Throughput rate: 2013 National Senior Certificate

- Series 1
Handout
Self assessment
AIM OF THE POLICY

• The main focus of the policy is to manage and support teaching and learning processes for all learners who experience barriers to learning.

• To standardise the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in a school.

• Aim to improve access to quality education for vulnerable learners and those who experience barriers to learning

• Try to establish a seamless system of early identification and effective intervention programmes to minimise learning breakdown and potential dropout.

• Directs the system on how to plan, budget and programme support at all levels.
AIM OF THE POLICY

• Provide clear guidelines on enrolling learners in special schools
• Includes a protocol and a set of official forms to be used by teachers, SBTS’s and DBST’s in the process of screening, identification, assessment and support provisioning.
• Also outlines the role functions of staff appointed in district as well as school structures responsible for planning and provision of support.
• Zero rejection of learners on the basis of their disability (p4)
• To maximise academic and social development through individualised support measures.
• To put in place measures for reasonable accommodation.
...means necessary and appropriate modifications and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment of exercise on an equal basis with others of all human rights and fundamental freedoms.
• Every child should have the right to receive quality basic education and support within his or her local community.
• No child may be refused admission to an ordinary school (p10)
• Every learner has the right to receive reasonable accommodation in an inclusive setting.
• Policy advocates a shift from a system where learners are referred to another specialised setting other than the school nearest to their home.
• Decisions about the child should be in the best interest of the child.
• All staff needs to be involved in support activities.
BARRIERS TO LEARNING

INTERNAL/CHILD

- Neurological
- Physiological
- Genetic

SCHOOL

- System

ENVIRONMENT

- Socio-economic

Specific barriers to learning
Specialised support can be provided or facilitated at a low, moderate or high level in one or more of the following:

- Health (including mental health) as part of the integrated school health programme
- Vision (blind, low vision/partial sightedness, deaf blindness)
- Hearing (deaf, hard of hearing)
- Communication (little or no functional speech, requiring augmentative and alternative communication)
- Motor
- Cognition (moderate, severe and profound intellectual disability or learning disability)
- Neurological and neurodevelopmental impairments (including epilepsy, cerebral palsy, attention deficit disorder, specific learning disorders, traumatic brain injury, foetal alcohol spectrum and autism spectrum)
- Behaviour and social skills
ROLEPLAYERS AND RELATED COMPETENCIES

- Class teacher
- Parents
- Learner
- Role players in the community
- School-based support team
- District-based support team
- Provincial concessions committee
- Province

“Who should be contacted in case of an accident? Why, 911, of course. And these people are going to be teaching my children.”
INCLUSIVE EDUCATION CONTINUUM OF SUPPORT

LOW

Learning support/Remedial teachers (itenerant)

School-based support team (SBST)

MODERATE

Unit/ Resource class Learning Support/ Remedial teachers (Full-time)

SBST

HIGH

Special Schools Resource Centres

Ordinary/Mainstream Schools

Full Service/ Inclusive Schools

Special Schools

DISTRICT-BASED SUPPORT TEAM (DBST)
Low level of support provision (preventative and proactive)

- Are provided for in generally applicable departmental programmes, policies, line budgets and norms and standards for public schools.
## LEVELS OF SUPPORT

| LOW | **SPECIALIST SUPPORT**  
Teachers/specialists within the school or surrounding school, SBST, DBST, network of stakeholders  
Accommodated within school’s budget, norms and standards of schools  
Frequency at least once or twice a term (LSE, or consultation with DBST) |
|-----|-----------------------------|
|     | **CURRICULUM AND ASSESSMENT**  
Allow multiple levels of functioning best suited for learner needs. Accommodations can be managed at classroom/school level. DBST monitors intervention at least twice a year. |
|     | **SPECIALISED LTSM & OTHER RESOURCES**  
Adapted LTSM, portable educational assistive devices which can be accommodated in LTSM budget of the school  
Once off physical adjustments (ramps) accommodated using school’s line budget. |
|     | **TRAINING OF STAFF**  
Once-off or short term (fewer than 10 sessions) for staff on issues of support, provided for within the school’s budget. (IQMS, SIP) |
**Moderate level of support provision**

- Cover support programmes that are over and above provisions covered by programmes, policies, line budgets and norms and standards for ordinary public schools.

