



Implementation of the White Paper 6 Policy on Inclusive  
Education in Cape Town Primary Schools

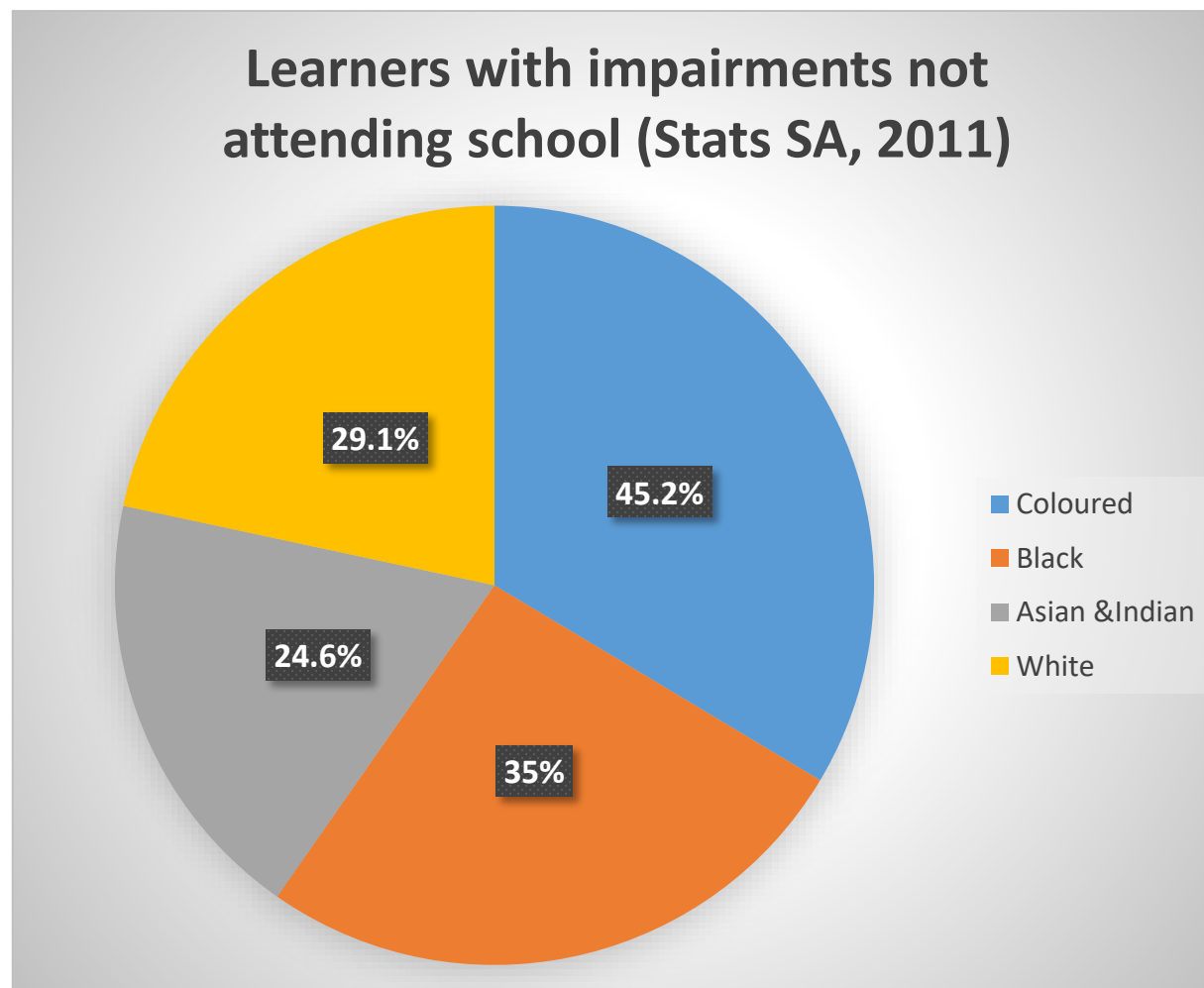
*“We’ve made it on the journey, but we have not yet arrived.”*

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# Why this research topic?

