



Special Schools Survey Report: 24 January 2011



KwaZulu-Natal
Department of Education



1	Introduction	1
2	Background	1
3	Methodology	2
4	Findings	8
4.1	Adult Basic Education and Training (ABET)	8
4.2	Assessment and examination	9
4.3	Co-curricular activities.....	11
4.4	Curriculum General Education and Training (GET) and Further and Education and Training (FET).....	12
4.5	Early Childhood Development (ECD).....	14
4.6	Further Education and Training (FET) Colleges	15
4.7	Governance and Management.....	16
4.8	Human Resource Development (HRD).....	17
4.9	Human Resource Provision (HRP)	19
4.10	Nutrition.....	20
4.11	Special Needs Education Services (SNES)	20
4.12	Physical infrastructure.....	24
4.13	School management	25
4.14	Resources.....	27
4.15	Education Library Information and Technology (ELITS)	27
5	Discussion	28
5.1	Strengths.....	28
5.2	Weaknesses	29
6	Conclusions	30
7	Way forward	31
8	Appendix 1: Table of Recommendations	32

1 Introduction

In preparation for the February 2011 Education Summit being held by the KwaZulu-Natal Department of Education (KZNDoe), the Special Needs Education Services (SNES) directorate conducted a survey of the 71 existing Special Schools in the province.

The purpose of this survey was to identify the strengths and weaknesses in the existing model of Special Needs Education in the province, with the goal of developing interventions that will address the existing gaps. In developing these interventions, the KZNDoe will work towards creating Special Schools as Resource Centres (SSRC) that are in line with *Education White Paper 6* and National Department of Basic Education (DBE) guidelines. A special focus in this survey is aimed at investigating and uncovering the complimentary roles that could be played by each of the directorates and sub-directorates in strengthening a model of special schools as resource centres.

2 Background

Over the past four years, the KZNDoe in partnership with MIET Africa, has developed and piloted its strategy for implementing *Education White Paper 6*, aimed at establishing schools as inclusive centres of learning, care and support. Within this strategy, Full Service schools were established to provide moderate levels of support to learners experiencing barriers to learning. The field testing of Full service schools in the province produced clear guidelines with regards to issues relating to human resourcing and development, infrastructure, structures, advocacy, intersectoral collaboration, monitoring and evaluation.

The KZNDoe is currently transforming the special schools into 'special schools as resource centres' (SSRC), in line with Inclusive Education strategy. This will entail that the SSRCs play a different role, including providing site-based programmes and support for learners with severe barriers to learning; as well as supporting and providing resources and specialist professional skills to the surrounding schools. An audit of special schools has been conducted and all other related work will culminate into a document containing the Norms and Standards for special schools as resource centres. This work is therefore critical as it will inform the norms and standards, but more importantly, articulate a role for each of the sub-directorates and sections in the Department of Education in terms of providing an integrated but inclusive education system.

3 Methodology

The Special School survey was conducted by the KZNDoe SNES directorate in partnership with MIET Africa. A team of 36 KZNDoe district officials and 12 MIET Africa training coordinators visited the 71 existing Special Schools on Monday 17 and Tuesday 18 January 2011 to complete the survey.

A survey questionnaire was completed at each school by the Principal, Deputy Principal, or Head of Department (HOD) with the assistance of the KZNDoe district officials and MIET Africa training coordinators. The baseline questionnaire consisted of quantitative data, which was then captured on a database and analysed. Qualitative data was also collected on the questionnaire in the form of open-ended questions for any further comments and recommendations. This was manually analysed according to themes and trends that emerged.

An additional section 15: Education Library Information and Technology (ELITS) was added to the questionnaire at a data co-ordination and training meeting a day prior to the data collection. However not all data collectors received this extra page so it was not completed by all schools officials participating in the survey. Also the data entry template did not include this section. Hence only the qualitative results are presented for that particular section.

It is important to acknowledge the limitations of the study. There was a short time period and very tight deadlines allocated for the planning, collecting, analysis and writing up of the report. This could have impacted the quality of data collected and results produced. School officials returned to school on the day of data collection, hence they only received the letter providing information about the study on this day.

Challenges were encountered in collecting data from the schools in the Pinetown district and some schools in the Umgungundlovu district. It was reported by the data collectors that negative attitudes were expressed by school officials regarding completing the questionnaire. Many officials saw this task as tedious and noted they had more relevant tasks to complete. This resulted in some of the questionnaires in these districts being completed poorly. One school principal submitted a complaint letter regarding the timing of the survey (first week of the school calendar) as well as the short timeframe for completion of the questionnaire on this important issue. This problem with schools in the Pinetown district has occurred previously and it would thus be important to take note of this and in future devise a special plan to get their co-operation.

Additional limitations of the study were the use of a largely quantitative research design and the type of tool (survey questionnaire) that was used. By nature, quantitative research is not the most flexible method of research, with its short interviews and rigid structure. While few open-ended questions were included in the tool, it would have been useful to complement the quantitative data collected with interviews with school

officials. This would have enabled a more complete understanding of the topic under study, providing explanations and reasons for responses selected on pre-determined categories in the questionnaire.

The list of schools that were visited is represented in the table below:

Table 1: List of schools visited

District	Name of School	Town nearest School	Designation
Amajuba	Bergsis Lsen P	Utrecht	School of Industry
	Bumbisizwe	Newcastle	Physically Disabled
	School of Industries Newcastle	Newcastle	School of Industry
	Tugela H (Special)	Newcastle	Prevocational School
	Vumanisabelo Special	Newcastle	Severely Mentally Handicapped
	YMCA Special	Newcastle	Severely Mentally Handicapped
Empangeni	Masiszane	Nkandla	Physically Disabled
	Sithandiwe	Mahlabathini	Physically Disabled
	Thembimfundo	Eshowe	Physically Disabled
	Thuthukani Special	Lower Umfolozi	Severely Mentally Handicapped
	Vuleka For Deaf	Nkandla	Deaf
	Zululand Remedial Centre	Lower Umfolozi	Specific Learning Disabilities
Ilembe	Ethel Mthiyane SP	Eshowe	Severely Mentally Handicapped
	Stanger Training Centre	Lower Tugela	Severely Mentally Handicapped

District	Name of School	Town nearest School	Designation
Obonjeni	Intuthuko	Hlabisa	Severely Mentally Handicapped
	Khulani	Hlabisa	Severely Mentally Handicapped
	Sisizakele	Ubombo	Severely Mentally Handicapped
Othukela	Inkanyezi Training Centre	Kliprivier	Severely Mentally Handicapped
	Kwazamokuhle School for the Handicapped	Estcourt	Physically Disabled
	Mimosadale School of Industries	Estcourt	School of Industry
Pinetown	AM Moolla Spes Nova for CP Children	Inanda	Cerebral Palsy
	Ethembeni School for Physically Disabled and Visually	Camperdown	Physically Disabled
	Fulton School for the Deaf	Pinetown	Deaf
	Golden Steps	Inanda	Severely Mentally Handicapped
	Khalipha Special	Inanda	Severely Mentally Handicapped
	Kwathintwa School for the Deaf	Camperdown	Deaf
	RP Moodley	Durban	Physically Disabled
	S Dass	Inanda	Severely Mentally Handicapped

