH</td>
<td>Department of Health</td>
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<td>DoT</td>
<td>Department of Transport</td>
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<tr>
<td>ICT</td>
<td>Information and communications technology</td>
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<tr>
<td>LTSM</td>
<td>Learning and teaching support material</td>
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<tr>
<td>NEIMS</td>
<td>National Education Information Management System</td>
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<tr>
<td>NNSSF</td>
<td>National Norms and Standards for School Funding (amended in 2006)</td>
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<tr>
<td>NPNC</td>
<td>Non-Personnel Non-Capital</td>
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<td>PED</td>
<td>Provincial education department</td>
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<tr>
<td>SASA</td>
<td>South African Schools Act, 1996 (Act No. 84 of 1996)</td>
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<tr>
<td>SIAS</td>
<td>Screening, identification, assessment and support</td>
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</table>
KEY TERMS

“Additional support needs” - Every learner needs support, but some may, for whatever reason, require additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who has learning difficulties; is being bullied; has behavioural difficulties; is a parent; has sensory or mobility impairment; is at risk of becoming a school drop-out; or is bereaved. There will be many other examples besides these. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases, though, it is how these factors impact on the individual child’s learning that is important, and this will determine the level of support provision required.

“Assistive devices” - An assistive device is any device that is designed, made, or adapted to assist a person in performing a particular task. It is intended to compensate for any form of functional limitation in persons with disabilities.

“Assistive technology” - An umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities. It also includes the process used in selecting, locating, and using them. Assistive technology promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish or had great difficulty accomplishing; by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks.

“Augmentative and alternative communication (AAC)” - AAC strategies are ways in which people supplement their communication when they cannot speak clearly enough to be understood by those around them. These strategies include a wide range of communication methods ranging from gestures and communication boards to assistive communication devices.

“District-based support teams” - Groups of departmental professionals whose responsibility it is to promote inclusive education through the training of educators, the appropriate delivery of the curriculum, and the distribution of resources; by identifying, assessing and addressing barriers to learning, and by providing leadership and effective management in general.

“Domains of specialised support” - Specialised support can be provided at a low, moderate or high level in one or more of the following domains of specialisation:
   a) Vision (blind, low vision or partial sightedness, deaf-blindness)
   b) Hearing (deaf, hard of hearing)
   c) Motor
   d) Communication (little or no functional speech, requiring AAC)
   e) Learning and cognition (moderate, severe and profound intellectual disability or learning disabilities)
   f) Neuro-developmental impairments (including epilepsy, cerebral palsy, attention deficit disorder, specific learning disabilities, traumatic brain injury, fetal alcohol syndrome and autism)
   g) Health (including mental health) as part of the integrated school health programme
   h) Behaviour and social skills
   i) Skills and vocational education
   j) Multiple and complex needs and developmental support

“Eligibility for high-level support” - A learner who is eligible for high-level support must meet criteria of high needs in at least three of the four programmes of support. That would mean a
high-intensity and high-frequency need for differentiated curriculum, specialised support, assistive technology and specialised equipment as well as specially trained teachers.

“Full-service schools” - Ordinary public schools that are specially resourced and orientated to address a full range of barriers to learning in an inclusive education setting. These schools serve as flagship schools of full inclusivity.

“Inclusive education system” - An integrated system which ensures the availability of support on a continuum that includes special schools/resource centres, full-service schools, and ordinary public schools coupled with support from district-based support teams (DBSTs). The main aim is to ensure that all learners have access to an inclusive, quality primary and secondary education on an equal basis with others in the communities in which they live and that reasonable accommodation of the individual's requirements is provided.

“Inclusive schools” - Ordinary public schools that are welcoming of all learners in terms of their cultures, policies and practices. Such schools increase participation and reduce exclusion by providing support to all learners to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or their race. It is envisaged that, in the long run, all ordinary public schools should come to be considered inclusive schools.

“Level of support provision” - Scope and intensity of support needed at system, school, teacher and learner level:

“High level of support provision” - Support provisions that are rated high, are over and above provisions covered by generally applicable programme policies, line budgets and norms and standards for public schools support. These provisions are specialised, requiring specialist classroom/school organisation, and facilities and personnel which are available on a high frequency and high intensity basis. High-level support will be available at special schools but should not be seen as site restricted. In the case where a special school is not within reach, alternative measures should be in place to ensure that a learner, who has high support needs, may receive reasonable accommodation in an ordinary public school.

“Moderate level of support provision” - Support provisions that are rated moderate, cover support provisions that are over and above provisions covered by generally applicable programme policies, line budgets and norms and standards for public schools support. Such provisions are provided once-off, on a medium-frequency, intermittent or short-term basis or through the loan of physical devices. Implementation of such provisions can generally be accommodated within the ordinary public school or classroom. Ordinary public schools that have been designated as full-service schools will in the short to medium term be the first schools to receive a moderate level support package. But all schools should incrementally have access to such support.

“Low level of support provision” - The support provisions that are rated low are mostly preventative and pro-active and cover, all the support provisions in general departmental programme policies, line budgets and norms and standards for public schools.

“Provincial specialised equipment loan service” - A service established by the PED to provide and manage the distribution of specialised equipment, assistive devices and LTSM on loan to learners at those ordinary public schools which do not have access to these devices through full-service schools or resource centres. Some items are offered only on short-term loan (one month), while others are offered for as long as 12 months.

“Resource support services funding” - Funding for the non-personnel non-capital (NPNC) cost associated with the support provided by special schools/resource centres.
“School allocation” - Funding allocated to a special or ordinary public school to cover non-personnel recurrent items and small capital items required by the school as well as normal repairs and maintenance to the physical infrastructure of the school. This funding is also intended to cover the cost relating to the procurement and maintenance of assistive devices and specialised equipment of a non-capital nature.

“Specialised equipment” - There is a wide range of equipment that can reduce or remove the barriers faced by learners with disabilities. Schools often provide specialised equipment for students with disabilities if it supports their educational programme. The equipment remains the property of the school and is retained when a learner leaves to ensure that it can be used by other learners. Specialised equipment includes the following:

- Devices that help with the functions of daily life, such as eating utensils, dressing aids and adapted toilet seats;
- aids that help with communication, such as hearing aids, magnifiers, pointers and speech-generating devices;
- devices that help with stabilising, supporting or protecting the body, such as furniture adaptations, support harnesses and stabilisers;
- equipment that helps with mobility, such as wheelchairs, scooters and walkers; and
- equipment for producing Braille, etc.

“Special needs allocation” - An allocation to a full-service school to cover additional NPNC cost arising from the enrolment of screened special needs learners.

“Special schools” - Schools equipped to deliver education to learners requiring high-intensive educational and other support on either a full-time or a part-time basis.

“Special schools/resource centres” - Special schools equipped to accommodate learners who have high-intensity support needs and to provide a range of support services to ordinary and full-service schools.

“Support programmes” - Structured interventions delivered at schools and in classrooms within specific time frames. The following programmes of support can be identified:

a) Provision of specialist services by specialised professional staff;
b) curriculum differentiation, which includes adjustments and accommodations in assessment;
c) provision of specialised LTSM and assistive technology; and
d) training and mentoring of teachers, managers and support staff.
1. **INTRODUCTION**

(1) This proposed Policy Framework: *National Norms and Standards for Resourcing an Inclusive Education System* deals with resourcing as it relates to the inclusive education system as a whole. This system comprises Special Schools, Special schools/resource centres, full-service schools, ordinary public schools, and District-based Support Teams. It addresses barriers in two focal areas: 1) teaching and learning and 2) psycho-social and health.

(2) The purpose of this document is to put forward a framework to guide the equitable and efficient provision, distribution and use of infra-structure, personnel and non-personnel non-capital (npnc) funding for an inclusive education system using the National Norms and Standards for Post Provisioning, School Funding and School Infrastructure (which includes the Policy on Scholar Transport).

(3) The document motivates for the development of an integrated and holistic approach which does not separate support provisioning of special and ordinary schools from that of districts and aims at strengthening support to all learners who experience barriers to learning in the system on a continuum from low to high intensity support.

(4) The Norms must be seen as a key procedure to ensure the transformation of the education system towards an inclusive education system in line with the prescripts of *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001).*

(5) By introducing a centralised and district-based approach towards rationalising support services, there will be more cost-effective, efficient and equitable use of scarce resources such as specialised support professionals, equipment and assistive technology.

(6) The introduction of outreach services delivered on a mobile basis from the central support node of the District-based Support Team, Special School Resource Centre and Full-Service Schools will ensure that all learners will be able to access support in ordinary schools, reducing the need for referral for placement in special schools, except in the case of learners who need high intensity and high frequency support.

2. **LEGISLATIVE AND POLICY FRAMEWORK**

(1) The policy framework guiding the inclusive education system (as outlined in Education White Paper 6 of 2001) requires that the emphasis should be on providing choices to learners and putting in place appropriate support in the different school types namely special and ordinary public schools, including full-service schools. A further policy premise is that there should be a systematic move away from using segregation according to categories of disability, towards determining the level of intensity and nature of support needed as an organiser for support. There should also be recognition of an approach which emphasises addressing the barriers to learning rather than focusing on the deficiency in the learner.

(2) This approach forms the basis of a conceptual framework which informs a resourcing model for an inclusive system. The approach advocates for the availability of support programmes rather than the placement or movement of learners. The reasoning is that by providing adequate support in ordinary public schools, children with certain levels of need and intensities of disability can be accommodated in ordinary public schools, instead of accommodating all learners with special needs in special schools. The benefits are ostensibly promoting the inclusion of learners with disabilities as per Article
24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which states that children with disabilities should not be excluded from compulsory primary education, or from secondary education, on the basis of disability; and that they should be able to access an inclusive, quality primary education and secondary education on an equal basis with others in the communities in which they live; and that reasonable accommodation of the individual's requirements should be provided (UNCRPD, Article 24 as ratified by the South African Government in 2007); as well as a reduction in the cost of education for learners with special needs.