- 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 programmes can generally be accommodated within the ordinary school or classroom.

- A loan system, operated from a Teaching and Assistive Devices Resource Centre, may provide educational assistive devices and technology for identified learners.

- Ordinary schools that have been designated as full-service schools will receive a moderate-level support package.
## LEVELS OF SUPPORT

<table>
<thead>
<tr>
<th>MODERATE</th>
<th>SPECIALIST SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transversal teams (occupational therapists, speech therapists, audiologists, psychologists, LSE etc) based at circuit and/or district level to monitor and support through meetings, reports, telephonic consultations and site visits. Teachers must be engaged directly at least 3 times per year in support being provided to individual learners. If not available within school or district, can be sourced from network of stakeholders. Can be accommodated at school level, but would require funding as part of school’s Inclusive Education allocation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRICULUM AND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustments needed to the curriculum, assessment tasks and LTSM. Monitoring by DBST at least twice a year. Resourcing will be required to accommodate extra staff provision for planning and supporting adjustments</td>
</tr>
</tbody>
</table>
## LEVELS OF SUPPORT

<table>
<thead>
<tr>
<th>MODERATE</th>
<th>SPECIALISED LTSM &amp; OTHER RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specialised LTSM can be accessed through Full-Service Schools, Special School Resource Centres, and Assistive Devices Resources Centre. Access to such devices is required daily by learners. Resourcing within the school’s inclusive education allocation needs to cover the costs of purchasing, maintaining and repairing such devices.</td>
</tr>
</tbody>
</table>

| TRAINING OF STAFF         | Short term (fewer than 10 sessions) or long term (longer than 10 sessions) on issues of support and policy implementation. Can be accommodated within the school, but require additional resourcing in the inclusive allocation. |
High level of support provision

- Are over and above provisions covered by programmes, policies, line budgets and norms and standards for ordinary public schools.

- These provisions are specialised, requiring specialist classroom/school organisation, facilities and personnel which are available on a high-frequency and high-intensity basis.

- 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 put in place to ensure that a learner who needs access to high-support provision, may receive reasonable accommodation in an ordinary school.
<table>
<thead>
<tr>
<th>LEVELS OF SUPPORT</th>
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<tbody>
<tr>
<td><strong>HIGH</strong></td>
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<tr>
<td><strong>SPECIALIST SUPPORT</strong></td>
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<tr>
<td>Access to a range of specialist support staff (occupational therapists, speech therapists, audiologists, psychologists, LSE etc) is required on a daily or weekly basis and to be available full-time on site. Require daily individual or small group support by an adult. Reduced learner:teacher ratio. To be planned, budgeted and programmed for as part of the Post Provisioning Model.</td>
</tr>
<tr>
<td><strong>CURRICULUM AND ASSESSMENT</strong></td>
</tr>
<tr>
<td>Complex and on-going adjustments to the regular curriculum programme, implementation of a differentiated curriculum, implementation of assessment, accommodations and concessions.</td>
</tr>
</tbody>
</table>
## LEVELS OF SUPPORT

<table>
<thead>
<tr>
<th>HIGH</th>
<th>SPECIALISED LTSM &amp; OTHER RESOURCES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>On-going use of assistive devices that requires technical support.</td>
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<td>Permanent specialised facilities and programmes to be in place.</td>
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<tr>
<th>HIGH</th>
<th>TRAINING OF STAFF</th>
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<tr>
<td></td>
<td>Intensive induction programmes for staff to master competencies required.</td>
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<td></td>
<td>On-going specialist mentoring, supervision and training of staff.</td>
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<td></td>
<td>Training programmes are sourced within departmental structures or externally.</td>
</tr>
</tbody>
</table>
ACTIVITY