District	Name of School	Town nearest School	Designation
Pinetown	Sunfield Home	Inanda	Severely Mentally Handicapped
	The Browns School	Pinetown	Specific Learning Disabilities
	Tongaat School for the SMH	Lower Tugela	Severely Mentally Handicapped
Sisonke	Malezulu	Ixopo	Severely Mentally Handicapped
	Pholela	Pholela	Severely Mentally Handicapped
	Vulekani	MzimKhulu	Severely Mentally Handicapped
Ugu	Harding Special	Alfred	Physically Disabled
	Schola Amoris	Umzinto	Severely Mentally Handicapped
	St Martin de Porres Comprehensive	Port Shepstone	Deaf
	Suid Natal	Port Shepstone	Prevocational School
Umgungundlovu	Arthur Blaxwell	Pietermaritzburg	Blind
	Ekukhanyeni	Pietermaritzburg	Severely Mentally Handicapped
	Entokozweni Special School	Pietermaritzburg	Severely Mentally Handicapped
	HS Ebrahim	Pietermaritzburg	Severely Mentally Handicapped
	Indaleni Deaf	Richmond	Deaf
	Newton H	Pietermaritzburg	Prevocational School

District	Name of School	Town nearest School	Designation
	Open Gate	Pietermaritzburg	Severely Mentally Handicapped
	Peter Pan	Pietermaritzburg	Severely Mentally Handicapped
	St Christophers	Pietermaritzburg	Specific Learning Disabilities
Umlazi	Demorosa Pre-vocational H	Chatsworth	Prevocational School
	Daydawn Training Centre	Durban	Severely Mentally Handicapped
	Durban School for Hearing Impaired	Durban	Deaf
	Ekuthuthukeni School for SMH	Umlazi	Severely Mentally Handicapped
	Golden Gateway	Durban	Severely Mentally Handicapped
	Golden Hours Special	Durban	Severely Mentally Handicapped
	Inanda Special School for LSEN	Durban	Severely Mentally Handicapped
	Khulangolwazi Special	Durban	Severely Mentally Handicapped
	Kwavulindlebe School for the Deaf	Umlazi	Deaf
	Livingstone P	Durban	Remedial School
Mason Lincoln Special	Umlazi	Severely Mentally Handicapped	

District	Name of School	Town nearest School	Designation
	Ningizimu Special	Durban	Severely Mentally Handicapped
	Open Air	Durban	Physically Disabled
	St Raphael's Special	Durban	Physically Disabled
	The Kemont	Durban	Specific Learning Disability
	The Reunion School for Cerebral Palsy Children	Durban	Cerebral Palsy
	V N Naik School for Deaf	Inanda	Deaf
	West Park School for Learners with Special Education Needs	Pinetown	Severely Mentally Handicapped
	West Ridge H	Durban	Prevocational School
Umzinyathi	Pro Nobis	Glencoe	Severely Mentally Handicapped
	Ukukhanya Komsinga	Msinga	Severely Mentally Handicapped
Vryheid	Inkanyiso School for LSEN	Utrecht	Blind
	Zamimpilo Special	Mahlabathini	Physically Disabled
	Musa Special	Nongoma	Severely Mentally Handicapped

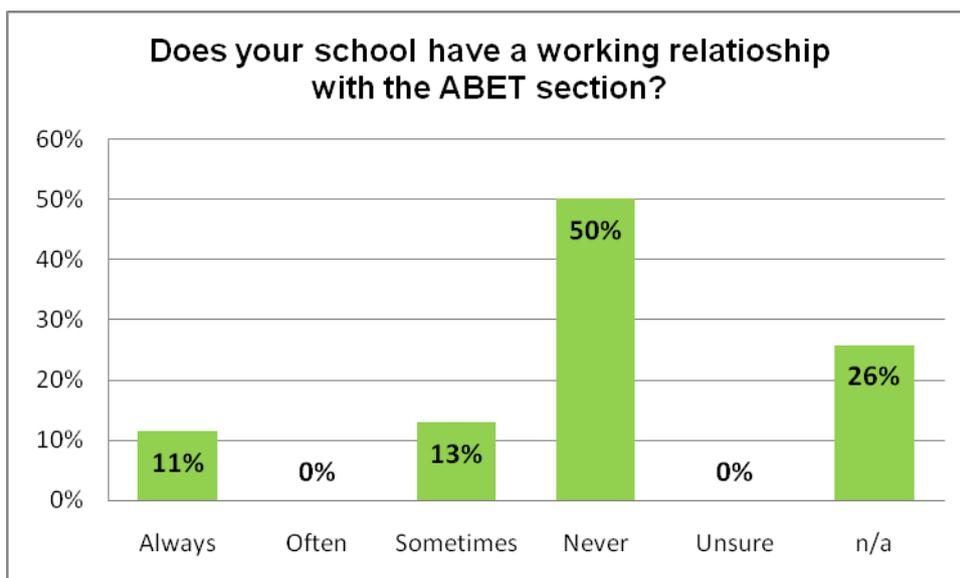
4 Findings

For this section of the report, the quantitative results are presented, followed by the qualitative results and ending with recommendations for each topic covered in the questionnaire. For some topics discussed, figures and/or tables are presented to illustrate the results.

4.1 ADULT BASIC EDUCATION AND TRAINING (ABET)

Half of all respondents (50%) reported that their school has 'never' had a working relationship with ABET while only 11 percent of respondents noted that their school did share a working relationship with ABET (See Figure 1).

Figure 1: Schools relationship with ABET



Interestingly, 30 percent of respondents noted that their school 'sometimes' has learners who require ABET services and twenty-seven percent of respondents stated that their school 'never' has learners requiring ABET services (See Table 2). Respondents seemed to be unfamiliar with the ABET centre policies (32% responded 'unsure') and programmes (25% responded 'unsure') with regards to its ability to meet the needs of learners with disabilities. Respondents seemed to be also uncertain (36%) about the accessibility of infrastructure conditions in local DoE ABET centres to learners with disabilities. An overwhelming 68 percent of respondents indicated that their school has 'never' had support visits from the ABET sub-directorate while only 1 percent reported that they had 'always' had such a visit.

Table 2: School's perception on learners requiring ABET services

Always	19%
Often	4%
Sometimes	30%
Never	27%
Unsure	3%
N/A	17%

Additional issues raised under the qualitative responses was the lack of ABET centres in certain districts namely: Othukela, Obojeni and Sisonke. It was also noted that ABET caters mainly for learners with physical as opposed intellectual disabilities and there is a need to extend ABET to this designation. In addition it was expressed that ABET needs to shift its focus from academic work to skills development. One respondent reported having a successful meeting with the ABET sub-directorate however they are still awaiting learning materials.

Recommendations

- There is a need to facilitate a working relationship between school officials and ABET.
- Schools require more information on ABET centre policies and programmes with regards to its ability to meet the needs of learners with disabilities.
- Requests for ABET centres in certain districts is another issue that needs to be addressed.
- There is a need to make ABET services accessible to the intellectually impaired learners.
- The curriculum of ABET needs to be reviewed to include skills development.
- Regular support and follow-up visits from the ABET sub-directorate needs to be provided to the schools.

4.2 ASSESSMENT AND EXAMINATION

Almost half of all respondents (49%) reported that their schools have alternative assessment teams and a further positive result was that 71 percent of respondents indicated that their schools do adapt progression assessment. Fifty-nine percent of respondents noted that their school does provide support to learners that require assessment support. A further promising result is that schools reported adapting assessment strategies (77% reported 'always') and standards (77% reported 'always') to address the needs of learners.

Twenty-nine percent of respondents noted that their schools 'never' apply for matric concessions while only 13 percent responded 'always' to this issue. Respondents noted that their schools had 'never' received training in: applying for matric concessions (35% responded 'never'), implementation of alternative assessments (37% responded 'never') and on external examination policies for learner with disabilities (48% responded 'never'). A large majority (62%) of respondents indicated that they had 'never' received support visits from the Assessment and Examination sub-directorate (See Table 3).