(3) The South African Schools Act, Act 84 of 1996

The norms have as their primary focus the effective realisation of Section 12 (4) of the South African Schools Act. 4) The Member of the Executive Council must, where reasonably practicable, provide education for learners with special education needs at ordinary public schools and provide relevant educational support services for such learners.

3 RESOURCING THE IMPLEMENTATION OF THE SIAS POLICY

(1) The implementation of the approach depends on the existence of an effective system for Screening, Identification, Assessment and Support as outlined in the SIAS Policy of 2014. The protocols introduced in the SIAS Policy outline a system for equitable access to education and appropriate support. Depending on the level of support required, learners experiencing barriers to learning can access a continuum of support across a range of settings:

(i) High-level support will be available at special schools and entails all support that is required on a high intensity and high frequency basis. Recognising the fact that special schools will also serve the double function of being a resource centre to full-service and other ordinary public schools, resourcing should be made available to fulfil this new role.

(ii) Moderate support provision will in the short to medium term be provided in full-service schools which are ordinary public schools that are provided with extra personnel, infrastructure and NPNC resources (including transport) to accommodate a certain number of learners from the local neighbourhood who require specialised support (especially those who have physical and sensory disabilities that require infrastructure accessibility or those who require frequent access to specialist staff) as well as provide indirect support to all the surrounding schools that will also accommodate learners with disabilities.

(iii) Low level support provision will be available at ordinary public schools and in the form of differentiation of the curriculum, access to assistive technology from a centralised source, low frequency access to specialist personnel support and once off or once per annum training. Learners with additional support needs will benefit from the general increasing trend in the resourcing of ordinary public schools and from enhanced support from DBSTs, especially itinerant specialist support staff, that will be responsible to plan, guide and monitor support services within each district at ordinary public schools, full-service as well as special schools. The support provided at ordinary public schools can also be delivered through a continuum of services.

(2) The effective implementation of the Policy on Screening, Identification, Assessment and Support Policy (2014), is highly dependent on sufficient and appropriately trained personnel at district and circuit levels (including outreach staff based at special school resource centres). The policy explains how the shift should be managed from individual
learner disability as the driving organiser for support provision to that of the range, nature and level of support programmes, services, personnel and resources that will be made available for special and ordinary schools to increase learner participation in the learning process (Chapter 4).

(3) Budgets, norms and standards for support provision will focus on the range, nature and level of support programmes, services, personnel and resources rather than the individual learner.

(4) The availability of the range, nature and level of support programmes, services, personnel and resources may be at site level or at nodal sites to be accessed by a cluster of schools. This will be one of the main mechanisms to ensure that learners can access support without the need to move to any school other than their ordinary neighbourhood school.

(5) Highly-specialised support resources, personnel, programmes and facilities for a group of learners with high-support needs requiring access to the same support programme or resources on a high-frequency basis, can be provided at site level such as in special schools or specialised settings attached to ordinary schools.

(6) Specialised support resources, personnel, programmes and facilities that are needed on a lower-frequency basis, are holistic and teacher-focused, more portable and requiring less operational and organisational planning, will be provided at circuit or district level to be accessed by learners at ordinary schools, e.g. learning support, remedial education, assistive devices, counselling, rehabilitation and therapeutic services.

(7) A learner who is eligible for high-level support must meet criteria of high needs in at least three of the four programmes of support. That would mean a high-intensity and high-frequency need for differentiated curriculum, specialised support, assistive technology and specialised equipment as well as specially trained teachers.

Table 1: The Integrated Inclusive Education Resourcing Model
4 INTERNATIONAL APPROACHES TOWARDS FUNDING OF INCLUSIVE EDUCATION

(a) Susan Peters outlined in a World Bank Report of 2004 that *predominantly Child-based models or input funding* formulas that count the number of children identified as having special education needs and is based on demand for services results in a high proportion of students referred to special schools and militates against integration into mainstream education. More labelling, and a rise in costs are frequently cited problems in countries that use this model. It is further high on assessment and diagnosis which is difficult to manage in countries with few professional staff who can do individual assessments.

(b) A funding model that accelerates the implementation of inclusive education, especially in countries with unequal supply of specialised facilities and professional support systems is a *Resource-based model*. According to Peters resource-based models, also known as “through-put” models base funding on services provided rather than on child counts. There is internationally an increasing trend away from child-based models toward resource-based models of funding. Resource-based models are usually accompanied by fiscal policies that mandate qualified units of instruction or programmes. In this way, a continuum of services is defined and funded. Such a funding model encourages local initiatives to develop programmes and services and lead to more inclusion. What is however required is a strong evaluation and monitoring mechanism so as to ensure quality programmes that reach learners who require the support. This latter model is envisaged to ensure the effective implementation of the Policy on Screening, Identification, Assessment and Support.

(c) Other international studies in middle to low income countries emphasise the role of mid-level workers and itinerant teams that deliver services to ordinary schools, especially in rural and remote areas.

(d) In Brazil, significant progress has been made by establishing resource centres at ordinary schools to deliver services and technical support to surrounding mainstream schools.

5 RESOURCING PRINCIPLES

(1) The composition of the inclusion landscape includes institutions that are currently funded under different budget programmes. Special schools are funded in terms npnc as well as personnel provision under Programme 4, while ordinary public schools are funded under budget Programme 2. The infrastructure budget for building of new schools and maintenance comes from Programme 6 which incorporates the education grant.

(2) Although sharing some related funding requirements, the different institutions within the inclusion landscape also have different and unique resourcing needs. The funding of these entities is therefore addressed individually.

6.1 Special schools and special schools/resource centres

(a) These are schools reserved for learners with very high educational support needs. These are learners who would either need access to a hostel at the school or subsidised
transport to and from school depending on the distance at which they live from school. These learners also require a very low staff: learner ratio and access to high frequency and high intensity support by specialised staff and/or to specialised equipment. A selection of special schools is also progressively being identified to serve as resource centres to other schools which cater for learners with disabilities.

(b) According to the SIAS Policy, special schools are expected to offer specialised programmes of support in not more than three of the following domains of specialisation:

Table 2: Domains of specialisation

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<tr>
<th>Domain No.</th>
<th>Area of Specialisation</th>
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<tbody>
<tr>
<td>1</td>
<td>Vision</td>
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<tr>
<td>2</td>
<td>Hearing</td>
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<tr>
<td>3</td>
<td>Motor</td>
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<td>4</td>
<td>Communication</td>
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<tr>
<td>5</td>
<td>Learning and Cognition</td>
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<tr>
<td>6</td>
<td>Neurological and Neuro-developmental impairments</td>
</tr>
<tr>
<td>7</td>
<td>Health (incl. mental health)</td>
</tr>
<tr>
<td>8</td>
<td>Behaviour and Social Skills</td>
</tr>
<tr>
<td>9</td>
<td>Skills and Vocational Education and Training</td>
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<tr>
<td>10</td>
<td>Multiple and complex needs</td>
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c) The programmes of support being delivered at special schools are as follows:

(i) Curriculum which is differentiated and appropriated for the learner attending the school (requiring individual planning by teachers)

(ii) The high frequency access to specialised personnel

(iii) The provision, management and maintenance of assistive devices and specialised equipment

(iv) Training and mentoring of personnel

d) The domains of specialisation will determine the categories of teaching, health professional and non-teaching staff required as well as the class size. In some cases the intensity of teaching and learning support to be provided by the teacher will impact on the class size, whereas in other cases support could be provided by non-teaching staff such as teaching assistants.

e) The governing bodies of special schools should preferably be allocated the necessary SASA section 21 financial functions in order to afford them the necessary flexibility in the usage of funds e.g. outsourcing of transport.

f) Special schools accommodate learners from an area wider than the community immediately surrounding the school and consequently tend to have learners from a broader mix of household incomes with some able to afford fees while others are not. The policy approach is therefore that fee exemptions rather than a blanket no fee status best supports pro-poor service delivery with respect to special schools.

g) Special schools are public schools which, if a resolution to do so has been adopted by a majority of parents, may charge school fees.

h) Special Schools are subject to the rules on fee exemption as published in the Regulations relating to the exemption of parents from payment of school fees in public
schools as published in Regulation Gazette No. 29311, Notice No. 1052 of 18 October 2006.

(i) In areas of the country where there is a shortage of special schools a range of options need to be adopted to provide high level support to learners who are eligible for this at full-service and ordinary schools as well as through outreach services delivered from District offices, Special School Resource Centres and Full-Service School Resource Centres. The primary consideration should be to accommodate learners in schools as close as to where they live. In many cases, transport arrangements and the provision of assistive technology could be all the support that is required by learners to ensure that they have reasonable accommodation.

(j) If consideration is given to the building of additional special schools due regard will have to be given to a concurrent broadening of the support being created in full-service and ordinary public schools. For example, curriculum support via straddling of grades may make it possible for schools to accommodate a wider spectrum of learners and realise their constitutional right to receive education in their local neighbourhood school.

(k) The introduction and recognition of defined support programmes such as vocational/skills programmes which focus on functional skills within the NCS may further reduce referrals to special schools by ensuring that these programmes are not only offered at special schools but also in ordinary public schools.

(l) Planning of new special schools must take into consideration the costs in terms of the creation of teaching, support and specialised staff posts. When creating specialist posts, consideration must be given to the availability of such specialist skills in filling such posts. Other options of providing high-level support in a decentralised way will also have to be considered.

(m) While the principle of providing support according to the level of need is a fundamental principle underlying the funding approach, there are certain practical considerations which drive the funding requirements of special schools. The areas of specialisation, the physical infrastructure and human resource capacity (both professional and non-professional) will be the key factors to consider in respect of the funding approach.

(n) Over a three year period, provinces must profile existing special schools in respect to their programmes of specialisation and their resourcing capacity in respect of their current infrastructure and availability of professional and non-professional staff to deliver on the demands of the area/s of specialisation. Schools need to be officially designated by the province in respect to what programmes of specialisation they will be offering. This designation can be reviewed at least every four years based on the provincial needs, in respect of availability of space, improved capacity amongst staff and increase in availability of specialised resources.

(o) Any programmes currently offered by the school that does not form part of its designated scope of specialisation should be maintained until learners have completed their schooling. All new admissions must be in line with the new designation.