HANDOUT

• Determine the level of support
• Case studies
THE ROLE OF TEACHERS

• Learning programmes and materials as well as assessment procedures must be made accessible to all learners
• The learner profile will serve primarily as a tool to screen and plan interventions and support on a day-to-day basis
• The support will include differentiation of content, adjustment of classroom methodologies and classroom environment, and applying the necessary accommodations in assessment and examinations.
• Only once the teacher has exhausted all strategies, he/she will consult with the DBST
• The teacher must assume the role of case manager to drive the support process (p24).
• Information gained from external assessments should serve only to enhance the understanding of the interventions needed and should not be central in decision making around support.
THE ROLE OF TEACHERS

• Obtain informed consent. Explicit consent can be oral or written, though written consent is preferable (signature of the SNA forms)
• Consent should be reviewed regularly
• Ensure that the information shared is accurate and up-to-date, shared with people who need to see it, and stored securely
THE ROLE OF PARENTS/CAREGIVERS

- Parents/caregivers’ observations and comments can lead the teacher to find the exact nature of the barrier.
- Parents/caregivers should at all times be involved in the identification and assessment processes involving their child.
- When choices have to be made about the learner’s enrolment into a site where additional support is available, parents/caregivers need to have full information to make informed choices.
- Parent/caregiver participation in the SIAS is not a matter of choice, but is compulsory.
Wherever possible, learners themselves should be involved in assessing their progression. Consent should also be obtained from older learners (from the age of 12 years as far as possible) (p24) who are assessed, and confidentiality should be adhered to.
HANDOUT
Match the role player with the required competency
• Admission form
• Road to Health Card – All learners
• Early identification in both the 0-4 year programmes as well as Grade R.
• Reports from Health Screening (ISHP) For all learners who have an inclination of vulnerability and need to access health and learning support interventions.
• Learner profile – all learners (When information is included in the area marked by an asterisk (*), the teacher should complete the Support Needs Assessment Form of the SIAS)
• Year-end school reports
• Reports from parents, professionals and other relevant stakeholders
All learners who have been identified in the course of teaching and learning as having additional support needs indicated via the learning profile.
Gee die pas aan • Setting the pace
CURRICULUM DELIVERY
A simplified model

Content
Input
What and how new information is presented to learners

Method of presentation, materials, learning environment
Processing
What methods and activities learners use in order to understand the context on their own terms

Method of assessment
Outcome
How learners show understanding of what they are learning or have learned

Gee die pas aan • Setting the pace
AREAS OF CONCERN - STRENGTHS AND NEEDS OF THE LEARNER

- Communication
- Learning
- Behaviour and social competence
- Health, wellness and personal care
- Classroom
- School environment
- Family, home, and community situation
3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST)

List the area(s) in which the support needs to be provided: Communication; Learning; Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/training, etc. (See SNA1)

<table>
<thead>
<tr>
<th>Area(s) in which support is needed</th>
<th>Target to be achieved</th>
<th>Strategy of intervention</th>
<th>Responsible person</th>
<th>Time frame</th>
<th>Review date (to assess achievement of the target)</th>
<th>Comment on progress made in achieving target(s)</th>
</tr>
</thead>
</table>
| E.g. Behaviour and social competence | Stop bullying behaviour | • Assign a mentor teacher to support learner  
• Raise awareness during assembly  
• Review school conduct policy  
• Call in the parents/legal caregivers | Principal | Within a week | 15 April 2023 |  |


TEACHER INTERVENTION AND SUPPORT

CURRICULUM INTERVENTION
• Differentiated curriculum content
• Modified assessment
• Teaching methods

OTHER
• Learning environment
• Physical environment
• Log of parent/legal caregiver/learner consultations

Gee die pas aan • Setting the pace
Levels of differentiating content:
- Abstractness
- Complexity
- Variety

It is often a challenge for the teachers to select content which is based on:
- Being meaningful,
- Learners’ needs and interests,
- The environment,
- More than just learning facts, and
- Learners’ current levels of functioning.
Purpose:
To ensure that the learning environment is as conducive and as stimulating as possible for all learners.

