MODULE NAME: INCLUSIVE EDUCATION A
MODULE CODE: ETH302S

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Define tomorrow.

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OUTLINE OF THE PRESENTATION

SIAS policy

- The rationale for the introduction of the SIAS policy

- The content of the SIAS policy

- The implementation of the SIAS policy at school level

Reasons why SIAS was introduced

- Barriers to learning were not identified or identified late
- Teachers do not understand barriers to learning
- Poor and at times no access to support for many learners who experience learning barriers
- Expensive assessment and support from private health practitioners
- No uniformity in the understanding of learning support needs and support provision
- Poor systemic accountability of learners experiencing learning barriers

SIAS IS A POLICY THAT:

- Standardizes identification, assessment and support for learners who may or experiences learning barriers
- Guides the management and support for teaching and learning for learners who experience learning barriers
- Directs the education system on how to plan, budget and programme support at all levels of the system
- Guides the enrollment of learners in Special Schools
- Guides the composition of and functioning of key support structures such as the ILST
- Provides protocol and tools to be used by various role players to implement the SIAS process

What is in the policy on SIAS

- This is what is in the Policy (Table of contents)

    1. Legislation and policies
    2. Rationale/purpose
    3. Principles
    4. Redefine support
    5. Support institutional arrangement and implementation plan
    6. The process of SIAS
    7. Roles and responsibilities
    8. Forms/tools

Nature of support

- Medical to social model of support
- Individual to systemic programme based support targeting
  - Specialist professional support
  - Specialised learning and teaching support materials and assistive technology
  - Curriculum and assessment
  - Training
  - Environmental access (once off)

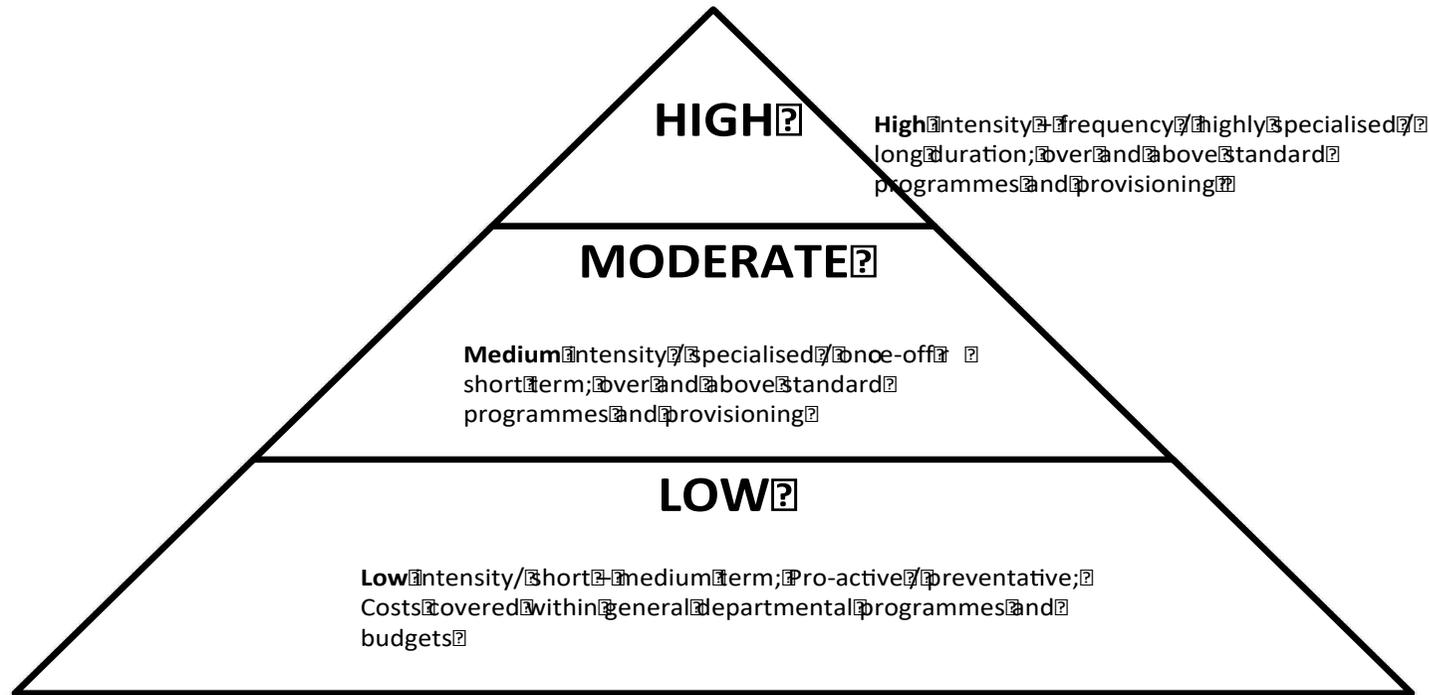# Support organiser and rating levels of support

- Support organisers
  - Specialised support
  - Curriculum and assessment
  - Specialised LTSM
- HIGH
- MEDIUM
- LOW
- How is the level determined?
  - Frequency (How often)
  - Cost
  - Accessibility