(p) The personnel, infrastructure and specialised LTSM provision will be determined by the designation in terms of the areas of specialisation.
6.2 Full-service schools

(a) Full-service schools are first and foremost mainstream education institutions that provide quality education to all learners by providing for the full range of learning needs in an equitable manner. Full-service schools are also not regarded as a new class of schools outside the framework of the SASA. These schools remain ordinary public schools in terms of the SASA but equipped and resourced at a moderate level of support provisioning to also cater for and provide support for learners with disabilities or additional support needs. Establishment of full-service schools will be done in a phased manner so that eventually, as it is envisaged in White Paper 6, all ordinary public schools will be inclusive.

(b) Though full-service schools are ordinary public schools, there should be formalising of their status as full-service schools by the PED in order to facilitate administrative, resourcing and monitoring processes.

(c) The governing bodies of full-service schools should, where necessary, be capacitated in order to assume the necessary SASA section 21 financial functions which will allow for the flexibility of management that is needed for appropriate functioning as a full-service school.

(d) Ordinary public schools identified as full-service schools retain their provincial poverty ranking and quintile classification. All policy directives contained within the NNSSF, 2006, as well as subsequent amendments remain applicable to full-service schools.

(e) For those full-service schools ranked within quintiles accommodating fee paying schools, all regulations regarding payment and exemption from school fees remain applicable.

(f) The DBE’s ‘Guidelines for Full-Service/Inclusive schools’ published in 2010, states that “As a medium-term to long-term measure, the aim is to ensure that the principle of natural proportion is adhered to, thus ensuring that every school admits all learners in its community irrespective of their ability or background.” As much as full-service schools need to open their doors to all children, these schools should not be seen as some form of special school. Essentially and as much as it is practicable, schools should admit all children in their neighbourhood and this includes ordinary public schools. Ideally, full-service schools are flagship schools and models of good practice in terms of inclusivity, and need to be emulated by other ordinary public schools. Therefore, as far as possible, full-service schools should serve a diversity of learners in terms of support needs in a natural proportion. However, given the large backlogs with respect to special needs education and the need to bring learners who are currently excluded (often due to their disabilities) into the system, it is acknowledged that in the interim, priority may have to be given to learners with low to moderate levels of support needs whilst progressively building capacity towards full inclusion. If full-service schools are able to enrol a representative mix of learners, in line with the ideals of inclusion, this should be supported. However, departures from this ideal in the form of full-service schools enrolling learners with high educational support needs, will be supported insofar as this responds to the need on the ground as well as the responsiveness of the school to address the support needs of the learner.

(g) It is accepted that the need for full-service schools will initially outstrip their availability. With the progressive financial support to full-service schools, it is hoped that such intervention will incentivise more and more ordinary public schools to become inclusive/full-service schools. In order to create more and more inclusive learning spaces, PEDs will have to develop rollout plans for full-service schools taking into account the demand for this as well as factors such as poverty and accessibility.
(h) Although full-service schools attend to a variety of barriers to learning including disabilities, funding differentiation within and between full-service schools in terms of areas of specialisation will not be practical and consequently not considered.

(i) Each school designated as a full-service school should receive a start-up capital allocation to purchase durable equipment, ICT equipment with access software, make infrastructural upgrades including universal design features, consulting rooms, and undertake other non-recurrent expenditure.

(j) If the full-service school has a hostel, special needs learners who qualify to be accommodated at the hostel and are eligible for a hostel subsidy will be funded in line with the funding of other learners.

(k) There are critical infra-structure requirements for Full-Service Schools as they must all comply with the specification of universal accessibility.

(l) The provision of accessible transport for these schools, is one of the most critical success factors. Accessible transport does not only include accessible vehicles and transport routes, but also accessible pick up points and supervision as well as seating arrangements on commercial buses, taxis or special school vehicles.

(m) The scope of personnel required ranges from full-time staff to co-ordinate support at the school, teaching assistants, technicians, as well as access to medium frequency visits by outreach teams from the District or from the Special Schools as Resource centres.

6.3 Other ordinary public schools

(a) Learners who need additional support at ordinary public schools that have not been designated as full-service schools will benefit from the increasing trend in the resourcing of ordinary public schools as well as enhanced support from DBSTs (specifically itinerant learning support teachers), and resource centres as well as full-service schools. The establishment and capacitating of school-based support teams at ordinary public schools will also expand the availability of support at ordinary public schools and reduce the number of learners with low and moderate support needs who are referred to special or full-service schools.

6.4 District-based Support Teams (DBSTs)

(a) One of the most important critical success factors for the implementation of Inclusive Education is the strengthening of the District-based Support Teams. Ideally, all professional and specialist support staff should be appointed at District-level so that they could be assigned to special, full-service and ordinary schools on a high, medium and low-frequency basis.

(b) Within the new Occupations Specific Dispensation (OSD) for Education Therapists, Counsellors and Psychologists employed in Public Education, the salary levels of specialists are such that they should provide district support services and support the implementation of the SIAS Policy, rather than be based full-time at special schools. A range of mid-level staff such as counsellors, learning support teachers, therapy assistants should be based at schools to deliver services on site, whilst being supervised by specialists based in DBSTs.
(c) Outreach staff based at Special School Resource Centres and District offices, will be the most important component of an inclusive education system, to provide immediate support to schools in rural areas that currently do not have access to support.

(d) Such outreach teams will also have to provide education support services to partial and residential care centres of the Department of Health or Social Development that cater for children and youth with profound intellectual disability.

(e) The Assistive Devices Resource Centre based at a district or special school resource centre must also have a staff component of technicians and therapists (on a part time basis) to procure, assign, manage and maintain assistive devices that are given on loan to learners in special, ordinary and full-service schools.

6.5 Learner transport

(a) The mode of delivery implemented by a PED for the transport of learners with disabilities must be in line with the provisions of the National Transport Policy and the National Scholar Transport Policy which comply with the principles of universal design.

(b) Provincial learner transport plans and strategies as well as the criteria for identifying learners eligible for transport, as required by the National Transport Policy, should be informed by the need to not only provide for the transport of learners with disabilities to special schools but also, where required, the transport of these learners to full-service and other ordinary public schools.

(c) This policy does not prescribe a specific model for the transport of learners with disabilities. The mode of delivery for the transport of disabled learners within a province may be a combination where these learners, where possible, are included through the extension of existing transport routes catering for learners at ordinary public schools, the provincially centralised contracting of transport service providers to transport learners with disabilities to special, full-service or other ordinary public schools and/or the transfer of funds to special schools which will manage of the transport function themselves.

(d) Hostel learners should be provided with transport or transport subsidies to travel home on an average of four return trips (i.e. to and fro) per school year. All poor learners staying in a hostel and who have been exempted from the payment of hostel fees will be entitled to this transport funding.

(e) As mentioned above, the staffing component of transport must also be addressed in the norms.

6.6 Resource centre support services

(a) The inclusive education model is strongly dependent on resource centres offering support and outreach services to ordinary public and full-service schools. Education White Paper 6 provides for “The qualitative improvement of special schools for the learners that they serve and their phased conversion to resource centres that provide professional support to neighbouring schools and are integrated into DBSTs.”

(b) In view of the fact that there is a substantial number of districts in the country that do not have any special schools, and some districts where special schools are situated only in urban centres, a wider range of sites will have to be identified as a base from where outreach services will be provided. Such sites could include full-service or ordinary public schools, teacher centres, ICT centres or district offices so that the concept of resource centres is not only restricted to special schools.

(c) Outreach services consist of guidance and capacity building to school-based support teams and teachers of full-service and ordinary public schools in the same area or in the
province, where relevant. The resource centre can also be a site from which assistive
devices are issued on loan, serviced and maintained and where training in the utilisation
thereof is offered. Furthermore LTSM in accessible format such as in Braille and large
print could be stored and distributed. The centres should be equipped with appropriate
and accessible infrastructure such as a training room, counselling room, resource library
and computer centre equipped with assistive technology and ICTs. Another service that
should be made available at resource centres is assessment of learners through the
SIAS process, particularly by health professionals. If the resource centre is to be used
for outreach services offered by multi-disciplinary itinerant teams, it should be equipped
with a therapy room and a health room.

(d) Additional funding should be made available to fulfil this role. Funding for support
services to other schools that accommodate learners experiencing barriers to learning
will be determined by the number of schools identified by the PED to receive support
services from a resource centre.

(e) The funding will be provided to cover operational cost related to aspects such as
maintenance of equipment, assistive devices and vehicles; fuel; stationery; and other
operational cost linked to the provision of the support service.

(f) The resource services of the District-based Support Service is discussed above under
paragraph 4.4.

(g) In provinces that currently have little or no access to any specialist services, the
introduction of outreach services will respond to an urgent and pressing need.

6.7 Assistive devices and specialised equipment

(a) A comprehensive (though not exhaustive) list of assistive devices and specialised
equipment is included as Appendix A of this document.

(b) The DBE must develop and maintain a register of average prices of the inputs that are
listed as assistive devices in Appendix A. This register will be used for realistic planning
and budgeting. PEDs should provide the register of assistive devices with prices along
with a list of identified recommended suppliers to schools for procurement and for
teacher information purposes.

(c) The personnel implications for the management and maintenance of assistive devices
must also be factored into the post distribution model.

