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Enquiries: Berenice Daniels

Inclusive and Specialised Education Support Minute: 0001/2021

To: Deputy Directors-General, Chief Directors, Directors, Chief Education Specialists, Chief Education Specialists: Inclusive and Specialised Learner and Educator Support, Deputy Chief Education Specialists: School Management and Governance Support, Heads: Curriculum Support, Circuit Managers and Principals of public schools

Subject: Support pathway to screen, identify, assess and provide intervention for learners who experience barriers to learning and require additional support to enhance their participation and inclusion in schools

1. Inclusive and Specialised Education Support Minute 0001/2016, dated 23 March 2016, provided the framework for the expansion of inclusive and specialised support according to the national policy document on *Special Needs Education, White Paper 6*, July 2001.
2. The first phase included advocacy regarding inclusive education, a national audit of support available and field-testing in selected schools.
3. The second phase included the following:
 - designating selected special schools to provide outreach services;
 - designating selected ordinary schools as full-service/inclusive schools to be capacitated to support learners with low to moderate support needs so that they did not need to be referred to special schools;
 - establishing School-based Support Teams (SBSTs) at ordinary schools to coordinate the support available in a school for learners who experience barriers to learning; and
 - establishing transversal circuit-/district-based support teams.

4. We are now in the third phase or roll-out phase. A number of special schools have been transformed into Special School Resource Centres with multi-disciplinary Inclusive Education Outreach Teams or Specialised Outreach Teams. Selected ordinary schools in every circuit are being capacitated to be flagship inclusive schools.
5. All pre-service teachers are being required to complete a module on inclusive teaching. As many current teachers did not have the opportunity to be trained regarding inclusive teaching as part of their pre-service training, in-service training courses on inclusive teaching are being made available.
6. Increasingly, special schools will only cater for learners who have high support needs for as long as that level of support or the specialised services available at the school are needed. Learners whose support needs can be accommodated in an ordinary or full-service school may not be admitted to a special school.
7. As we are entering the roll-out phase, the Western Cape Education Department (WCED) has embarked on a comprehensive plan to build capacity for the expansion of inclusive education. We have started with designated full-service/inclusive schools, designated Special School Resource Centres and specialised support staff, with the goal of reaching all schools and all staff.
8. The revised Screening, Identification, Assessment and Support (SIAS) tool was gazetted in December 2014. The SIAS aims to respond to the needs of children who are vulnerable or facing one or more barriers to learning in a consistent and standardised way, providing procedures and tools for supporting them.
9. The WCED has developed a support pathway, incorporating the SIAS (Annexure A).
10. The pathway indicates the roles of the educator, the SBST, the circuit-/district-based support teams, Special School Resource Centres, outreach teams and special schools.
11. A protocol for the safeguarding of documents (Annexure B) is attached.
12. The [policy and guideline documents](#) for inclusive education may be accessed on the WCED website.
13. Kindly bring the contents of this minute to the attention of all relevant personnel.

SIGNED: HA LEWIS

DEPUTY DIRECTOR-GENERAL: INSTITUTION DEVELOPMENT AND COORDINATION

DATE: 2021-06-30