Levels of support to learners experiencing barriers to learning

- Low
  - Short medium term; proactive/preventative; cost covered within general budget

- Medium
  - Medium intensity; specialised once off, short term; over and above standard programmes and provision

- High
- High intensity; highly specialised; long duration; above standard programmes and provision

Level and nature of support

LEVELS OF SUPPORT

HIGH

High intensity + frequency / highly specialised / long duration; over and above standard programmes and provisioning

MODERATE

Medium intensity / specialised / once-off r short term; over and above standard programmes and provisioning

LOW

Low intensity/ short – medium term; Pro-active / preventative; Costs covered within general departmental programmes and budgets

ALL learners are routinely screened. Support needs are categorised as low, moderate or high. The level is determined by the frequency, intensity, scope and cost of support provision. This means that the required support is rated, rather than the learner.

Institutional arrangement and level of support provisioning

- Institutional arrangement = *Learners can be supported in:*
  - Ordinary schools
  - Full service school
  - SSRC
- Support structures = *Individuals to offer support to learners*
  - Teacher
  - Family
  - SBST
  - DBST

Schools support provisioning

- Ordinary schools – Can provides low levels of support
- Full service schools – Can provides moderate levels of support
- Special schools – Can provides high levels of support
- Support structures and personnel
  - Teachers
  - SBST
  - Parents
  - Other learners
  - Programmes from other government departments

Process of SIAS

- SIAS implementation is divided into various stages
- Furthermore, the policy identify different role-players and their roles

The SIAS process - Stage 1

Stage 1 Initial screening

- Screening on admission and beginning of each phase (ongoing)

- Sources of information for screening

- Learner profile areas
  - disability, type of social grant, early intervention services rendered, areas needing ongoing support,

- Information captured in these areas may indicate possible barrier to learning. Teacher to assess to better understand the barriers to learning

Stage 2

**SNA 1 - Assessment and intervention by teacher**

- Teacher to use Support Need Assessment (SNA)1 to guide the assessment, data collection and intervention

- Provide additional classroom support if necessary or observe (Curriculum differentiation and remedial intervention)

- If support is ineffective teacher seeks help from Institution level support team (ILST) which is also named the School based support team (SBST)

Stage 2

- Stage 2 – Assessment and intervention by school based support team

- Institution level support team (ILST) which is also named the School based support team (SBST) use SNA 2 to guide them when reviewing teacher support and deciding on the support that will be given

- Support may require the development of an Individual Support Plan (ISP)

The SIAS process - Stage 3

- DBST uses SNA 3 to guide their discussions of information provided by the SBST. Discussion to include:

- Reading and review information provided by SBST

- Determining if appropriate intervention has been provided

- Determine nature and level of support to be provided

- DBST use Form DBE 121 to capture support to be provided to the learner and Form DBE 122 to capture support to be given to the school
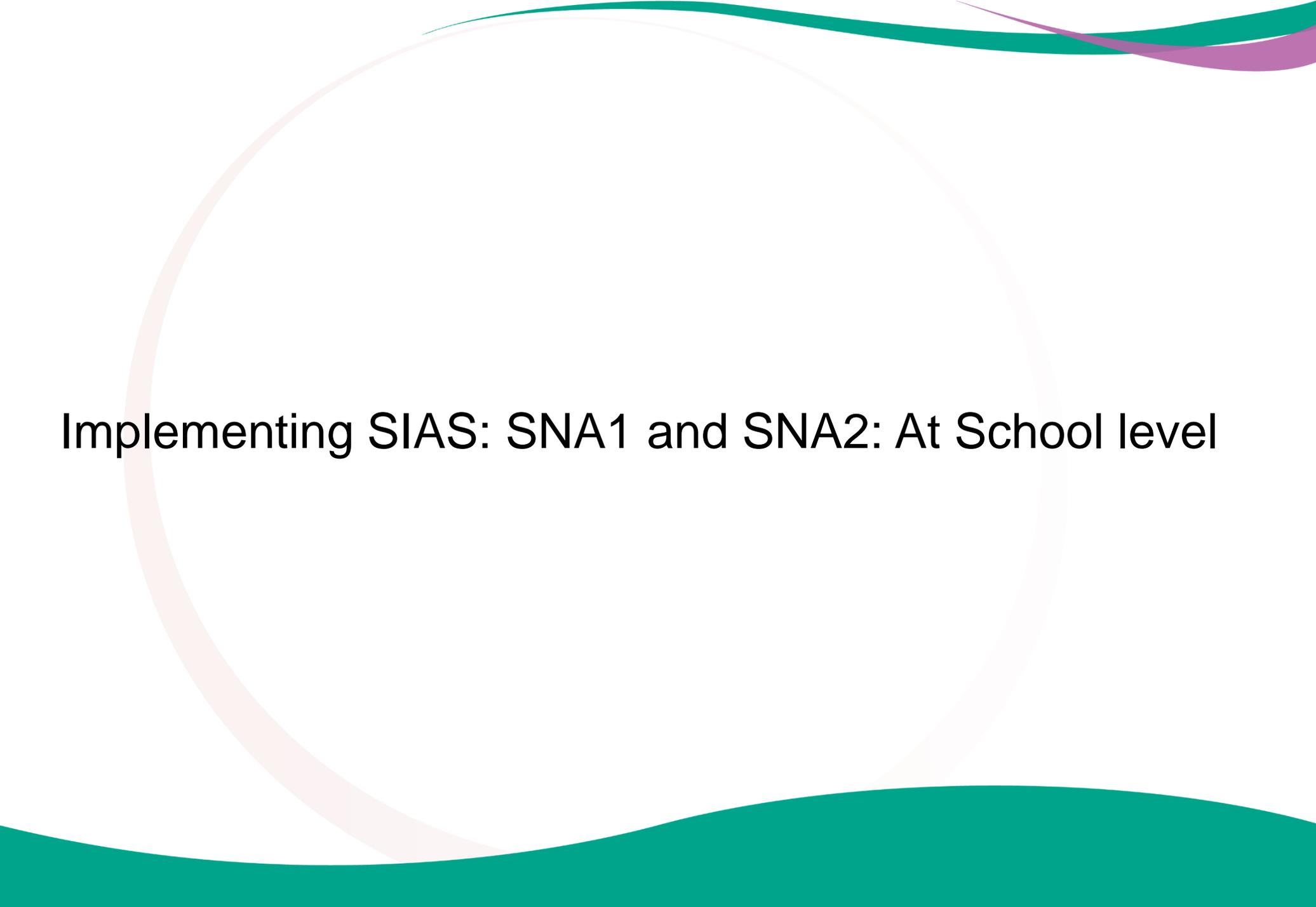
Implementing SIAS: SNA1 and SNA2: At School level