5. NORMS FOR DISTRIBUTION OF CS AND PS POSTS TO SCHOOLS AND
INSTITUTIONS WITHIN AN INCLUSIVE EDUCATION SYSTEM

5.1 CIRCUIT, DISTRICT AND PROVINCIAL OFFICES

There are two main focus areas/tracks of support guided by the directives of Education White
Paper 6 and The Policy on Screening, Identification, Assessment and Support:

1. Curriculum and Learning Support
2. Care and Support in Schools (including psycho-social and health support)

A. Circuit Level: 2 Teams per 20 schools

Inclusive education, Specialised Curriculum, Psycho-social, Health and Learning Support
1. Psychologist: Educational, clinical, counselling and psycho-social support
2. Occupational Therapist
3. Speech Language Therapist
4. Learning Support Co-ordinator (Remedial Educator/Special Education Teacher)
5. Social Worker: School Social Work Services

B. District Office:

<table>
<thead>
<tr>
<th><strong>CES: Inclusive Education, Specialised Curriculum, Psycho-social, Health and Learning Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Psychologist</td>
</tr>
<tr>
<td>DCES: Specialised Curriculum and Learning Support</td>
</tr>
<tr>
<td>Senior Therapist (T, Speech and Physio)</td>
</tr>
<tr>
<td>Integrated School Health Programme/CSTL Co-Ordinator</td>
</tr>
<tr>
<td>HIV and TB Co-ordinator</td>
</tr>
<tr>
<td>Social Work Supervisor</td>
</tr>
<tr>
<td>SSRC, SS, FSS Institutional Support Co-ordinator</td>
</tr>
</tbody>
</table>

C. PROVINCIAL DEPARTMENTS OF EDUCATION

<table>
<thead>
<tr>
<th><strong>HEAD: Inclusive Education, Specialised Curriculum, Psycho-social and Health Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialised Support Services</strong></td>
</tr>
<tr>
<td>1 CES</td>
</tr>
<tr>
<td>Senior Therapy Specialist (X3) Social Work Manager</td>
</tr>
</tbody>
</table>

5.2 ORDINARY SCHOOLS

a) Low level of support provision which consists of access to itinerant support from the circuit, FSS and SSRCs (see norms for itinerant teams below)

b) At school site level support is managed and coordinated by the SBST that links with the local network of service providers.
c) Four hours per week of teaching allocation of the Deputy Principal or senior HOD must be set aside for the coordination and monitoring of SBST activities.

d) 1 Teaching assistant per 20 learners with moderate to high needs who have been assessed through completed SIAS process at district level (in the short term these posts could be filled through the EPWP).

5.3 FULL-SERVICE SCHOOLS

a) Class size to facilitate curriculum and learning support:

(i) Class size will be determined by the number of learners with moderate to high support needs enrolled in a school identified through the completion of the SIAS process at DBST level.

(ii) There should be a maximum of 3 learners with moderate to high support needs per class. In the case of three learners the class size is reduced by 6 below the national teacher: learner norm, for 2 learners, it will drop by 4 and for one learner it will drop by 2.

b) The following specialist support staff must be allocated over and above the PPN for the school:

(i) 1 Learning Support Educator at PL2 (SBST coordinator) at primary schools

(ii) 1 School Counsellor at high schools

(iii) 1 Teaching assistant per phase

c) Deputy Principal / Senior HOD – 4 hours per week to monitor coordination of support

d) If a resource centre is attached to the school, the funding allocation of the school must be enhanced to include the running and maintenance costs of the centre. If any specialist services are provided by the resource centre that requires specialist staff, provision must be made in accordance with the domain of specialisation (e.g. providing a technician for the running of a Braille production service). – Define resource centre

e) 1 General assistant per 20 learners with high support needs related to physical impairment.
## 1.4 SPECIAL SCHOOLS

### 5.4.1 SPECIALISED CS AND PS STAFF PER DOMAIN OF SPECIALISATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Domain of Specialisation</th>
<th>Class size</th>
<th>IT/Technician/O&amp;M</th>
<th>OT</th>
<th>Speech</th>
<th>Audiologist</th>
<th>SASL Teaching Assistant</th>
<th>Physio</th>
<th>Nurse</th>
<th>Psychologist</th>
<th>Counsellor</th>
<th>Social Worker</th>
<th>Therapy Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vision</td>
<td>10:1</td>
<td>1 per 100 learners</td>
<td>1 per 150</td>
<td>1 per 150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Hearing</td>
<td>12:1</td>
<td></td>
<td>1 per 150</td>
<td>1 per 150</td>
<td>1 per 50</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Learning and Cognition</td>
<td>12:1</td>
<td>1 per 100 learners</td>
<td>1 per 150</td>
<td>1 per 150</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Neurological and Neurodevelopmental</td>
<td>High 8:1</td>
<td>1 per 100 learners</td>
<td>1 per 150</td>
<td>1 per 150</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5.</td>
<td></td>
<td>Moderate 15:1</td>
<td></td>
<td>1 per 150</td>
<td>1 per 150</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Motor and Physical Rehabilitation</td>
<td>12:1</td>
<td>1 per 100 learners</td>
<td>1 per 150</td>
<td>1 per 150</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Communication</td>
<td>12:1</td>
<td>1 per 100 learners</td>
<td>1 per 150</td>
<td>1 per 150</td>
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<td></td>
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<tr>
<td>8.</td>
<td>Skills and Vocational</td>
<td>17:1</td>
<td>1 per 100 learners</td>
<td>1 per 150</td>
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</tr>
<tr>
<td>No.</td>
<td>Domain of Specialisation</td>
<td>Class size</td>
<td>IT/Technician/O&amp;M</td>
<td>OT</td>
<td>Speech</td>
<td>Audiologist</td>
<td>SASL Teaching Assistant</td>
<td>Physio</td>
<td>Nurse</td>
<td>Psychologist</td>
<td>Counsellor</td>
<td>Social Worker</td>
<td>Therapy Assistants</td>
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<tr>
<td>9.</td>
<td>Specialised Behavioural and Social Skills, Health, Mental Health Programme</td>
<td>9:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 per 150</td>
<td>1 per 150</td>
<td>1 per 150</td>
<td>1 per 50</td>
<td>1 per 150</td>
</tr>
</tbody>
</table>
5.4.2 PUBLIC SERVICE STAFF ALLOCATED TO SPECIAL SCHOOLS FOR SERVICES AT THE SCHOOL

A. OFFICE STAFF

It is proposed that special schools with more than 150 actual learners should qualify for 4 posts.

In special schools with less than 150 actual learners the allocation should be adapted according to the complexity and motivated needs of the school.

The utilisation of the posts should be as mentioned below in point 1.1 and 1.2

(i) Finance Office (One of the following posts has to be a Senior Provisioning Administrative Assistant (SPAA) salary level 6

Debtors Clerk PAC
Creditors and Provisioning Clerk PAC

(ii) Administrative Office

Receptionist, Telephone, Admissions and Transport PAC
Typing and Administration Clerk PAC

(iii) Additional

Schools for visual disabilities/Braille: + 1 PAC
Schools that function as Resource Centres: + 1 PAC

B. GENERAL ASSISTANTS (POST LEVEL 2)

As with teaching staff, the determination of posts for general assistants, will be according to the domains of specialisation of the school taking into account individual support needs of learners with high level needs.

Physical infrastructure, size of land as well as transport demands of a school will also be taken into account when determining the number of groundsmen and cleaners to be employed.

Conditions of service and job descriptions need also be reviewed to ensure most effective utilisation of general assistants – looking at cross cutting duties.

(i) General Assistants : Groundsmen and cleaners:
- The size of the school grounds and buildings, excluding hostel buildings, should be considered in the calculation of the number of posts allocated to a school.
- Proposed Posts:
  1 post per 6000 m² (buildings and school grounds combined)

(ii) General Assistants : Caregivers

Domain of Specialisation: Multiple and Complex/ Motor / Neurological and Neurodevelopmental
- In schools designated for the above programmes the number of general assistants who have to act as caregivers will be determined by the number of learners with high individual physical support needs (including providing
support in eating, lifting, repositioning, etc. during school hours). These learners will be identified through a completed SIAS process to the district level.

Proposed Posts per school:

- Schools with learners with very high level of physical support needs (e.g. Cerebral Palsy, Quadriplegia, Multiple and Complex Disabilities):
  - 1 Caregiver per 10 identified actual learners
- Schools with learners who have to be assisted with toileting:
  - 1 caregiver per 40 identified actual learners in this category (provision should be made for different genders)
- The Sexual Offences and Related Matters Amendment Act, No. 32 of 2007 and the No. 85 of 1993: Occupational Health and Safety Act as amended by Occupational Health and Safety Amendment Act, No. 181 of 1993 as well as the Norms and Standards outlined in the Children’s Act of 2005 should be used as guideline to determine the number of posts required.

(iii) General Assistants: Class Assistants

Domains of Specialisation: Learning and Cognition/ Neurological and Neurodevelopmental / Communication
- Assists with class activities during school hours.

Qualifications:
- NQF 3

- Proposed posts:
  - 1 post per class in  pre-primary phase
    - Grade R
    - Grade 1 – 3

(iv) General Assistants: Orientation and Mobility Trainers

Domain of Specialisation: Vision
Orientation and mobility training is critical for young learners who are blind and those who become blind at an older age.

Qualifications:
- NQF 3 specialised in O&M

- Proposed posts:
  - 1 post per 100 learners also providing services to ordinary schools

(v) General Assistants: Braille and IT Technicians

Domain of Specialisation: Vision
Special schools for visual impairment will have to be equipped with a Braille production room for the production of Braille in the school as well as in ordinary schools. A technician will be required to manage the Braille production room as well as provide support in classrooms in the management of assistive technology.

Qualifications:
- NQF 4 specialised in Braille Production and IT

Proposed posts:
- 1 post per 150 learners also providing outreach services to ordinary schools

(vi) General Assistants: Sign Language Interpreters

Domain of Specialisation: Hearing

Qualifications:
- NQF 3 specialised in South African Sign Language

Proposed posts:
- 1 post per 75 learners

(vii) General Assistants: IT Technicians

Domain of Specialisation: All

Qualifications:
- NQF 3 specialised in IT

Proposed posts:
- Schools with more than 200 school computers: +1 Technician

(viii) General Assistants: Technicians

Domain of Specialisation: Motor / Neurodevelopmental / Communication / Hearing

Qualifications:
- NQF 3 specialised in IT / AAC / Wheelchair repairs / fitting of hearing aids

Proposed posts:
- Schools that have learners using hearing aids: +1 Technician
- Schools that have learners using wheelchairs: +1 Technician
- Schools that use AAC devices: +1 Technician

C. FACTOTUM / GROUNDS MANAGER

Proposed Posts:
- 1 post for up to 14 General Assistants (grounds men and cleaners), a second post for 15 or more General Assistants (grounds men and cleaners).
- Salary Level 5.