The learning environment is two-dimensional and differentiation should happen sometimes simultaneously in each:

- **Psychosocial** – psychological and social factors with a bearing to satisfaction, well-being, and ability to perform effectively.

- **Physical** – classroom space, arrangement of furniture, noise level, class size, classroom displays, resources etc.

Differentiating the learning environment means paying attention to psychological, social and physical factors.
Purpose:
• To ensure responsiveness to different levels at which learners operate
• To maximise participation of learners in learning activities

Aspects of teaching methodologies that we differentiate:
• Learning materials (include modes used to gather information such as observing, reading, listening and doing)
• Method of presentation
• Learning activities (writing, speaking, drawing, and making)
• Lesson organisations
WHAT IS DIFFERENTIATED ASSESSMENT?

• Rethinking the conservative practice of assessing all learners using the same assessment tasks at the same time
• Using assessment approach and plan that’s flexible and accommodative of a range of learner needs
• How to assess in a differentiated way:
  - Allow for different styles of intelligences
  - Allow for oral and written assessment tasks
  - Give multiple-choice options
  - Allow questions requiring short answers for certain learners
  - Focus on positive aspects or talents of the learner
  - Apply for concessions – Braille, extra time, reader, etc.
ASSESSMENT AND INTERVENTION BY SBST

REVIEW THE TEACHER’S
• Identification of the barriers experienced (SNA 1)
• Interventions provided by the teacher

INTERVENTION BY THE SBST
• Individual Support plan
• Request for assistance form the DBST (form DBE 120)
• Study report provided by educator on barriers identified and support provided/implemented and the impact of the support
• Assess support needed and develop a programme for educator and parents
• Provide training/support to be implemented in classroom if necessary
• Evaluate/monitor after the proposed programme has been implemented
• Identify further SBST assets and mobilise help
• Encourage collegial/peer support
• Determine the level of support needed
It is the responsibility of the principal to establish the SBST and to ensure that the team is functional and supported.

- Teacher involved with the teaching of the learner(s) who experience barriers to learning.
- Teachers with **specialised skills** and knowledge in areas such as learning support, life skills or counselling.
- Teachers from the school:
  - volunteer because of their interest, or
  - represent various levels of the programme e.g. Foundation Phase, or various learning areas e.g. language
- Teachers who are involved directly in the management of the school
- Teachers on the staff with **particular expertise** to offer around a specific need or challenge
- **Non-educators**: administrative staff or caregivers
Non-core, but other important members:

- Parents/caregivers who are interested or specifically skilled.
- Learner representatives at senior, further education or higher education levels (to encourage peer support).
- Members of the DBST, and special special/resource schools.
- Members of the local community who have a particular contribution to make.
- Teachers from other schools, particularly from full-service schools and those who may be in a “cluster” relationship with the school.
THE ROLE OF THE SBST IN THE SIAS PROCESS

• Provide the DBST with evidence of support provided to the learner at school level
• Discuss recommendations with learner and parents
• Determine what materials/equipment/staff will be needed to implement special concessions
• Determine what practical arrangements must be made for the implementation of the concessions
• Compile a list of the learners with the exact concession(s) needed by each learner
• Monitor and report the process
• Where high-level support at school level cannot be organised in any practical or cost effective way, refer to DBST
THE ROLE OF THE SBST IN THE SIAS PROCESS

• Complete and submit the necessary application forms to the DBST with all the relevant supporting documents.

• In terms of the policy, the decision as to whether an accommodation will be granted, lies with the PDE and not with the teacher.

• An accommodation/concession decision may be appealed only once within two months of receipt of the original decision. Only the original application will be considered on appeal. No additional information will be considered.