Table 3: Support visits received from the Assessment and Examination sub-directorate

Always	3%
Often	9%
Sometimes	10%
Never	62%
Unsure	3%
N/A	13%

From the qualitative responses it emerged that few schools were unfamiliar with the concept of alternative assessment methods which supports the quantitative finding. Respondents expressed that schools seem to be lacking the necessary skills to develop and implement alternative methods of assessment and examination. Workshops and training are required in this regard. In addition to support visits from the Assessment and Examination sub-directorate, it was noted that there is a need for subject advisors to be more involved and knowledgeable in schools.

Recommendations

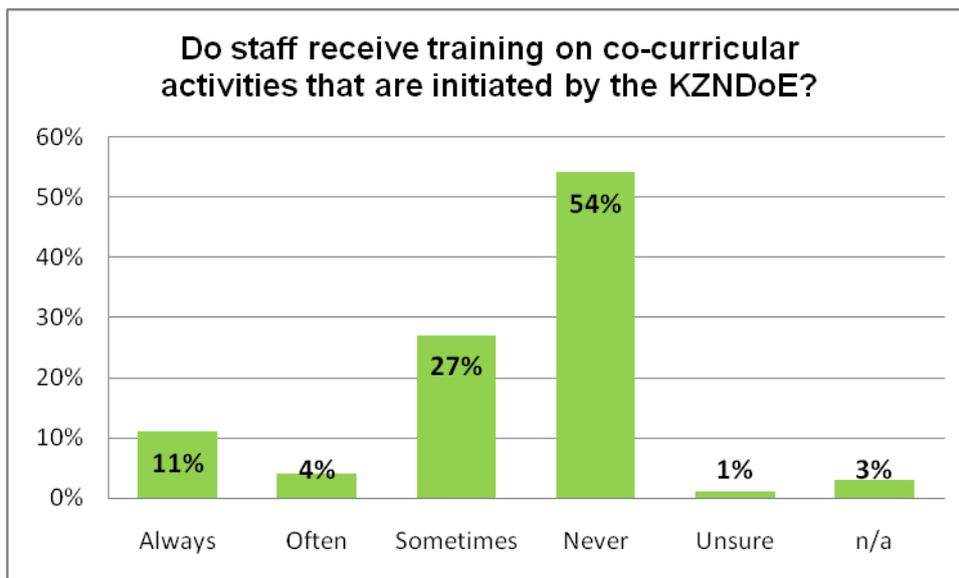
- Workshops and training are needed on:
 - applying for matric concessions
 - the implementation of alternative assessments
 - external examination policies for learner with disabilities.
- Support visits from this sub-directorate are required.
- Further involvement from subject advisors is needed.

4.3 CO-CURRICULAR ACTIVITIES

An encouraging result reported for this topic was that 77 percent of schools ‘always’ offer co-curricular activities for learners. Generally high levels of schools participation were reported for: KZNDoE’s sport activities for learners with disabilities (58% reported ‘always’), KZNDoE’s cultural activities for learners with disabilities (35% reported ‘always’; and 37% reported ‘sometimes’) and inclusive co-curricular activities at District level (30% reported ‘always’; 28% reported ‘sometimes’). Lower levels of participation were reported for co-curricular activities at the Provincial level (35% reported ‘sometimes’; 34% reported ‘never’).

Most of the respondents (63%) revealed that their schools have ‘never’ received KZNDoE funding or any kind of support for co-curricular activities. Further, 54 percent of staff have ‘never’ received training on co-curricular activities initiated by the KZNDoE (See Figure 2). The lack of co-curricular sub-directorate visits was also highlighted with 65 percent of respondents reporting ‘never’ receiving visits from this sub-directorate.

Figure 2: Staff training received on co-curricular activities



Issues raised under the qualitative responses included: the need for integrated co-curricular activities at both provincial and district levels to be organized, the need for co-curricular activities to reach all schools in the province and staff support and training on co-curricular activities. Further, it was noted that reform and industrial students should also be allowed to participate in co-curricular activities. Few respondents highlighted that the lack of interpreters makes participation for hearing impaired learners difficult.

Recommendations

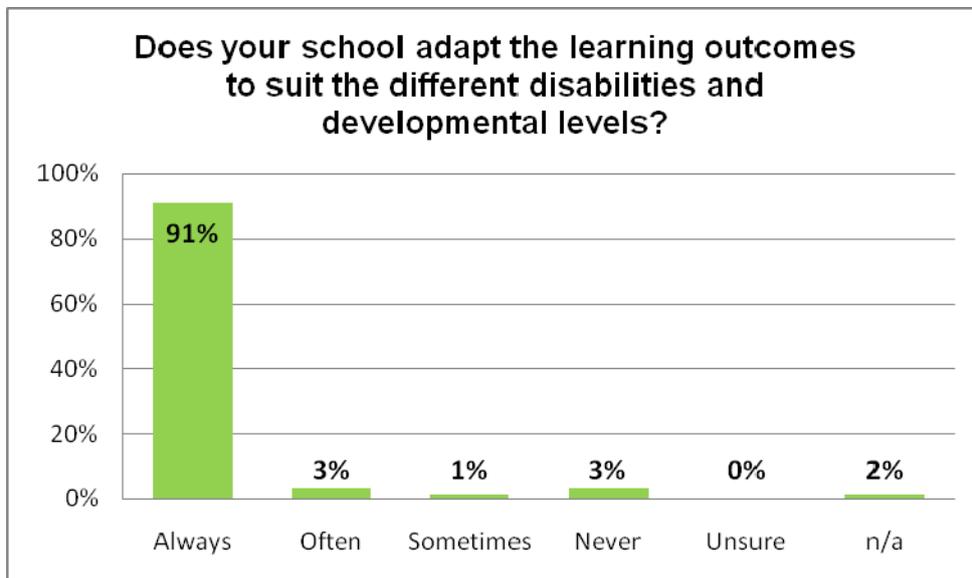
- Participation needs to be facilitated for co-curricular activities at the Provincial level.
- More KZNDoe funding or support is required by schools for co-curricular activities.
- Staff training on co-curricular activities is requested.
- Extending participation in co-curricular activities to reform and industrial students needs to be explored.
- More support visits are required by the co-curricular sub-directorate.

4.4 CURRICULUM GENERAL EDUCATION AND TRAINING (GET) AND FURTHER AND EDUCATION AND TRAINING (FET)

Positive feedback was received by respondents for the Curriculum GET and FET. Majority of respondents (84% responded 'always') indicated that their schools do use the NCS as the curriculum framework. It is also important to note that 81 percent of respondents reported 'always' classifying learners according to phases and 91 percent reported adapting learning outcomes to suit the different disabilities and developmental levels (See Figure 3).

While 69 percent of respondents reported submitting progression schedules to the ward manager every year, only 23 percent indicated that they received ward manager support with regards to this issue. Continuous assessment tasks are being designed and adapted to suit the needs of different disabilities (72% reported 'always'). Limited training on curriculum differentiation was reported to be received (26% reported 'always', 22% reported 'never'). Only 10% reported they 'always' receive visits from the GET and FET sub-directorates.

Figure 3: Schools' adaptation of learning outcomes



While most schools are using the NCS as the curriculum framework, analysis of the qualitative data raised some questions regarding its suitability for learners with disabilities. It was reported that learners are expected to be assessed using NCS protocol however their level of understanding and comprehension is far below this level. It is recommended that a curriculum be designed that suits the needs of learners with disabilities. If the existing curriculum framework is to be adapted for such learners, guidelines for this adaptation from the Department are required. Some respondents expressed that the DoE is not doing enough to train schools on the development of inclusive education learning programmes and a request was made for further workshops on this topic.