D. SECURITY GUARDS
i. Security Personnel should be recognized as a separate staff category, as stipulated by the Occupational Health and Safety Act.

ii. The number of posts allocated to a school should comply with the Occupational Health and Safety Act.

iii. Schools with hostels might need additional security staff.

iv. Proposal: provision of security staff to cover a 24 hour period and all leave implications.

v. Salary level 2 -3

D. DRIVERS

Proposed Posts:

- Driver per school.

Part Time Allowances for Drivers / Supervisors

- The GDE policy on Tours currently determines that a supervisor should be allocated for every 20 learners in a school bus.

- It is proposed that for LSEN Schools an adult supervisor should be appointed for every 15 learners transported in a school bus.

- This service can be rendered by General Assistants, Educators, Care Givers or Contractors.

- The number of posts for Drivers and Supervisors will be determined by the number of routes a school has.

- An allowance should be paid to such Drivers and Supervisors calculated on an hourly tariff.

Salary level

- Level 4

E. PROFESSIONAL NURSES, SOCIAL WORKERS, THERAPISTS, PSYCHOLOGISTS

See norms outlined in par. 5.4.1 above per domain of specialisation

5.4.3 PUBLIC SERVICE STAFF ALLOCATED TO SPECIAL SCHOOLS FOR SERVICES AT HOSTELS

A. Introduction

It needs to be taken in consideration that the Hostel Staff works shifts on a rotational basis during the school week and weekends. The post provisioning at hostels will vary depending on the nature of the services rendered as well as the complexity of the disability of the learners. The needs analysis of the services rendered at the hostel will be the motivating factor in the application for additional posts. The Labour Relations Act need to be taken into consideration.

To provide an effective hostel service, the following posts are required:

B. Hostel Management

i. Hostel Manager: (salary level 6)
ii. Administrative assistant (salary level 5)

C. Cook
- Salary level 4

D. General Assistants / Hostel Assistants
- Purpose: Kitchen Services, Cleaning Services and Laundry Services.
- Salary Level 2

Proposed posts:
- Kitchen Assistants
- Laundry Assistants
- Incontinence Assistant (where applicable)

E. General Assistant / Maintenance
- Salary Level 2

F. Housekeepers
- Purpose: Physical assistance for activities of daily living such as bathing, dressing, feeding, facilitation of homework etc.
- Salary Level 3

G. Hostel Driver
- Salary level 4

H. Hostel Professional Nurse
- It is of critical importance that a substitute nurse should be provided within 24 hours of absence.

Additional posts:
- Nurse on night shift depending on needs
- Hostel (Non Physical Disability / Autism):
- Hostel (Learners with Physical Disabilities or CP)

Substitute staff should be allowed for all PS Staff for periods of absence exceeding 20 working days. The substitute for professional nurses and housemothers must be allowed for within 24 hours.

Important:
In addition to the above-mentioned proposals, the following post structure for School Hostels as described in the PAM should be retained:

<table>
<thead>
<tr>
<th>Post Level</th>
<th>Post</th>
<th>Number of posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Head of the Hostel Principal</td>
<td>1 post</td>
</tr>
</tbody>
</table>

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Level 2  
Hostel Father  Boys Hostel  1 post  
Hostel Mother  Girls Hostel  1 post  
Level 3  
Supervisors  Boys Hostel  2 posts  
Supervisors  Girls Hostel  2 posts

5.5 SPECIAL SCHOOL RESOURCE CENTRES (SSRC)

a) Enhanced SMT capacity to manage outreach services (1 Deputy Principal)

b) Enhanced Therapeutic Staffing for the SSRC:

<table>
<thead>
<tr>
<th>Nurse</th>
<th>IT Technician</th>
<th>Orientation and Mobility Instructor</th>
<th>Braille Specialist</th>
<th>SASL Specialist</th>
<th>OT</th>
<th>Physio</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 per 100 schools in district</td>
<td>2 per district</td>
<td>1 per 30 Blind learners in district</td>
<td>1 per 50 Blind learners in district</td>
<td>1 per 50 Deaf learners in district</td>
<td>1 per 100 schools</td>
<td>1 per 50 schools</td>
<td>1 per 100 schools</td>
</tr>
</tbody>
</table>

**Core Function:**
To provide support to learners with moderate to high support needs in ordinary schools (including full-service schools)  
To train and mentor teachers in ordinary schools in specialist interventions  
To provide technical assistance to ordinary schools in the development, selection, procurement, management and maintenance of LTSM, specialised equipment and assistive devices  
Collaborate with School Health Services in administration of ISHP and SIAS

5.6 ASSISTIVE DEVICES AND SPECIALISED EQUIPMENT RESOURCE CENTRE

a) 1 IT Specialist / Technician for every 50 schools that are served by the centre  
b) Itinerant Therapeutic staff that provide assessment and fitting services on an ad hoc basis as and when required.

6. MINIMUM NON-PERSONNEL NON-CAPITAL FUNDING NORMS AND STANDARDS

(1) This section deals with NPNC funding as it relates to Special Schools, Special schools/resource centres, full-service schools, and ordinary public schools.

(2) NPNC items include assistive devices, transport, hostel accommodation (the non-personnel portion thereof), maintenance, repairs and specialised equipment. It therefore does not cover personnel-related costs or costs that are considered to be of a capital nature. Capital cost includes not only infrastructure-related expenditure, but also items of equipment above the threshold amount for capital assets as determined in the National Treasury Regulations (currently R5 000).
(3) These norms and standards will supplement the National Norms and Standards for School Funding (NNSSF), Gazette No. 29179, Notice No. 869 of 2006. This means that relevant matters that apply to public schools expressed in the NNSSF that are not included in this document will also apply to public special schools.

6.1 Special schools and special schools/resource centres

(1) The funding of special schools will be linked to the focus and specialisation of the programmes needed to support the learners enrolled in the institution.

(2) Ten areas of specialisation in programmes of additional support are identified and each assigned a weight which is to be used as a multiple when calculating its corresponding school allocation funding requirement (Table 1 below).

<table>
<thead>
<tr>
<th>Domain No.</th>
<th>Area of specialisation</th>
<th>Funding weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vision</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Hearing</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Motor</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Neuro-developmental impairments</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Health (incl. Mental Health)</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Behaviour and Social Skills</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Skills and Vocational</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Multiple and complex needs</td>
<td>5</td>
</tr>
</tbody>
</table>

(3) The funding allocated to special schools will include the following:

(i) **School Allocation (A):** Paragraphs 94 to 99 of the NNSSF which describe inputs that may be covered from the school allocation to ordinary public schools are also applicable to the school allocation of special schools. In general, the school allocations are intended to cover non-personnel recurrent items and small capital items required by the school as well as normal repairs and maintenance to the physical infrastructure of the school. Moreover, the school allocation paid to special schools is primarily and exclusively intended for the promotion of efficient and quality education in these schools. The school allocation funding is also intended to cover the cost relating to the procurement and maintenance of assistive devices and specialised equipment of a non-capital nature and is calculated as follows:

No Fee Threshold per learner national target amount applicable to ordinary public schools $ \times \text{Funding weight of applicable area of specialisation.}$

Note: The allocation referred to in this section is intended to cover recurrent non-personnel non-capital cost. It therefore does not cover cost which is considered to be of a capital nature. Capital cost includes not only infrastructure related expenditure but also items of equipment above the threshold amount for capital assets as determined in the National Treasury Regulations (currently R5 000).

(ii) **Hostel Funding (H):** This will focus on per capita subsidy allocation for hostel accommodation in lieu of non-personnel non-capital costs for hostels.
The school governing body must determine and charge learners a hostel fee equal to the average non-personnel non-capital running cost per learner in the hostel. A school governing body should exempt learners whose parents are unable to pay the fees from the payment of hostel fees. The DBE must develop a means test and exemption criteria which can be used as a guideline by PEDs and schools to determine whether a learner’s parents qualify for hostel fee exemption, either full or partial. Parents seeking exemption from the payment of hostel fees must apply to the school governing body.

The school governing body must submit documentation, certified by the principal and District Director to the PED not later than the 10th school day beginning of each year, confirming the exemption status of qualifying learners.

The PED must set aside a budget item for hostel subsidies. Schools with hostels will be paid pro rata out of this budget for each of their learners whose parents qualify for hostel fee exemption as per the means test. PEDs should ensure that the subsidy per learner is meaningful and comparable to the average running cost per learner in the hostel. The DBE should, through research, determine an amount to serve as a guide to PEDs on the average per learner running cost of a hostel. This indicative amount should be updated annually.

(iii) Transport Funding (T): Where a provincial transport plan provides for transport subsidies to be transferred to special schools, the subsidies should be calculated in line with the standardised measure of remuneration for subsidised learner transport as directed by the National Learner Transport Policy (currently being finalised by the Department of Transport).

(iv) Resource Support Services (RSS) funding: Some special schools will be identified as resource centres to serve full-service schools and other ordinary public schools that cater for learners with disabilities. Funding should be provided to cover operational cost related to aspects such as maintenance of equipment, assistive devices and vehicles; fuel; stationery and other operational cost linked to the provision of the support service. Funding for support services to other schools that accommodate learners experiencing barriers to learning will be determined by the number of schools identified by the PED to receive support services from a resource centre. The funding for the non-personnel non-capital cost associated with the support provided will be determined as follows:

$$\text{No-fee threshold national target amount} \times \text{weight associated with the main area of specialisation provided by the special school} \times \text{number of schools to be supported}$$

**OR**

PEDs may alternatively want to determine a fixed budget amount for support services. This can be in the form of a funding reserve where special schools or other identified institutions accommodating centres that provide support services can apply for these funds and provide evidence (e.g. supporting documents) on how the funds were used.

(4) A special school’s minimum allocation for NPNC will be calculated by taking into account its number of learners in each area of specialisation (SL) and, where applicable, the number of learners who are requiring transport (TL), the number of learners qualifying for hostel subsidy (HL), and, if also used as base for a resource centre, the number of full-service and other ordinary public schools to be supported through its resource support services (RSS), and is represented by the following formula:
NPNC ALLOCATION = (A x SL)* + (H x HL) + (T x TL) + (RSS)

*This factor may me included more than once depending on the number of areas of specialisation provided by the school.