- 24 Years of democracy in South Africa
- Disparities in education still prevail across racial and types of disabilities
- Education White Paper 6 : Special Needs Education: Building an Inclusive Education and Training System (2001) – Backlog on implementation 17 years later





- **Inclusive Education:** education for all and not just learners with disabilities. Acknowledging differences in every learner, their abilities and learning needs
- **Barriers to learning:** Difficulties in the education system that hinders teaching and learning, can be medical, psychosocial, the school and home environment
- **Ordinary/ Mainstream public schools:** provides support for learners with low intensive academic or learning barriers through classroom educators and the School Based Support Teams
- **Full- service or inclusive schools:** schools equipped with health specialists from the district and physical resources such as wheelchair ramps to provide support for a range of learning needs and disabilities



# The Right to Education: Section 29

1. Role of teachers – case managers
2. Role of OTs, School based support
3. Role of district
4. Referrals
5. Support services

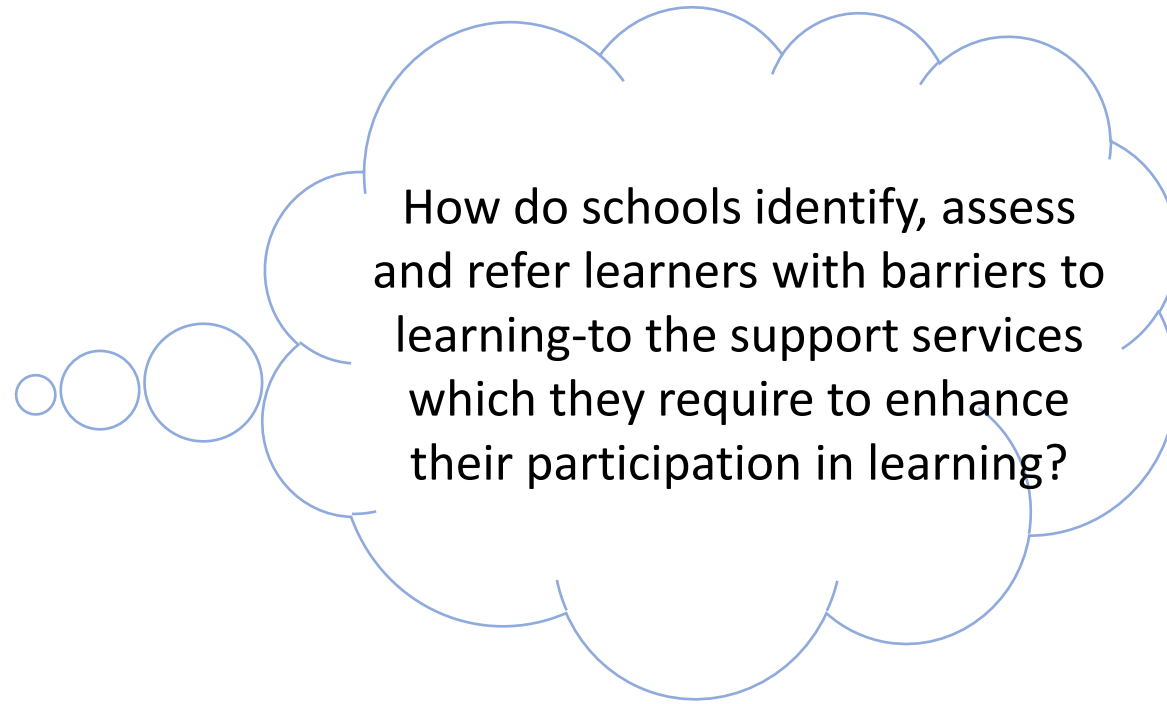
1994 Salamanca  
Statement



2001 White Paper 6



2014 Screening,  
Identification, Assessment  
& Support (SIAS) Policy



## Methodology





# Findings: Ordinary School

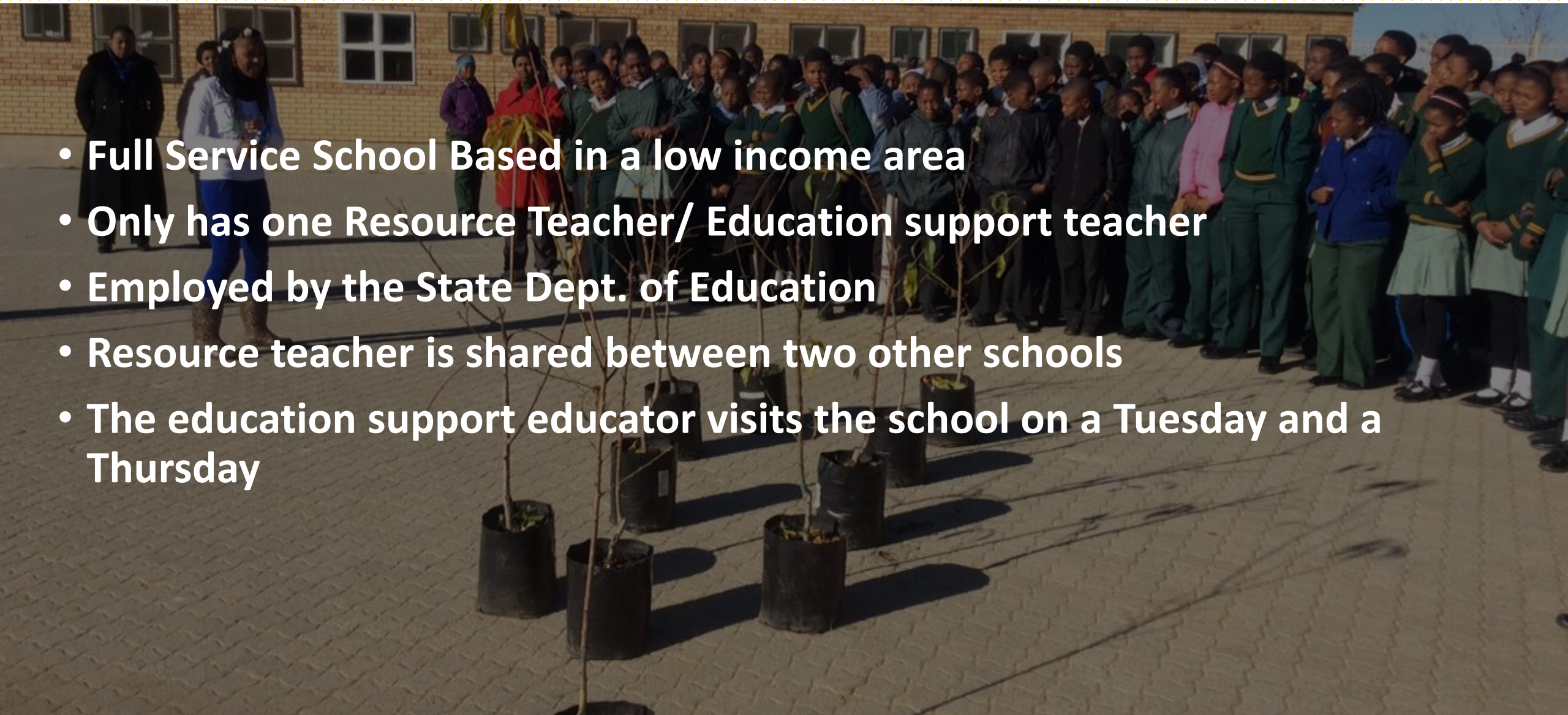
- Ordinary School (Based in a high income area)
- State/ Government school
- Has access to a private OT, Speech Therapist, Psychologist
- Remedial Teachers employed by the school governing body and not the state
- Education Support Team
- Learners pay for special support
- The support staff are based at the school 24/7

*“I am a private therapist that works at the school. I'm not actually employed by the school, we bill and have our own set of procedures” – L3*

- *“So that’s why I was saying, this is not exceptional , it’s not like the norm in states schools, because our therapists work privately , so they’re not funded at all by the state and you know either are we. You know, we are governing body owned.” – L2*



# Full Service School

- Full Service School Based in a low income area
  - Only has one Resource Teacher/ Education support teacher
  - Employed by the State Dept. of Education
  - Resource teacher is shared between two other schools
  - The education support educator visits the school on a Tuesday and a Thursday
- 
- A large group of school children, mostly in green uniforms, are standing in a long line outdoors. In the foreground, several small, bare trees are planted in black plastic pots. The children are looking towards the camera or slightly to the side. The background shows a brick building with windows. The scene is set on a paved area, possibly a school courtyard or playground.