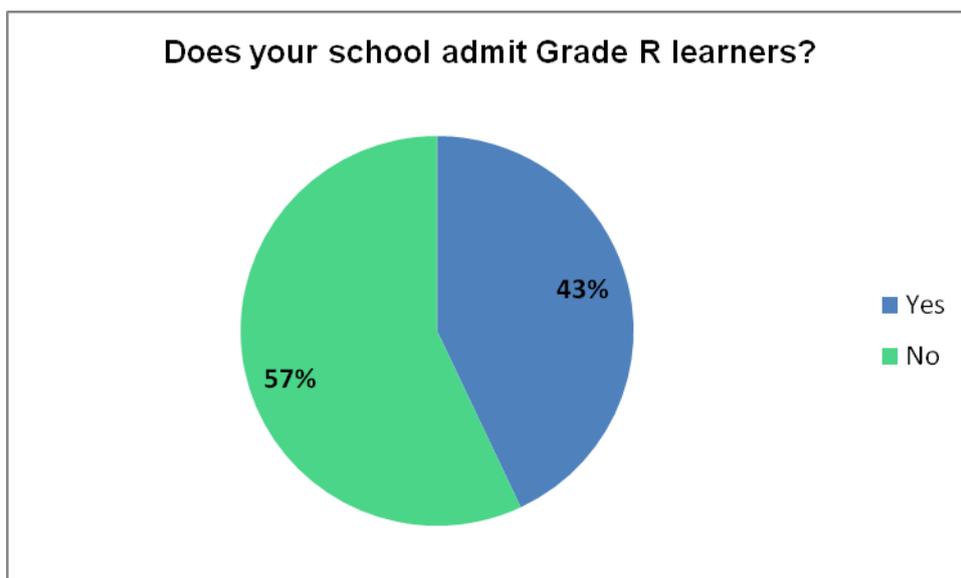
Recommendations

- There is a need to explore the suitability of the NCS as the curriculum framework for learners with disabilities.
- Training is required on curriculum differentiation.
- Workshops on NCS are needed.
- Guidelines on curriculum adaptation need to be developed and provided.
- Training and workshops on the development of inclusive education learning programmes is requested.
- Ward manager support with regards to progression of learners with disabilities is required.
- Support, guidance and visits from the curriculum GET and FET sub-directorates as well as subject advisors needs to be provided.

4.5 EARLY CHILDHOOD DEVELOPMENT (ECD)

Most schools that participated in this survey do not admit Grade R learners (See Figure 4). Thus for all of the questions in this section, majority of respondents indicated 'not applicable'. For those schools to which this section did apply, only 38 percent of respondents indicated receiving ECD funding, 28 percent of respondents reported 'never' receiving ECD/SNES support with regards to developing inclusive education programmes and 28 percent noted that their schools do follow ECD policies. Disappointingly only 12 percent of respondents reported that infrastructure conditions in their local DoE ECD office were accessible to people with disabilities. Grade R infrastructure in schools were reported to be disability-friendly by only 28 percent of respondents (responded 'always'). Thirty-five percent of respondents revealed that they 'never' received support visits from the ECD sub-directorate.

Figure 4: Percentage of Grade R learners admitted



The need for more ECD sub-directorate support visits and the provision of Grade R training, material provision, classrooms and educators was highlighted in the qualitative responses.

Recommendations

- Funding is required for the establishment of Grade R classrooms, Grade R materials as well as training of the Grade R educator.
- Further ECD financial support is required by schools.
- More ECD/SNES support is needed by ECD educators with regards to developing inclusive education programmes.

- Grade R infrastructure in schools need to be improved to ensure it is disability-friendly.
- There is a need to address the poor infrastructure conditions in the local DoE ECD office, making them accessible to people with disabilities.
- More ECD sub-directorate support visits are requested.

4.6 FURTHER EDUCATION AND TRAINING (FET) COLLEGES

Most respondents marked either 'not applicable' or 'never' to all the questions asked about this topic. Thirty-seven percent of respondents indicated that their schools do not have working relationships with any FET colleges, 33 percent of their former learners had 'never' enrolled at FET colleges and little feedback was received from former students who did enroll in FET colleges. Thirty-two percent of respondents noted that there is no synergy between school programmes and those offered at FET colleges. While twenty-one percent of respondents noted that FET policies 'sometimes' meet the needs of learners with disabilities, 26 percent were 'unsure' if FET programmes meet their learner needs.

The quantitative results were also echoed in the qualitative responses with respondents expressing the need to establish working relationships with FET colleges. The issue of providing access to FET colleges for learners with disabilities was raised. It was noted that FET colleges should provide learners with relevant and suitable programmes and should have a relevant admission policy. Few respondents reported that there is no synergy between the policies of the DoE and FET colleges and there is a need for alignment in this regard.

Recommendations

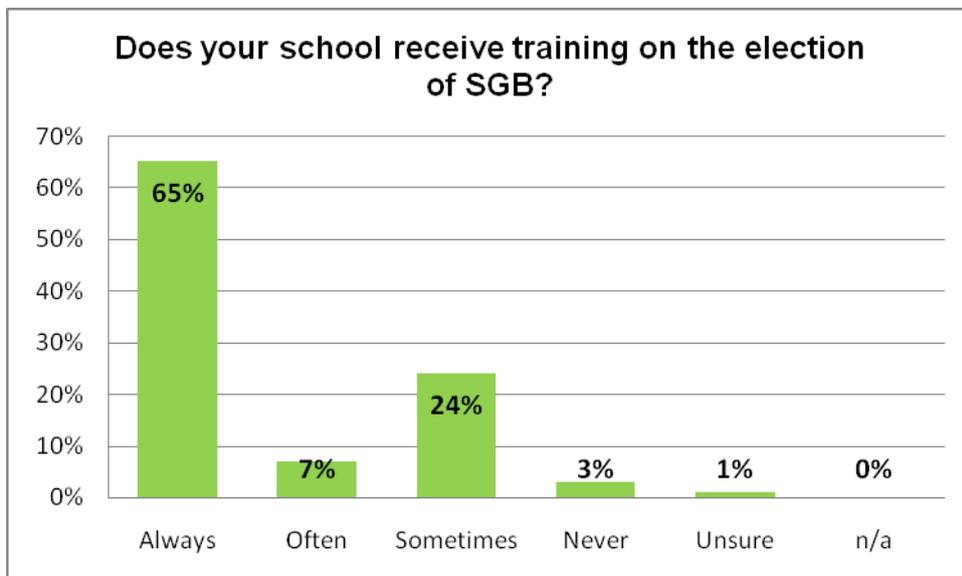
- There is a need to increase access to FET colleges for learners with disabilities.
- More awareness needs to be raised and training provided to schools on FET policies and programmes and their ability to meet the needs of learners with disabilities.
- There is a need to examine both DoE and FET policies to ensure synergy between them.
- The programmes offered and admission criteria of FET colleges need to be examined.
- Efforts need to be made to create working relationships between schools and FET colleges.
- There is a need for an exchange of information between schools and FET colleges so that FET colleges provide appropriate curricula.