(5) All NPNC expenditure relating to special schools should be included within provincial education budget Programme 4.

6.2 Full-service schools

(1) The NPNC funding allocated to full-service schools will include the following:

(i) School allocation: This is the allocation annually determined in accordance with the prescripts of section 5 of the NNSSF.

(ii) Special needs allocation: In addition to their school allocation determined in terms of the NNSSF, full-service schools will receive a special needs allocation per screened learner with moderate support needs. This allocation, based on a standard per learner amount and funded from Programme 2, may be transferred to the school as a lump sum to cover support for all screened special needs learners with moderate support needs. This allocation is expected to cover extra non-personnel non-capital needs that these learners may have and will include funding for assistive devices and other special recurrent inputs such as therapeutic, psychosocial and other support interventions. The funds transferred to schools must be used for the targeted special needs learners as a group and not for the other learners. It is expected that the school will maintain records to demonstrate that the funds have been used for such learners.

(2) The special needs allocation, per targeted learner will be determined as follows:

No-fee threshold per learner national target amount \times 2

(3) Full-service schools which have been equipped to serve as resource centres must be provided with additional funding to fulfil this role.

(4) The funding for the non-personnel non-capital cost associated with the support provided as resource centre will be determined as follows:

No-fee threshold national target amount \times 3 \times number of schools to be supported

(5) The following example serves to illustrate how the amount of NPNC funding for a full-service school will be calculated (using the 2014 national target amounts for the school allocation):

**Example 1**
A no-fee full-service school in quintile 1 with an enrolment of 800 learners (Inclusive of 100 screened learners with moderate to high support needs).

<table>
<thead>
<tr>
<th>Allocation category</th>
<th>No. of learners</th>
<th>Allocation per learner</th>
<th>Total allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School allocation</td>
<td>800</td>
<td>R1 059</td>
<td>R847 200</td>
</tr>
<tr>
<td>Special needs allocation</td>
<td>100</td>
<td>(R1 059 \times 2)</td>
<td>R211 800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>R1 059 000</td>
</tr>
</tbody>
</table>

**Example 2**
A fee-charging full-service school in quintile 4 with an enrolment of 800 learners (Inclusive of 100 screened learners with moderate to high support needs).

<table>
<thead>
<tr>
<th>Allocation category</th>
<th>No. of learners</th>
<th>Allocation per learner</th>
<th>Total allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School allocation</td>
<td>800</td>
<td>R530</td>
<td>R424,000</td>
</tr>
<tr>
<td>Special needs allocation</td>
<td>100</td>
<td>(R1,059 x 2)</td>
<td>R211,800</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R635,800</td>
</tr>
</tbody>
</table>

(6) PEDs must, within the provincial education budget Programme 2, provide for a project which will be created to reflect the expenditure in support of learners experiencing barriers to learning and accommodated within full-service and other ordinary public schools.

6.3 Other ordinary public schools

(1) No additional non-personnel funding is considered to be directly allocated to those ordinary public schools which have not been identified as full-service schools.

(2) However, each province must provide a budget to fund the establishment of a provincial specialised equipment loan service from where assistive technology, specialised equipment and LTSM can be loaned on a short-term or long-term basis to learners in those ordinary public schools which do not have access to these devices through full-service schools or resource centres.

6.4 Subsidies to independent special schools

(1) The directives contained in this document do not apply to independent special schools. Instead, the provisions for independent ordinary schools contained in the amended NNSSF, will also apply to independent special schools.

6.5 The school allocation and accountability

(1) The provisions of par. 117 to par. 140 of the amended NNSSF, regarding resource transfer procedures, use of allocated funding by schools and relevant financial controls apply to the special school allocation and to the special needs allocation granted to full-service schools.

6.6 Monitoring implementation and compliance

(1) In terms of section 8(4) of the National Education Policy Act, 1996 (Act. No. 27 of 1996), the DBE is responsible for monitoring the implementation of these norms and standards. The DBE is required to undertake its monitoring and evaluation role "in a reasonable manner, with a view to enhancing professional capacities in monitoring and evaluation throughout the national education system, and assisting the competent authorities by all practical means within the limits of available public resources to raise the standards of education provision and performance.

(2) A key objective of the monitoring processes and activities will be to evaluate the extent to which educational access and support for learners with special needs and disabilities from poorer communities are improved within all institutions across the inclusion landscape and to effect improvement where necessary.
(3) Monitoring instruments such as provincial Annual Performance Plans, the Annual Special Schools Survey, NEIMS, In-year expenditure monitoring reports, Vulindlela, Stats SA household surveys should be used. The DBE, in consultation with PEDs should develop additional monitoring instruments to collect information not provided by instruments currently used.

(4) Each Head of Department will be expected to verify that the Norms and Standards are being complied with, or that acceptable alternatives are being implemented after consultation with the DBE.

7. INFRASTRUCTURE REQUIREMENTS

(1) The new Minimum Uniform Norms and Standards for Public School Infrastructure, now referred to as the Regulations, make provision for Universal Design principles and requirements, including inter alia provision for incontinence rooms for special schools that accommodate learners with physical disabilities.

(2) All implementing agents, principal agents and architects assigned responsibility for planning and design of schools are obligated to adhere to all relevant regulations, including the National Building Regulations, SANS 10-400 and the Occupational Health and Safety Act.

(3) The steps that are currently being taken by the DBE to improve accountability measures of provincial education departments are addressed in the performance grants conditions of National Treasury and will form part of the reporting on the implementation of the Norms and Standards referred to above.

(4) The NEIMS must be updated to track conversion of full-service schools, refurbishment of special schools and the addition of access features in existing schools.

(5) There need to be prototype designs for all specialised institutions listed above that specify:

- a) Class sizes per domain of specialisation
- b) Spaces required for therapeutic and health screenings, assessments and counselling
- c) Secure storage for specialised equipment and records
- d) Accessibility and compliance with norms for universal design
- e) Transport for itinerant workers
- f) Working tools for itinerant workers

8. SUMMARY OF RESOURCING IMPLICATIONS

Potential implications of funding, post provisioning and infrastructure norms for school funding:
<table>
<thead>
<tr>
<th><strong>Educators, Health and Social Professionals:</strong></th>
<th>Ordinary public schools (POS)</th>
<th>Full-service schools</th>
<th>Special schools</th>
<th>DBST</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBST itinerant learning support staff (low frequency)</td>
<td>Reduced learner: teacher ratio</td>
<td>Class size determined by domain of specialisation</td>
<td>Institutional Support Staff</td>
<td></td>
</tr>
<tr>
<td>SBST Provision and maintenance of Assistive devices</td>
<td>SBST coordinator</td>
<td>Psycho-Social and Health Professionals appointed at district offices assigned to schools that have high frequency needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher assistants</td>
<td>Special Resource Centre outreach staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DBST itinerant learning support and therapeutic staff (moderate frequency)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Public Service Personnel:</strong></td>
<td>IT Technicians and technical services based at Resource Centres</td>
<td>Moderately reduced class size</td>
<td>Additional staff for schools with large grounds and buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 LSE 1 Counsellor Access to itinerant teams on moderate frequency basis</td>
<td>Individual caregivers Technicians, interpreters, O&amp;M, AAC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class assistants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hostel Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Non-personnel non-capital</strong></td>
<td>No fee schools, R1 116 per learner, declining to R193 per learner for the least poor fee charging schools (in 2015) Integrated accessible transport</td>
<td>School allocation as per POS (depends on quintile ranking and fee charging status) plus 2 X no fee threshold (R1 116 per learner in 2015)</td>
<td>No fee threshold (R1 116 per learner in 2015) X weight</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>depending on domain of specialisation (ranging from 3 for learning and cognition to 5 for multiple and complex needs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource support services (to other schools)</td>
<td>Support from FSS and resource centres</td>
<td>No fee threshold (R1 116 per learner in 2015) X 3 X number of school to be supported</td>
<td>No fee threshold (R1 116 in 2015) X specialization weight X number of school to be supported</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hostel</strong></td>
<td></td>
<td>Subsidy comparable to the average running cost per learner in the hostel for each learners whose parents qualify for hostel fee exemption</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td></td>
<td>Subsidies in line with the standardised measure of remuneration for subsidised learner transport as directed by the National Learner Transport Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEXURE A

LIST OF SPECIALISED EQUIPMENT AND ASSISTIVE DEVICES REQUIRED IN THE RESPECTIVE PROGRAMMES OF SPECIALISATION

<table>
<thead>
<tr>
<th>A</th>
<th>Universal items that benefit learners with any type of disability, and non-disabled learners: used by different learners at the same time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Interactive whiteboard</td>
</tr>
<tr>
<td>A.2</td>
<td>Whiteboard pens</td>
</tr>
<tr>
<td>A.3</td>
<td>Radio/tape recorder/CD player</td>
</tr>
<tr>
<td>A.4</td>
<td>CDs and DVDs</td>
</tr>
<tr>
<td>A.5</td>
<td>Widescreen TV</td>
</tr>
<tr>
<td>A.6</td>
<td>MP 3 Player</td>
</tr>
<tr>
<td>A.7</td>
<td>Tablet</td>
</tr>
<tr>
<td>A.8</td>
<td>DVD player</td>
</tr>
<tr>
<td>A.9</td>
<td>Computer projectors/PowerPoint projector</td>
</tr>
<tr>
<td>A.10</td>
<td>Voice amplifier and microphone</td>
</tr>
<tr>
<td>A.11</td>
<td>Photocopiers (with size enlargement)</td>
</tr>
<tr>
<td>A.12</td>
<td>Desk Top Computers and screens</td>
</tr>
<tr>
<td>A.13</td>
<td>Laptop Computers</td>
</tr>
<tr>
<td>A.14</td>
<td>Software user licences</td>
</tr>
<tr>
<td>A.15</td>
<td>Printer</td>
</tr>
<tr>
<td>A.16</td>
<td>Toner cartridges, Paper</td>
</tr>
<tr>
<td>A.17</td>
<td>Extension cable</td>
</tr>
<tr>
<td>A.18</td>
<td>Trolley for moving equipment</td>
</tr>
<tr>
<td>A.19</td>
<td>Laminator</td>
</tr>
<tr>
<td>A.20</td>
<td>Ibico binder</td>
</tr>
<tr>
<td>A.21</td>
<td>Lamination sheets, Ring binders</td>
</tr>
</tbody>
</table>