• All decisions made by the SBST must be included in the Learner Profiles which accompany learners throughout their school career.

• Identify and obtain members of the community to assist in the implementation of special concessions.
Support teaching and learning process by:

- **Linking SBST to other school based management structures** and processes – integrating them to facilitate the co-ordination of activities and avoid duplication

- **Identify school needs**, in particular, barriers to learning at learner, educator, curriculum and institutional levels

- **Developing strategies** to address these needs and barriers to learning (focus on teacher development and parent consultation and support)

- Drawing in the **resources** needed (within or outside of the school) to address these challenges

- **Monitoring and evaluating** the work of the team – action reflection framework
• Must ensure that the culture, ethos and policies of the school are inclusive and promote participation of all learners
• A sub-committee of the SGB must be established to oversee learner support and inclusion
• SGB’s must monitor the implementation of the SIAS processes at school and ensure that reasonable accommodation is provided for learners with additional support needs.
• Include all primary health-care units attached to hospitals, clinics, community centres, as well as other services involved in maternal and child health, rehabilitation and school health.

• Could range from private medical and paramedical practitioners (therapists) to primary health-care workers employed by the Department of Health, NGO’s or Disabled People Organisations.

• These assessment results should be recorded on the in the Health and Disability Assessment Form and reviewed in line with information from SNA 1 and 2.

• Parents may also choose to engage professionals privately to carry out assessments.
ASSESSMENT AND INTERVENTIONS BY THE DBST

REVIEW:
• Identification of the barriers experienced by the learner
• Interventions provided by the SBST

DBST: Guidelines for Support
DBST: Table to rate level of support
DBST: Checklist to help determine the decision on support to be provided
DBST: Plan of action in relation to the learner – Form DBE 121
DBST: Plan of action in relation to the school – Form DBE 122
• Annexure A1: Request by parent/legal guardian/caregiver for placement/transfer of learner to a resource centre, special school to access high-level specialist support programme – Form DBE 123a

• Annexure A2: Application by the district-based support team for placement of learner – Form DBE 123b

• Annexure B: Application by the SBST/DBST for a concession, exemption or endorsed NSC – Form DBE 124

• Annexure C: Curriculum Differentiation Schedule – Form DBE 125

• Annexure D: Health and Disability Assessment - Form DBE 126
• Respond to requests for assistance from SBST’s
• Assess eligibility of requests made by SBST by gathering any additional information and/or administering relevant assessments, conducting interviews and/or site visits
• Provide direction in respect of any concessions, accommodations, additional strategies, programmes, services and resources that will enhance the school-based support team
• Identify learners for outplacement into specialised settings, e.g. special schools, to access specialised support services attached to ordinary or full-service schools or to access high-level outreach support (p12).
• Plan and budget for additional support programmes determined in SNA 3
• Resource and support-service allocation to school and learner
• Training, counselling, and mentoring of teachers and parents/caregivers
• Monitoring support provision
• Using the various tools attached as Annexures to the SIAS to help carry out their decisions.
### Areas needing support
(Specialist support/Curriculum and Assessment/Specialised LTSM/Training/orientation of staff)

<table>
<thead>
<tr>
<th>Areas needing support</th>
<th>Level of support needed (Low/Moderate/High)</th>
<th>Describe support needed</th>
<th>Responsible Person (Assign a case manager)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Specialised LTSM</td>
<td>High</td>
<td>This foundation-phase learner is blind and needs Orientation and Mobility as well as Braille instruction on a daily basis. Speech therapy is needed on a weekly basis to alleviate his speech impediment. The outplacement of the learner can be considered as no specialist outreach services are currently available/can be provided to him at his current school.</td>
<td>The SBST coordinator</td>
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**PARENT/LEGAL CAREGIVER AGREES WITH THE DBST ACTION PLAN**