4.7 GOVERNANCE AND MANAGEMENT

Parents/caregivers of learners in schools (55% responded 'always') and in the schools respective areas (41% responded 'always') are reasonably aware of the policies regarding access to information for children with disabilities. Respondents indicated that support is provided for parents who have disabilities (36% responded 'always') and it was reported that 'sometimes' (34%) schools do provide programmes that incorporate the efforts of parents in supporting learners with disabilities. While 31 percent of respondents indicated that acceleration programmes are being provided for learners with disabilities, only 15 percent indicated such programmes are being provided for highly gifted learners.

Forty-one percent of respondents noted that parents who do have learners in the schools, do 'sometimes' receive training in their roles and responsibilities. More positively 69 percent of respondents reported having a functional ILST and 63 percent reported keeping these meeting minutes. While 14 percent of respondents reported participating in CBST, 20 percent reported participating in DBST. Sixty-five percent of respondents indicated having received SGB election training (See Figure 5) and 49 percent having received SGB role training. Governance and Management sub-directorate visits were reported to be 'sometimes' received by 42 percent of respondents.

Figure 5: Schools training received on the SGB election



The qualitative responses further highlighted the need for training of SGB members and CBST and DBST. It was added that the structure of SGB requires examination in particular with regards to special school issues.

Recommendations

- More programmes that incorporate the efforts of parents in supporting learners with disabilities need to be provided.
- Additional acceleration programmes need to be provided for learners with disabilities, especially for the highly gifted learners.
- There is a need to improve school participation in CBST and DBST.
- More election and role training for SGB members need to be provided.
- Educator training needs to be urgently provided on the:
 - Identification and support of learners with disabilities
 - Admission and enrolment of learners that require high levels of support.
- Ward manager support with regards to progression of learners with disabilities is required.
- Ward managers need to conduct regular visits and inspections of schools to determine the needs of the schools with regards to HRP.
- More ward manager guidance and support is required by schools in terms of:
 - financial management
 - governance
 - human resource provisioning
 - curriculum
- Further training on the roles and responsibilities of the management team members and support staff are required.
- Most schools have a waiting list for learners and this needs to be addressed.
- Further Governance and Management sub-directorate visits is requested.

4.8 HUMAN RESOURCE DEVELOPMENT (HRD)

Across the 71 schools, 94 percent of educators are state paid and 6 percent are SGB paid. While there are a higher number of qualified educators of schools (91%), only 49% of all educators have special qualifications to teach learners with disabilities (See Table 4).

Table 4: Human resource development-Educator numbers

Number of educators at all schools	State Paid	SGB Paid	Total
	1264 (94%)	77 (6%)	1341
Number of qualified educators			1220 (91%)
Number of educators who are qualified to teach learners with disabilities			658 (49%)

In terms of questions asked regarding the training received, most respondents indicated that 'most' or 'some' training was received (See Table 5). Thirty-nine percent of respondents noted that 'some' training was received in Inclusive Education. Training in NCS and curriculum adaptation was also received (32% responded 'all'; 21% responded 'most'; 37% responded 'some'). Thirty-nine percent of respondents indicated that 'all' their management team had received training in their roles and responsibilities while only 23 percent of 'all' the support staff had received training in their roles and responsibilities.

Table 5: Human resource development-Training received

ITEM	All	Most	Some	None	Unsure	N/A	Missing data
8.4 How many educators in your school have received training in Inclusive Education?	27%	32%	39%	1%	0%	0%	1%
8.5 How many educators in your school have received training in NCS and curriculum adaptation?	32%	25%	37%	4%	0%	1%	1%
8.6 How many members of your management team have received training in their roles and responsibilities?	39%	21%	23%	15%	0%	1%	1%
8.7 Have the support staff at your school received training in their roles and responsibilities?	23%	28%	34%	14%	0%	1%	0%

From the qualitative responses, it was expressed that there is a shortage of qualified personnel to teach learners with special needs and many schools do not employ any therapists. It was requested that more such posts be made available. Respondents added that training is needed for support staff and educators and that workshops on NCS and curriculum adaptation are required.

Recommendations

- More teachers need to be trained in special education needs.
- Workshops on NCS and curriculum adaptation are required.
- Further training on inclusive education needs to be provided.
- Training is needed on the roles and responsibilities of the management team members and support staff.

4.9 HUMAN RESOURCE PROVISION (HRP)

It is important to report that 51 percent of respondents noted that they have staff members who have disabilities and only 22 percent of respondents reported that their schools do have the required support staff (See Table 6). Schools need to ensure that they meet the requirements of the Employment Equity Act.

Table 6: Human Resource Provision, staff members

ITEM	Yes	No	Unsure
9.1 Does your school have any staff members who have disabilities?	51%	48%	1%
9.2 Does your school have the required support staff?	22%	68%	10%
9.3 Does your education staff meet your current PPM?	66%	34%	0%

What was repeatedly reported by respondents across schools was the lack of therapists (See Table 7), very low numbers were reported.

Table 7: Human Resource Provision-Number of therapists

	Number
Speech therapist(s)	56
Occupational therapist(s)	81
Physiotherapist(s)	26

Other (specify)	18
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This was further evident in the qualitative responses where respondents highlighted the need for support staff and therapists. Also raised was that, regular visits and inspections of schools could assist in determining the needs of the schools.

Recommendations

- Ward managers need to conduct regular visits and inspections of schools to determine the needs of the schools with regards to HRP.
- Schools need to ensure that they meet the requirements of the Employment Equity Act by redressing the effects of discrimination and having a diverse workforce.
- More resources need to be devoted to employing the required therapists at schools.

4.10 NUTRITION

Most schools seemed to be benefitting from the Department's nutrition programme (61% reported 'always') however only 39 percent of respondents indicated that their menu suited the needs of learners with disabilities.

Positively reported in the qualitative responses was that some schools plan to review their menu to suit the needs of the learners. A few schools reported having a Nutrition programme functioning very well. Other schools requested that the Department provide nutrition programmes to their schools.

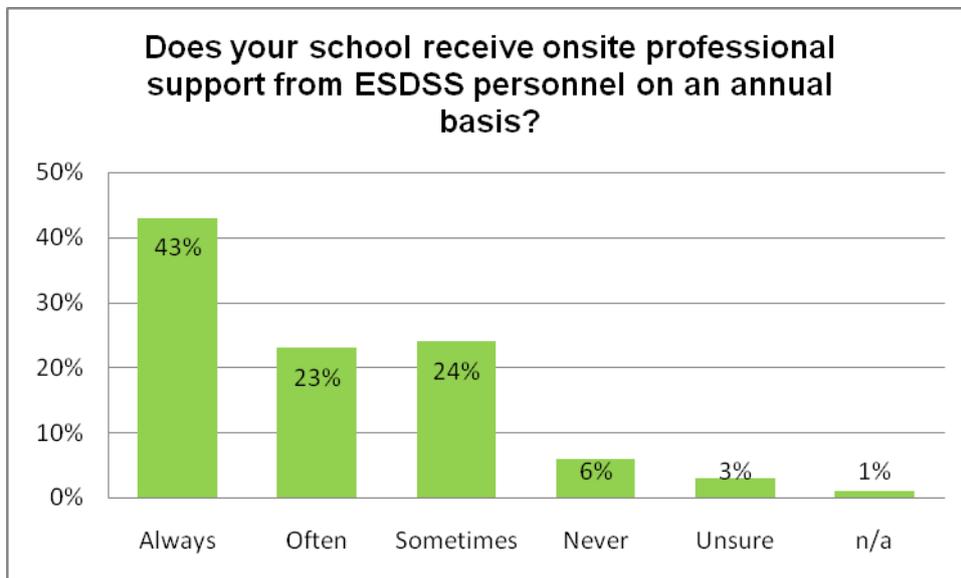
Recommendations

- There is a need to increase the access of the Department's nutrition programme to schools that currently do not receive it.
- More attention needs to be devoted to adapting the menu to suit learner needs.