**B**  
**AREA OF SPECIALISATION ONE: VISION**  
Devices and Equipment for Visual Impairment:

<table>
<thead>
<tr>
<th>B1</th>
<th>FOR USE BY INDIVIDUAL LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1</td>
<td>FOR BLIND LEARNERS</td>
</tr>
<tr>
<td>B1.1.1</td>
<td>Perkins braillers</td>
</tr>
<tr>
<td>B1.1.2</td>
<td>Refreshable braille devices</td>
</tr>
<tr>
<td>B1.1.3</td>
<td>Computers for learners with Text to Speech (TTS) and Speech Recognition Software</td>
</tr>
<tr>
<td>B1.1.4</td>
<td>Daisy Reader</td>
</tr>
<tr>
<td>B1.1.5</td>
<td>Braille slates</td>
</tr>
<tr>
<td>B1.1.6</td>
<td>White Canes</td>
</tr>
<tr>
<td>B1.1.7</td>
<td>Book courier</td>
</tr>
<tr>
<td>B1.1.8</td>
<td>Alphabet dolls</td>
</tr>
<tr>
<td>B1.1.9</td>
<td>Jot-a-dot</td>
</tr>
<tr>
<td>B1.1.10</td>
<td>Braille display</td>
</tr>
<tr>
<td>B1.1.11</td>
<td>Headphones</td>
</tr>
<tr>
<td>B1.1.12</td>
<td>Software for AAVI devices</td>
</tr>
<tr>
<td>B1.1.13</td>
<td>Braille translation software</td>
</tr>
<tr>
<td>B1.1.14</td>
<td>Text reader and voice synthesiser software</td>
</tr>
<tr>
<td>B1.1.15</td>
<td>Optical corrector recognition software</td>
</tr>
<tr>
<td>B1.1.16</td>
<td>Maxtrack</td>
</tr>
<tr>
<td>B1.1.17</td>
<td>PC accessories (Leadtech WinFast TV 2000 XP PCITV, capture card)</td>
</tr>
</tbody>
</table>

**B1.2 | FOR LEARNERS WITH LOW VISION**

| B1.2.1 | Electronic Max Magnifier |
### B1.2.2 Hand held magnifying glasses
### B1.2.3 Computers for learners (without screen reading software and magnification)
### B1.2.4 Computers for learners with screen reading software and magnification Software
### B1.2.5 Daisy Reader

### B2 FOR USE BY TEACHER IN CLASSROOM
#### B2.1 Classroom equipped with CCTV + magnification camera
#### B2.2 Electronic desktop magnifiers

### B3 FOR USE IN A BRAILLE PRINTING FACILITY
#### B3.1 Computers for teachers without Duxbury
#### B3.1 Software user licences
#### B3.2 Computers for teachers with Duxbury
#### B3.2 Duxbury user licences
#### B3.3 Braille embossers
#### B3.4 Braille Graphics Embossers
#### B3.5 Scanning Software
#### B3.6 MS Word Drawing and View Plus
#### B3.7 Software for design and translation of braille graphics
#### B3.8 Book Courier or equivalent device
#### B3.9 Braille Book Binder

### B4 INFRASTRUCTURE REQUIREMENTS
#### B4.1 Braille production room equipped with physical features and space to accommodate high volume printers and a binding process
#### B4.2 Secure storage space for storage of paper and consumables
#### B4.3 Internet connectivity
#### B4.4 Sufficient electrical points and appropriate current
#### B4.5 Health room for the nurse who has to monitor eyesight and use of appropriate corrective measures

### B5 PERSONNEL REQUIREMENTS
#### B5.1 Teachers trained in Braille and Braille production and proofreading of Braille texts
#### B5.2 Teachers trained in selection and use of appropriate low vision devices
#### B5.3 Technicians to operate and service Braille production equipment
#### B5.4 Orientation and mobility trainers, including training on use of mobility devices such as white sticks

### C AREA OF SPECIALISATION TWO: HEARING
Devices and Equipment to overcome the barriers related to Deafness and Hard of Hearing:

### C1 FOR ALL SCHOOLS THAT SPECIALISE IN EDUCATION FOR DEAF AND HARD OF HEARING
#### C1.1 Audio logical equipment
#### C1.2 Diagnostic audiometer
#### C1.3 Diagnostic tympanometry
#### C1.4 Screening audiometer
#### C1.5 Otoscope
#### C1.6 screening ABR
#### C1.7 OAE machine

### C2 FOR SCHOOLS THAT OFFER SASL AS SUBJECT AND AS LOLT
#### C2.1 At least 5 laptops with webcam and DVD player/recorder (computer lab)
#### C2.2 Internet connectivity (1 Gig per month)

### C3 FOR USE BY TEACHER IN GR R – 9 SASL CLASSROOMS
#### C3.1 Laptop with webcam and DVD player/recorder
#### C3.2 Data Projector
### C3.3 Interactive Whiteboard
### C3.4 Video/DVD recorder
### C3.5 Digital camera
### C3.6 Tripod
### C3.7 A range of SASL materials/texts, e.g. DVDs/picture books (LTSM)

### C4 FOR USE BY INDIVIDUAL LEARNERS
### C4.1 Tablets with appropriate APPS
### C4.2 A range of SASL materials/LTSM for Visual Reading and Viewing
### C4.3 Memory Stick
### C4.4 Hearing aids – to be supplied by DOH

### C5 INFRASTRUCTURE REQUIREMENTS
### C5.1 Telematic broadcasting solution – network to all classes (capital set up costs in school for deaf)
### C5.2 Sound proof room for audiometric testing (capital)
### C5.3 Classrooms that have low ambient noise levels
### C5.4 Classrooms that have low reverberation levels
### C5.5 Classrooms fitted with FM systems
### C5.6 Room for production of SASL DVDs and LTSM

### C6 PERSONNEL REQUIREMENTS
### C6.1 AREA OF SPECIALISATION THREE: MOTOR
    Devices and Equipment to overcome the barriers related to Mobility Impairment:

#### D1 FOR USE BY INDIVIDUAL LEARNERS

**Gross motor control**

- D1.1.1 Seating equipment
- D1.1.2 Crawler
- D1.1.3 Walker
- D1.1.4 High support self-propelling wheelchair
- D1.1.5 Push buggy
- D1.1.6 Upright wheeler
- D1.1.7 Electronic wheelchair with customised seating support
- D1.1.8 Wheelchairs: (elec)
- D1.1.9 Wheelchairs: (man)
- D1.1.10 Wheelchair cushions
- D1.1.11 Crutches/walking sticks
- D1.1.12 Walking frames
- D1.1.13 Callipers
- D1.1.14 Prostheses (to be supplied by Health)
- D1.1.15 Artificial limbs (to be supplied by Health)

**Fine motor control**

- D1.2.1 Computer mouse alternatives
- D1.2.2 Roller ball mouse
- D1.2.3 Head pointer
- D1.2.4 Large button keyboard
- D1.2.5 One handed key board
- D1.2.6 Switches
- D1.2.7 Switch interface
- D1.2.8 Joy cable and button click switch (x2), small amplifier and GEWA programme
D1.2.9 E-tran
D1.2.10 Dialscan
D1.2.11 Voice recognition software

D2 FOR USE BY TEACHERS IN CLASSROOM
D2.1 A range of software for planning of lessons and materials in accessible format

D3 INFRASTRUCTURE REQUIREMENTS
D3.1 Incontinence clinic with girls’ and boys’ sections
D3.2 Accessible toilets
D3.3 Toilets equipped with hoists
D3.4 Incontinence management beds
D3.5 Incontinence clinic consumables

D4 INFRASTRUCTURE REQUIREMENTS

D5 PERSONNEL REQUIREMENTS

E AREA OF SPECIALISATION FOUR: COMMUNICATION
Devices and Equipment to overcome the barriers related to Communication Impairments

E1 FOR USE BY TEACHERS IN CLASSROOM
E1.1 Computers for teachers fitted with AAC software
E1.2 Laminator
E1.3 Computer attachments (e.g. big keys, big key guard, switches, joy sticks, etc.)

E2 FOR USE BY INDIVIDUAL LEARNERS
E2.1 Computers for learners fitted with AAC software
E2.2 High-tech devices
E2.2.1 Simple message systems / Communication boards
E2.2.2 Multi-message systems / multi-level message devices
E2.2.3 Complex voice output communication aids
E2.3 Low-tech devices
E2.3.1 AAC books and LTSM
E2.3.2 Software for a computer-based output device system
E2.3.3 Books and communication displays
E2.3.4 Educational learning computer games/software and computer programmes

E3 INFRASTRUCTURE REQUIREMENTS

E4 PERSONNEL REQUIREMENTS

F AREA OF SPECIALISATION FIVE: LEARNING AND COGNITION
Devices and Equipment to overcome the barriers related to intellectual impairments and learning difficulties
*Devices listed under Section G are also relevant for this area of specialisation