Yes | No

**Comment:**

<table>
<thead>
<tr>
<th>Initials and surname of Parent/Legal Caregiver (print)</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
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<td>20__/<strong>/</strong></td>
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</table>
### DBST: Plan of Action in Relation to the School

<table>
<thead>
<tr>
<th>SUMMARY OF SCHOOL NEEDS</th>
<th>WHAT SCHOOL HAS</th>
<th>WHAT SCHOOL NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support needs assessment</td>
<td></td>
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</tr>
<tr>
<td>1. Staffing</td>
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<td>2. Assistive devices</td>
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<td>3. Curriculum differentiation</td>
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<td>4. Human resource development</td>
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<td>☐ Whole school development</td>
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<tr>
<td>☐ SMT training</td>
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<tr>
<td>☐ DBST training</td>
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<td>☐ Teacher development</td>
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<td></td>
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<tr>
<td>☐ Learner Representative Council development</td>
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<tr>
<td>☐ Specialised support staff development</td>
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<tr>
<td>☐ Parent development</td>
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<tr>
<td>☐ Physical access at site level</td>
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<tr>
<td>☐ Other (Specify)</td>
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<tr>
<td>☐ Construction recommendation</td>
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### District/Circuit Manager Endorses DBST’s Recommendations

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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**Comment:**

<table>
<thead>
<tr>
<th>Initials and surname of District/Circuit Manager (print)</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<th>SUMMARY OF SCHOOL NEEDS</th>
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<th>WHAT SCHOOL NEEDS</th>
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<tr>
<td></td>
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<tr>
<td>Support needed from/by:</td>
<td>Support to be provided</td>
<td>Frequency of Provision</td>
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<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Psychological, Social, Therapeutic and Learning Support Services</td>
<td>☐ Psychologist&lt;br&gt;☐ Occupational therapist&lt;br&gt;☐ Physiotherapist&lt;br&gt;☐ Speech language therapist&lt;br&gt;☐ Speech therapist and audiologist&lt;br&gt;☐ Audiologist&lt;br&gt;☐ Learning support teacher&lt;br&gt;☐ Counsellor&lt;br&gt;☐ Social worker&lt;br&gt;☐ Nurse&lt;br&gt;☐ Other: ................................................</td>
<td>☐ Daily&lt;br&gt;☐ Weekly&lt;br&gt;☐ Once per month&lt;br&gt;☐ Once per term&lt;br&gt;☐ Twice per annum&lt;br&gt;☐ Once a year</td>
</tr>
<tr>
<td>Curriculum and Assessment Support</td>
<td>Daily</td>
<td>Weekly</td>
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<tr>
<td>□ Inputs from curriculum advisors</td>
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<td>□ Inputs from learning support service</td>
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<td>□ Inputs from exams</td>
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<tr>
<td>□ Granting of accommodations/adapted assessment (See Annexure B)</td>
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<tr>
<td>□ Sign Language instruction</td>
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<td></td>
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<tr>
<td>□ Orientation and mobility instruction</td>
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<tr>
<td>□ Braille instruction and books</td>
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<tr>
<td>□ Sign Language instruction</td>
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<tr>
<td>□ Sign Language interpretation</td>
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<tr>
<td>□ Differentiated curriculum (straddling) (See Annexure C)</td>
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<td>□ Other: .........................</td>
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<tr>
<td>Specialised LTSM and Devices</td>
<td>School budget, School&lt;br&gt; Loan from Full-service&lt;br&gt; School&lt;br&gt; Loan from Special School&lt;br&gt; Resource centre&lt;br&gt; District Advisory Service&lt;br&gt; Outside source&lt;br&gt; Outplacement</td>
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<td>------------------------------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>□ Braille textbooks and materials&lt;br&gt; □ Large print&lt;br&gt; □ Individual assistive device&lt;br&gt; □ Adapted activity sheets&lt;br&gt; □ Physical access at site level&lt;br&gt; □ Other: .................................</td>
<td>□ Daily&lt;br&gt; □ Weekly&lt;br&gt; □ Once per month&lt;br&gt; □ Once per term&lt;br&gt; □ Twice per annum&lt;br&gt; □ Once a year</td>
<td></td>
</tr>
<tr>
<td>Training/Orientation of school staff</td>
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<tr>
<td>□ School Management Team&lt;br&gt; □ School Governing Body&lt;br&gt; □ Teacher&lt;br&gt; □ School Support Team&lt;br&gt; □ Other: .................................</td>
<td>□ Once-off&lt;br&gt; □ Periodically&lt;br&gt; □ Monthly mentoring and consultation&lt;br&gt; □ Mentoring once per term&lt;br&gt; □ Mentoring twice per annum&lt;br&gt; □ Mentoring once a year</td>
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<tr>
<td></td>
<td>□ School budget, Full-service School outreach&lt;br&gt; □ Special School Resource Centre outreach&lt;br&gt; □ District Advisory Service&lt;br&gt; □ Outside source</td>
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</tbody>
</table>
ADAPTIVE ASSESSMENT