4.11 SPECIAL NEEDS EDUCATION SERVICES (SNES)

The first part of the SNES section of the questionnaire dealt with programmes, policies and interventions. Forty-three percent of respondents noted that their schools 'always' receive onsite professional support from ESDSS personnel on an annual basis, while 23 percent responded 'often' and 24 percent responded 'sometimes' (See Figure 6).

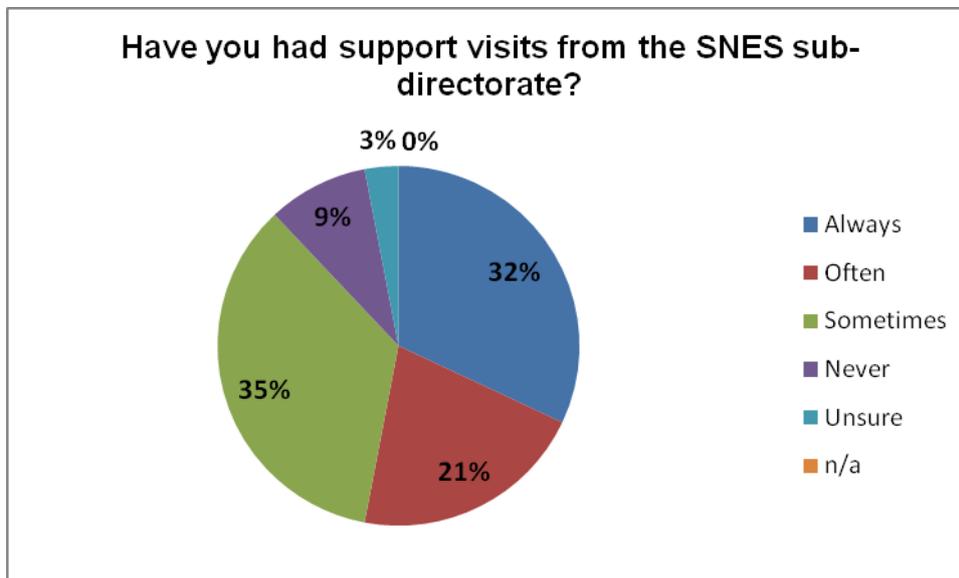
Figure 6: Schools' onsite professional support received from ESDSS personnel



Most schools do have a waiting list for learners (69% responded 'always'). Schools do not seem to have HIV/AIDS programmes that are initiated by the ESDSS sub-directorate (38% responded 'never'). Of those schools that did have these programmes, only 28 percent of respondents noted that the programmes suited the needs of learners with disabilities.

Only ten percent of respondents reported that there are 'always' career counseling programmes initiated by the ESDSS sub-directorate in schools. Low percentages were also reported with regards to whether ESDSS policies (23% responded 'always') and programmes (23% responded 'always') meet the requirements of learners with disabilities. Respondents noted that their schools do 'sometimes' (38%) receive psychosocial intervention programmes from the ESDSS, with 29 percent reporting that these programmes 'sometimes' meet the needs of learners with disabilities. Thirty-two percent of respondents noted that they 'always' received SNES sub-directorate support visits, 21 percent indicated often and 35 percent responded 'sometimes' (See Figure 7).

Figure 7: SNES sub-directorate support visits received



The second part of the SNES section in the questionnaire dealt with training received. Table 8 summarises the responses.

ITEM	All	Most	Some	None	Unsure	N/A
11.11 How many educators at your school were trained in the development of inclusive learning programmes?	25%	27%	44%	3%	1%	0%
11.12 How many educators at your school were trained on identification and support of learners with disabilities?	23%	27%	37%	12%	1%	0%
11.13 How many of your support staff received training in supporting learners with disabilities?	20%	20%	43%	16%	1%	0%
11.14 How many educators at your school were trained on admission and enrolment of learners with disabilities?	10%	7%	39%	38%	4%	2%
11.15 Does your school provide learning programmes for learners who need high levels of support e.g. autism?	27%	20%	24%	17%	2%	10%

ITEM	All	Most	Some	None	Unsure	N/A
11.16 Were educators at your school trained on teaching learners that need high levels of support including autism?	14%	8%	45%	25%	2%	6%
11.17 How many classrooms and buildings at the school are fully utilized?	87%	9%	1%	3%	0%	0%

Lower percentages were reported across schools with most respondents reporting only some educators had received training. Twenty-three percent of educators were reported to be trained on identifying and supporting learners with disabilities (responded 'all'). Twenty percent of respondents indicated that they had received training in supporting learners that required high levels of support and only 10 percent were trained on the admission and enrolment of these learners (responded 'all'). Most schools reported that all their classrooms and buildings are fully utilized (87% responded 'all').

It emerged from the qualitative data that few schools had a limited understanding of SNES and expressed the need for more capacity building. Some respondents noted that there is a need for workshops on identification of learners with barriers to learning that require high levels of support, the development of inclusive programmes and training on admission and enrolment of these learners.

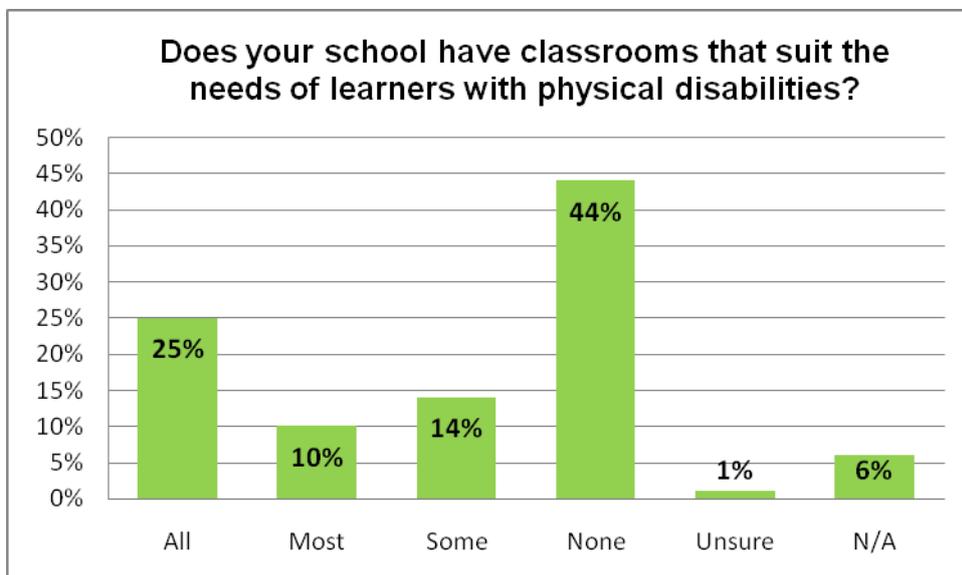
Recommendations

- There is a need for more capacity building to increase understanding of SNES.
- Most schools have a waiting list for learners and this needs to be addressed.
- There is a need to make HIV/AIDS and career counseling programmes available in schools and also to ensure the programmes suit learner needs.
- Educator training needs to be urgently provided on the:
 - Identification and support learners with disabilities
 - Admission and enrolment of learners that require high levels of support
- More information and training needs to be provided on ESDSS policies and programmes and their ability to meet the requirements of learners with disabilities.
- New materials need to be developed to cater for learners with specific needs.