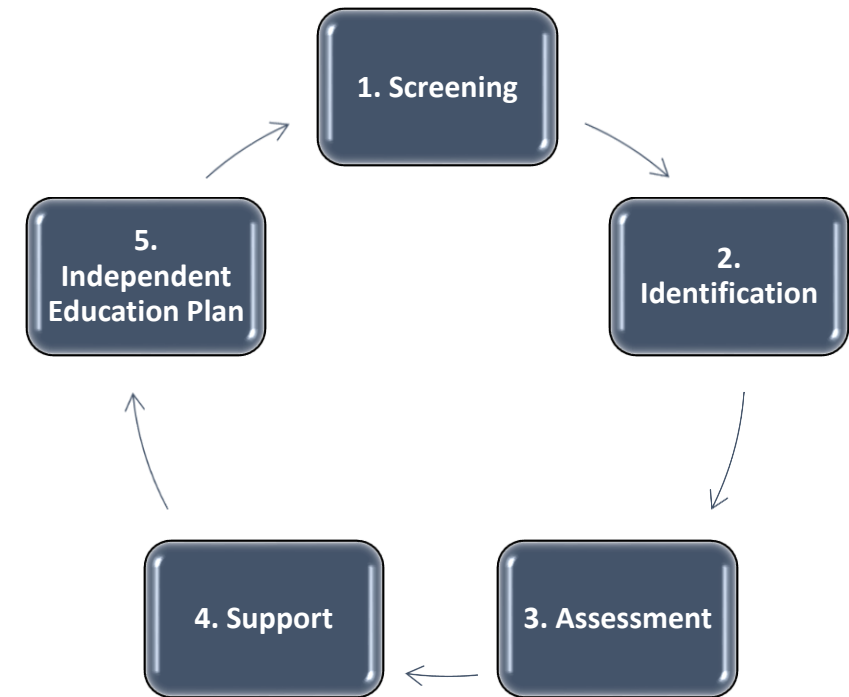


# Referral Process in Each School

- *“We do start in Grade R and the **Grade R teachers** do a basic school readiness assessment.” – L1*
- *“The **class teachers**, they are sort of the primary responsibility, so they alert us to any challenges that they are experiencing themselves with the child or they’ve experienced that the child is experiencing in class” – L2*
- *“So as a **learning support educator**, I withdraw group’s I look on the schedules. Every year we get a different directive from our boss, the head of learning support at district and this is of course central district..., one of the things that he does in his job is to look at the big picture for the entire district, the results - grade R to 12 and so that helps him to decide where we need to help” – K1*
- ***Remedial teacher:** The Grade R teachers do a basic school readiness assessment, I then do something called the DEST - which is the dyslexia early screening test, which is a standardized test.” – L1*

## • **Screening Identification Assessment Support (SIAS) Policy Process**

- Teachers as gate keepers
- OTs are the Schools Based Support Team
- OTs can also be on the District support team
- Aims to provide a standardized referral process





# Challenges

- *Teacher : Learner ratio = 1:36*
- *Balance between curriculum outcomes vs learner's needs*
- *Learners with special needs still write the same assessments*



# Disparities still prevail



- Right to education in South Africa is not evenly spread
- Special education support is not the same across all South African Schools
- Learners in low income areas remain without adequate support
- Learners in high income areas have better access to support services
- The curriculum is not differentiated for learners in need of support



*“So I think it becomes very much... in South Africa children, **people who can afford the support get it, but those who don’t, end up slipping through the system.**” – L2*



### ***Inclusive education***

*“It’s every child, any child any you know, there should be no exclusion in any way when it comes to learning” – L4 (Research Participant)*