• Adaptation of questions
• Additional time
• Digital player/recorder
• Braille
• Computer/voice to text/text to voice
• Enlarged print
• Handwriting
• Medication/Food intake
• Oral examination
• Personal assistant
ADAPTIVE ASSESSMENT

- Prompter
- Reader
- Rest breaks
- Scribe
- Separate venue
- Sign Language Interpreter
- Spelling
- Transcription of Braille
- Video/DVD/recorder/webcam

Gee die pas aan • Setting the pace
<table>
<thead>
<tr>
<th>Differentiation Strategy or Accommodations</th>
<th>Visual impairment/colour blindness</th>
<th>Deaf/Hard of Hearing/Deaf Blind</th>
<th>Physical Barriers</th>
<th>Learning Difficulty</th>
<th>Behaviour, Anxiety, ADD/ADHD/ Autism/Psycho Social Disorders</th>
<th>Limited Functional Speech</th>
<th>Other Medical Conditions</th>
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</tr>
<tr>
<td>Video/DVD recorder/Webcam</td>
<td>✓</td>
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</table>
Learners who experience one or more of a range of barriers to learning may not fit comfortably within a particular phase or grade. In such cases straddling must be implemented. Straddling is when a learner or group of learners at a specific grade or level work towards attaining assessment standards from more than one grade within learning areas or learning programmes.

In terms of curriculum differentiation where learner accessed the knowledge, concepts and skills on a lower level (straddling) the report card has to reflect on the levels on which knowledge has been gained and skills mastered.
Do take note that in cases where no curriculum modifications take place but only concessions in terms of assessment procedures (e.g. amanuensis), **NO ALTERATION TO EXISTING REPORT CARDS** should be undertaken and **CONCESSIONS IMPLEMENTED** should **NOT** be reflected. However, all documentation on history and reasons why concessions had been granted, have to be recorded in the **LEARNER PROFILE**.
Must offered and completed the internal and external assessment requirements in not fewer than five (5) subjects:

(i) Three (3) subjects from **Group A** in this document,
- One (1) official language selected from Annexure B, Table A1, provided that the official language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching.
- Mathematics or Mathematical Literacy
- Life Orientation

(ii) A minimum of any two (2) subjects selected from **Group B** Annexure B
Handout
Role players and their functions in the SIAS process
Admission, learner profile, screening at the beginning of every new school year

No risk, no support

Support needs not clear, investigate further

Teacher provide support, parent and learner consultations (SNA 1, ISP)

Support needs emerge later

Support successful, no further action

Support not effective, refer to SBST
SBST examines and review teacher support. Parent and learner liaison.

- Support successful
  - No further action

- Support unsuccessful
  - Refer to CBST, DBST

CBST/DBST reviews SBST support. Get parental permission

- Plan of action in relation to the learner
- Plan of action in relation to the school.
Handout
Put the SIAS steps in the right order
QUESTIONS?

Gee die pas aan • Setting the pace