4.12 PHYSICAL INFRASTRUCTURE

Poor physical infrastructure is reported across schools. Only 19 percent of respondents reported that 'all' toilets in their schools are disability-friendly toilets and 28 percent responded that schools have ramps established (responded 'all'). Close to half of all respondents (44%) reported that their schools have no classrooms to suit the needs of learners with physical disabilities (See Figure 8). Another alarming finding was that 46 percent of schools do not have hostel buildings. Most schools reported that all their classrooms and buildings are fully utilized (87% responded 'all').

Figure 8: The extent to which classrooms suit the needs of learners with physical disabilities



The urgent need for hostel facilities was repeatedly expressed in the qualitative responses. It was noted that currently some schools use mobiles and even classrooms as hostels. Some respondents indicated the need for more classrooms, while others noted the need for more accessible toilets. A respondent from one of the schools in Othukela noted that the road access to the school is in a deplorable condition thus making it inaccessible to some learners. This school has written repeated requests to the department regarding assistance with this problem but have not received a response. On a positive note, a few schools noted that their buildings were soon to be upgraded to make them suitable for learners with disabilities.

Recommendations

- More resources need to be devoted to the building of proper infrastructure in schools especially classrooms that suit the needs of learners with physical disabilities.
- There is an immediate need for hostel facilities to be established in schools across the province.
- Disability-friendly toilets and ramps also need to be constructed in schools.

4.13 SCHOOL MANAGEMENT

Varying levels of ward manager support was received across schools with most respondents indicating either 'always', 'often' or 'sometimes' (See Table 9).

Table 9: School management - Ward manager support received

ITEM	Always	Often	Sometimes	Never	Unsure	N/A
13.1 Does your ward manager provide support to your school management team?	42%	23%	30%	4%	0%	1%
13.2 Does your school receive guidance and support from your ward manager?	38%	30%	25%	6%	0%	1%
13.3 Does your school receive financial management guidance from your ward manager?	23%	21%	34%	14%	3%	5%
13.4 Does your school receive support from your ward manager regarding governance?	27%	30%	39%	3%	0%	1%
13.5 Does your school receive support from your ward manager regarding human resources provisioning?	37%	28%	31%	3%	0%	1%
13.6 Does your school receive support from your ward manager regarding curriculum?	19%	13%	34%	31%	1%	2%
13.7 Does your school receive support from your ward manager regarding human resource development?	23%	6%	56%	14%	0%	1%
13.8 Does your school receive support from your ward manager regarding assessment and	22%	10%	23%	29%	1%	15%

ITEM	Always	Often	Sometimes	Never	Unsure	N/A
examinations?						
13.16 Have you had support visits from the ward manager?	41%	23%	29%	7%	0%	0%

Only forty-two percent of respondents noted that their school management team 'always' receives ward manager support. Thirty-four percent of respondents indicated that their schools 'sometimes' receive ward manager financial support while fifty-six percent indicated that they 'sometimes' receive human resource development support from their ward manager. Less than half of all respondents indicated that their schools do receive support visits from their ward manager (41% responded 'always').

Thirty-seven percent of respondents reported that their schools 'sometimes' provide skills development programmes for other educators. Forty-six percent of respondents reported that their schools 'sometimes' provide outreach programmes with regards to resources. Respondents indicated that their schools 'sometimes' provide outreach programmes for other government departments (36%) and for parents and communities (39%). Forty-one percent of respondents indicated that their schools 'sometimes' access services from other government departments and close to half indicated accessing services from the community and NGOs. Most schools do admit learners that require high levels of support (57% responded 'always').

From the qualitative responses, few respondents reported that they their ward manager provides ongoing and sufficient levels of support.

Recommendations

- More ward manager guidance and support is required in terms of:
 - financial management
 - governance
 - human resource provisioning
 - curriculum
- Ward manager support with regards to progression of learners with disabilities is required.
- Ward managers need to conduct regular visits and inspections of schools to determine the needs of the schools with regards to HRP.
- Further action needs to be taken to encourage schools to provide skills development programmes for other educators and facilitating the provision of outreach programmes.
- There is a need for multi-sectorial collaboration in order to increase the uptake of services from other government departments, the community and NGOs.

4.14 RESOURCES

There is a lack of assistive devices across schools. Thirty-eight percent of respondents noted that schools 'sometimes' have assistive devices while 24 percent indicated 'never'. While more positively 62 percent of respondents reported that the KZNDoe does provide learner transport for their schools, 34 percent noted that the transport is inadequate and 86 percent reported 'never' having excess transport. Thirty-four percent of respondents noted that the current learner transport system is suitable (responded 'always') and 41 percent responded that it is sustainable (responded 'always'). Most schools do not seem to have textbooks suited to the specific needs of learners enrolled in the schools (39% responded 'never'). Most schools reported that all their classrooms and buildings are fully utilized (87% responded 'all').

Analysis of the qualitative data further revealed the need for suitable assistive devices such as hearing aids or that funding needs to be provided and allocated by the DoE for the purchasing of these devices. A few schools were excited to report that they had ordered and received assistive devices. Also raised was the need for specially designed furniture such as desks and chairs for learners with physical disabilities. It was widely reported that textbooks do not meet the needs of learners with disabilities. It was recommended that the DoE provide a database of bookshops from which schools could order relevant and suitable textbooks. Also noted was the request for further and more suitable transport. Some respondents indicated that their current transport was overloaded; learners were being transported in teachers' vehicles or the back of bakkies which is illegal.

Recommendations

- There is a need to extend access to the KZNDoe transport system to all schools.
- Efforts need to be made to examine the KZNDoe transport system's suitability and sustainability.
- Resources need to be provided and allocated by the DoE for the purchasing of much needed assistive devices.
- New materials need to be developed to cater for learners with specific needs.
- It is recommended that the DoE provide a database of bookshops from which schools could order relevant and suitable textbooks

4.15 EDUCATION LIBRARY INFORMATION AND TECHNOLOGY (ELITS)

From the qualitative responses, it is clear that most schools do not have a library and a teacher librarian. Most of the schools requested the need for both a library to be built as well as the employment of a librarian. There is a need for more support visits by the ELITS sub-directorate to special schools.

Recommendations

- There is need for both a library to be built as well as the employment of a librarian.
- More support visits by the ELITS sub-directorate to special schools are required.

5 Discussion

This section will attempt to broadly highlight the strengths (areas where things seemed to be working well) and the weaknesses (areas where action needs to be taken) in terms of the 15 topics covered in the questionnaire. Specific strengths and weaknesses have already been highlighted under each topic in the form of the summary paragraph at the end of each topic result discussed.

5.1 STRENGTHS

The KZNDoe has made some improvements and advancements in special schools in the province. One area that has been impacted is assessment and examination. Schools are more knowledgeable on the concept of alternative assessment methods. Most schools have assessment teams in place and are adapting progression assessments. Schools are providing support to learners who require assessment support and assessment strategies and standards are being adapted to suit learner needs.

Another area where progress has been made is co-curricular activities. Most schools do offer co-curricular activities to their learners and they also do participate in KZNDoe's sport activities, cultural activities and inclusive co-curricular activities. Substantial growth has also occurred in terms of the curriculum GET and FET. Schools are using the NCS as the curriculum framework, classifying learners according to phases and adapting learning outcomes and curriculum assessment tasks to suit the different disabilities and developmental levels.

Nutrition is another area where implementation has been successful. Schools are benefitting from the Department's nutrition programme and some schools report that nutrition programmes are functioning very well in their schools. With regards to SNES, some advancement have been made in terms of onsite professional support from ESDSS personnel being received and psychosocial intervention programmes and support visits being received by schools. Also important to note is that most classrooms and buildings spaces are being fully utilized.