What is SNA 1:

•SNA: SNA stands for Support Needs Assessment

Using SNA 1

- Not just a form
- It is a tool that is used to guide SBST to systematic think discuss and capture information on a learner that has been referred to them by the teacher
- Used during a SBST meeting
- Used when despite all the support that learner gets from the teacher, the learner is not responding to that support
- Used when the learner needs additional or different support
- Who? Completed by SBST in consultation with the teacher
- May culminate in an Individual Support Plan (ISP)

Information captured in SNA 1

Areas of concern
- Concern
- Onset
- Impact of concern

Strengths and needs of the learner
- communication
- Learning
- Behaviour
- Health and wellness
- Classroom, school, family, and home community

Information captured in SNA

- Teacher interventions/support (strengths and challenges)
  - Curriculum
  - Learning environment
  - Physical environment
  - Additional comments about barriers to learning
  - Additional support required from SBST
  - Schedule log of consultations with parent guardian/learner
  - Signature teacher, parent learner

Information sources for SNA 1

1. Learner profile

- Admission form

- Road to health card

- Medical reports

- Support services

- Intervention reports etc.

2. Parent interview

3. Learner

Information sources: Learner profile

Learners profile is:

–A continuous record of information about learner throughout their school career

– Every learner who enters the schooling system must have a learner Profile that should be updated regularly

•Information captured in learner profile:

–Learner number

–Phase

–Personal information *(disability, social grant)

–Medical information *

•Parent/Guardian/ information

Information source: The learner profile

- Details of person with whom learners lives
- Details of person authorized to collect learner's report
- Early intervention programmes *
- Schools attended
- Areas needing ongoing support *
- Participation in extra curricular activities
- Achievements
- Cumulative record card
- Other records to be included in the profile

Using SNA 1: when and who

When to use SNA1

A learner has been identifies as at risk using the following sources of information:

- Learner profile areas marked with asterisk
  - Early intervention programmes
  - Areas needing ongoing support
  - Personal information (disability, social grant)
  - Medical information

Completed By: The teacher

Individual Support Plan

- What?
  - a planning tool specifically created for those learners who present with particular support needs that cannot be addressed by regular classroom teaching and support.
  - These are learners who, despite differentiated classroom teaching and support from teachers, do not achieve the set learning area outcomes as expected for their grade and age.
  - It gives direction on how these learners' support needs will be addressed.

MAINLY USED FOR SUPPORT AND INTERVENTION

SNA 2: Individual Support Plan

- What is ISP?
  - It is specific to the learners for whom it is designed and cannot be used for other learners . It is therefore based on a thorough understanding strengths and needs of that particular learner.
  - It is reviewed and revised regularly depending on the learner's performance and needs. It is therefore a working document, not set in stone
  - Part of SNA 2

Information captured in an ISP

– Areas of support

– Target

– Strategy

– Responsible person

– Time

– Review date

– Comment on progress

SNA 2: Characteristics of a good ISP

- **S**pecific – written in clear and non-confusing language
- **M**easurable – can be easily described, assessed and evaluated
- **A**chievable – realistic for the learner
- **R**elevant – meaningful for the learner
- **T**ime-related – able to be achieved within a specific time period

Thank you

Define tomorrow.

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