F1 FOR USE BY TEACHERS IN CLASSROOM
F1.1 A range of software to prepare LTSM and activities in accessible format
F1.2 Software kits to teach Maths and Literacy to learners with intellectual disability
<table>
<thead>
<tr>
<th></th>
<th>Resource Pack for implementation of the Skills Learning Programme for Learners with Severe Intellectual Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1.4</td>
<td>Resource Pack for implementation of the Skills Learning Programme for Learners with Profound Intellectual Disability</td>
</tr>
<tr>
<td><strong>F2</strong> FOR USE BY INDIVIDUAL LEARNERS</td>
<td></td>
</tr>
<tr>
<td>F2.1</td>
<td>Tablets loaded with APPs that mediate learning of: Literacy, Mathematics, Complex content in simplified format, story creation, sequencing, routines, adapted lesson materials, games, typing, social skills, basic concepts, surfing the internet, sending and receiving e-mail messages</td>
</tr>
<tr>
<td><strong>F3</strong> FOR USE IN RESOURCE ROOM</td>
<td></td>
</tr>
<tr>
<td>F3.1</td>
<td>Computers equipped with learning support software and access to the internet</td>
</tr>
<tr>
<td>F3.2</td>
<td>Storage space for individualise LTSM and equipment</td>
</tr>
<tr>
<td><strong>F4</strong> INFRASTRUCTURE REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td><strong>F5</strong> PERSONNEL REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong> AREA OF SPECIALISATION SIX: NEURO-DEVELOPMENTAL IMPAIRMENTS</td>
<td>Devices and Equipment to overcome the barriers related to cerebral palsy, autism, fetal alcohol syndrome, traumatic head injury, stroke, epilepsy, attention and hyperactivity disorder, dyslexia, etc.</td>
</tr>
<tr>
<td><strong>G1</strong> FOR USE BY TEACHERS IN CLASSROOM</td>
<td>A range of software to prepare LTSM and activities in accessible format</td>
</tr>
<tr>
<td><strong>G2</strong> FOR USE BY INDIVIDUAL LEARNERS</td>
<td></td>
</tr>
<tr>
<td>G2.1</td>
<td><strong>Communication aids for text and symbol based communication</strong>: Portable communication device for text and symbol based communication for learners who are literate or not and have control of their hands (including learners with autism, Down syndrome, Cerebral Palsy, stroke/aphasia, etc.). Device that has capacity to generate speech from both words and symbols through synthesised speech and text – with optional capacity to be linked to e-mail, internet, send text messages and chat.</td>
</tr>
<tr>
<td>G2.2</td>
<td><strong>Peripheral eye tracker</strong> that enhances computer accessibility through gaze interaction with the speed, power and accuracy of gaze interaction. The device replaces the standard mouse, allowing navigation and control of a desktop or laptop computer using only eyes (for learners with limited motor skills due to ALS, spinal cord injuries and other impairments).</td>
</tr>
</tbody>
</table>
| G2.3 | **Dyslexia**: Software that offers an individualised learning mechanism to help learners with reading difficulties in Foundation and Intermediate Phase to catch up with their peers focusing on:  
- Phonemic awareness  
- Phonics  
- Vocabulary  
- Fluency  
- Comprehension |
| G2.4 | Software designed to help build vocabulary, literacy, and reading comprehension. |
| G2.5 | Software through which typed or written text children create with their fingers is speech made visible. This method teaches children to link the sounds in words to the appropriate letters and their corresponding keystrokes. |
| G2.6 | Note taking or reading pens that have scanning capabilities, designed for reading comprehension. They scan the text, enlarge the font to make it easier to read, read the text out loud, and display syllabic breakdown of the words, games to improve vocabulary, a thesaurus for looking up synonyms. |
| G2.7 | Hand-held devices that reads textbooks and study materials aloud. Other Features  
- Highlighting capabilities  
- Bookmarking  
- Customisable reading speed and font size |
- Speaking dictionary

**G2.8** Hand-held, mobile text-to-speech device that highlights the words while reading aloud that can:
- Take a picture of text to have read aloud
- Jump to specific pages
- See the actual document from which the text was scanned

**G2.9** AD/HD: Tools that strengthen and support organisational abilities.

**G2.10** Low tech devices such as notebooks and dividers to record and organise assigned homework and classroom tasks.

**G2.11** Low tech devices for older learners with AD/HD such as personal digital assistants, dictating machines, and a variety of computer programmes that can perform the same task.

### G3 FOR USE IN RESOURCE ROOM

**G3.1** Software programme that converts text and symbols into clear speech, gives computer access and allows user to control devices and appliances in their (ECU). Is graded to introduce new levels of control and independence for individuals with communication disabilities, at various levels. Programmes that are able to create page sets and communication boards, for use by speech and language therapists (SLP), special education teachers, family members and care givers. Programmes that are suitable for all levels of cognitive and physical ability, featuring symbols and pictures for users who cannot write or the choice of keyboard layouts for text, telephone and computer access for users who can.

**G3.2** Learners with Dyslexia who lack proficient decoding skills struggle to achieve fluency and comprehension. Software is required that provides a systematic and interactive approach to teaching spelling, reading, and writing skills.

**G3.3** Software that is designed to refine the foundational phonemic awareness and phonics knowledge increases learners’ phonological and morphological sensitivity.

**G3.4** One-on-one tutoring system that will improve the spelling, reading, and writing skills of children, teenagers, and adults with dyslexia or another reading disability and teaches people how to tutor people with dyslexia. Research-based tutoring system that contains all of the essential components of reading instruction required for learners who have individual support plans in reading.

**G3.5** Educational software that provides reading and writing support tools for struggling learners, or anyone looking to make the writing process easier, including text to speech, word prediction, spell check, and is easy to use.

**G3.6** Reading, writing and learning software to support learners Ages 8 and up that are struggling readers to learn the same content as their peers in different ways – supporting Universal Design for Learning that enhances:
- Fluency
- Vocabulary
- Comprehension
- Writing

**G3.7** Text-to-speech provider that is applicable to any website and can with a click of a button convert any text on a website to speech, summarise Word documents, PDF files, and web pages

**G3.8** Software for learners school age and up to support them to create documents faster than normal typists by using voice dictation technology with compatibility to Microsoft Word, Microsoft Outlook Express, Internet Explorer, Mozilla Firefox, and AOL.

**G3.9** Inspiration 9 allows its users to visually map out papers and presentations before the writing process begins. The program has tools to create notes, organise different facets of information into outlines, and ultimately, to use this information to create refined presentations that easily communicate ideas to an audience.

**G3.10** Software designed for learners who have difficulty with writing that suggests words while the user writes, creating easy word-flow, giving spoken feedback, which makes it easier for students to detect their mistakes and correct them.

**G3.11** Software that enables the keyboard to type better and faster, keeping track of all of mistakes and words–per–minute (wpm), creating graphs of day–by–day performance.

**G3.12** Maths software using pictures and shapes to help you do simple mathematic equations, calculate tips at a restaurant, or do mental math. The shape mathematical operations are worked around the base-
10 number system, making it easy to do mental math — including more difficult multiplication and division without times tables. Each shape represents a different number, and together, they add up to a square, the shape representative of the number 10.

G4 INFRASTRUCTURE REQUIREMENTS

G5 PERSONNEL REQUIREMENTS

H AREA OF SPECIALISATION SEVEN: HEALTH (INCLUDING MENTAL HEALTH)

Devices and Equipment to address barriers related to chronic health conditions

H1 FOR USE BY TEACHERS IN THE CLASSROOM

G1.1 Laptops fitted with modems and with access to internet and email and communication software to enable teacher to communicate with learners who are hospitalised or absent due to illness.

H2 FOR USE BY INDIVIDUAL LEARNERS

H2.1 A range of technology and software to support learners with limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to an acute or chronic health problems including mental health problems.

H3 FOR USE IN RESOURCE ROOM

H2.2 Devices that can be issued to learners on loan when they are hospitalised or at home and need to be supported in work.

H4 INFRASTRUCTURE REQUIREMENTS

H5 PERSONNEL REQUIREMENTS

I AREA OF SPECIALISATION EIGHT: BEHAVIOUR AND SOCIAL SKILLS

Devices and Equipment to address barriers related to challenging and anti-social behaviour

I1.1 FOR USE BY TEACHERS IN CLASSROOM

I1.1.1 Pagers that can be used to send messages that remind students about behaviour expectations as well as positive reinforcement messages.

I1.1.2 Educational board games that enhance social interaction skills

I1.2 FOR USE BY INDIVIDUAL LEARNERS

I1.2.1 Behavioural Disorders

Assistive technology that can be used to help with disorders characterised by behavioral problems such as attention deficit hyperactivity disorder (ADHD), autism, oppositional defiance disorder and emotional disturbance. Assistive technology allows students with behavioral problems to function successfully in the classroom. To ensure that a child’s needs are being met, a Functional Evaluation for Assistive Technology can be conducted to determine what types of assistive technology might benefit the student.

I1.2.2 Devices reminding learners about behaviours so that they can self-monitor their behaviour throughout the day. Watchminder is worn like a wrist watch, but it has many special functions that help students with behavioral disorders throughout the day.

I1.2.3 Organisational aids

Some options might include devices such as pagers that send messages about important events. Also, handheld computers or palm pilots with calendars may be helpful as well.

I1.2.4 Children who are easily distracted may benefit from the use of ear plugs or ear muff. Often children with behavioral disorders often have difficulty with getting their thoughts on paper. Word processing programs with voice recognition software will be beneficial for these children. Also, various devices that help with academic skills help students to not become overly frustrated, which may in turn lead to misbehavior.
### Area of Specialisation Nine: Vocational and Skills

**Equipment required in schools that specialise in skills or vocational programmes**

- Workshops in schools that specialise in skills or vocational programmes require resourcing for the purpose of completion of practical work as well as maintenance. Although the specific resources needed vary depending on the specific skills or vocational programme offered, the following are broad categories of resourcing which must be covered:
  - Safety Equipment
  - Tools and Equipment
  - Consumable Materials
  - Practical Assessment Tasks Resources
  - Teaching and Learning Support Material
  - Scheduled and Preventative Maintenance

The resourcing requirements implied by the relevant Curriculum and Assessment Policy Statement are applicable.

### Area of Specialisation Ten: Multiple and Complex Needs

**Devices and equipment to deal with multiple and complex support needs**

**K1** For Use by Teachers in Classroom

- Devices and specialised equipment package prescribed for the implementation of the Learning Programme for Children and Youth With Profound Intellectual Disability

- Classroom furniture and equipment to support learners who are non-ambulant or have mobility impairments (see Section D above)

**K2** For Use by Individual Learners

- Selection of equipment from several section above, depending on the functional limitations and impairments of individual learners

**K3** Infrastructure Requirements

- Infrastructure requirements for learners who have incontinence, mobility impairment, little or no communicative speech, deaf-blindness (see relevant sections above).

**K4** Personnel Requirements