With regards to school management support, most schools also reported having a functional ILTS. Another achievement to take note of is that the KZNDoe transport system is reaching most schools. Some schools

noted that these buildings are soon to be upgraded to make them suitable for learners with disabilities and few schools have ordered and received assistive devices.

5.2 WEAKNESSES

While many schools have been impacted positively by advancements being made, there are still several challenges/gaps that need to be addressed. One such area is ABET where steps need to be taken to facilitate a working relationship between schools and ABET. Also ABET centres are required in certain districts. In terms of assessment and examinations, attention needs to be given to the provision of training on applying for matric concessions, the implementation of alternative assessments and on external examination policies for learner with disabilities.

Low levels of participation in co-curricular activities at the Provincial level and request for co-curricular staff training are other gaps that were identified. With regards to the curriculum GET and FET, the suitability of the NCS as the curriculum framework for learners with disabilities requires examination and training is needed on curriculum differentiation. No major progress was made in terms of ECD. More Grade R classrooms and Grade R educators are needed. The poor infrastructure conditions in the local DoE ECD also requires attention. Gaps were also identified with FET colleges, where more awareness training on the FET policies and programmes and their ability to meet the needs of learners with disabilities are required. Efforts need to be made to create working relationships between schools and FET colleges. An exchange of information between schools and FET colleges so that FET colleges provide appropriate curricula, is required.

Governance and management is another area where issues need to be tackled. There is a need to improve school participation in CBST and DBST and more election and role training for SGB members is required. With regards to HRD and HRP, it is clear that more teachers need to be trained in special education needs and more resources need to be devoted to employing the required support staff and therapists at schools. More training particularly on inclusive education and the roles and responsibilities of the management and support teams are required. Further attention needs to be devoted to adapting the menu in schools to suit learner needs.

In terms of SNES, HIV/AIDS and career counseling programmes that suit learner needs need to be made available in schools. Educator training needs to be urgently provided on: identifying and supporting learners with disabilities, supporting learners who require high levels of support and on the admission and enrolment of these learners. With regards to school management support, schools highlighted that insufficient ward manager support was being provided. More resources need to be devoted to the building of proper infrastructure in schools especially classrooms that suit the needs of learners with physical disabilities, hostel facilities, disability-friendly toilets and ramps.

The suitability and sustainability of the current transport system needs to be reviewed. Resources need to be provided and allocated by the DoE for the purchasing of much needed assistive devices. New materials need to be developed to cater for learners with specific needs. Most of the schools requested the need for both a library to be built as well as the employment of a librarian. Regular support and follow-up visits are required from all of the following sub-directorate: ABET, Assessment and Examination, Co-curricular Activities, Curriculum GET and FET, ECD sub-directorate, Governance and Management and ELITS (See table 10).

Table 10: Support visits received by various sub-directorates

SUB-DIRECTORATE	Always
ABET	1%
Assessment and Examination	3%
Co-curricular Activities	4%
Curriculum GET & FET	10%
ECD	6%
Governance and Management	11%
SNES	32%

6 Conclusions

Although progress has been made in some schools, there are still a number of challenges in the area of Special Needs Education which needs to be addressed. As evident from the results of this survey, the needs of learners with disabilities are not being adequately catered for in the classroom. These learners cannot be taught using the same approach and methods used in mainstream schools. In addition, the lack of qualified personnel, necessary assistive devices and facilities and inappropriate curriculum and assessment practices exacerbates the problem. In light of the above recommendations and results of this survey, interventions will be developed and implemented to tackle the gaps in the existing model of Special Needs Education in KZN.

7 Way forward

1. An integrated intervention plan is required.
2. This plan should cover the short-term, medium-term and long-term intervention activities.
3. The intervention plan should seek to advance the Inclusive Education and Training System which will address the barriers to learning experienced by learners with disabilities, as well as recognise and accommodate the diverse range of learner needs.

The other components of the Inclusive Education and Training System: Full service, Circuit Based Support Team, District Based Support Team, Institutional Level Support Team and Screening Identification Assessment Support, need to be rolled out parallel to this process.

Further investigation is needed to explain the largely quantitative data gathered in this survey. This is needed to explain fully what, why and how much is needed for what purpose in the Special schools as Resource Centres. For instance, it must be explained why visits from other sub-directorates are necessary and how often these visits should be conducted. This survey indicates that some of the menus offered at the special schools are not suited for learners with disabilities. Further study must explain what menus are not suitable and why; in addition, what would be suitable menus.

8 Appendix 1: Table of Recommendations

Responsible Sub-directorate	Recommendations
Adult Basic Education and Training	<ul style="list-style-type: none"> • There is a need to facilitate a working relationship between school officials and ABET. • Schools require more information on ABET centre policies and programmes with regards to its ability to meet the needs of learners with disabilities. • Requests for ABET centres in certain districts is another issue that needs to be addressed. • There is a need to make ABET services accessible to the intellectually impaired learners. • The curriculum of ABET needs to be reviewed to include skills development. • Regular support and follow-up visits from the ABET sub-directorate needs to be provided to the schools.
Assessment and Examination	<ul style="list-style-type: none"> • Workshops and training are needed on: <ul style="list-style-type: none"> - applying for matric concessions - the implementation of alternative assessments - external examination policies for learner with disabilities. • Support visits from this sub-directorate are required. • Further involvement from subject advisors is needed.
Co-curricular Activities	<ul style="list-style-type: none"> • Participation needs to be facilitated for co-curricular activities at the Provincial level. • More KZNDoe funding or support is required by schools for co-curricular activities. • Staff training on co-curricular activities is requested. • Extending participation in co-curricular activities to reform and industrial students needs to be explored. • More support visits are required by the co-curricular sub-directorate.
Curriculum General Education & Training and Further Education and Training	<ul style="list-style-type: none"> • There is a need to explore the suitability of the NCS as the curriculum framework for learners with disabilities. • Training is required on curriculum differentiation. • Workshops on NCS are needed. • Guidelines on curriculum adaptation need to developed and provided. • Training and workshops on the development of inclusive education learning programmes is requested. • Ward manager support with regards to progression of learners with disabilities is required. • Support, guidance and visits from the curriculum GET and FET sub-directorates as well as subject advisors needs to be provided.
Early Childhood Development	<ul style="list-style-type: none"> • Funding is required for the establishment of Grade R classrooms, Grade R materials as well as training of the Grade R educator. • Further ECD financial support is required by schools. • More ECD/SNES support is needed by ECD educators with regards to

	<p>developing inclusive education programmes.</p> <ul style="list-style-type: none"> • Grade R infrastructure in schools need to be improved to ensure it is disability-friendly. • There is a need to address the poor infrastructure conditions in the local DoE ECD office, making them accessible to people with disabilities. • More ECD sub-directorate support visits are requested.
Further Education and Training Colleges	<ul style="list-style-type: none"> • There is a need to increase access to FET colleges for learners with disabilities. • More awareness needs to be raised and training provided to schools on FET policies and programmes and their ability to meet the needs of learners with disabilities. • There is a need to examine both DoE and FET policies to ensure synergy between them. • The programmes offered and admission criteria of FET colleges need to be examined. • Efforts need to be made to create working relationships between schools and FET colleges. • There is a need for an exchange of information between schools and FET colleges so that FET colleges provide appropriate curricula.
Governance and Management	<ul style="list-style-type: none"> • More programmes that incorporate the efforts of parents in supporting learners with disabilities need to be provided. • Additional acceleration programmes need to be provided for learners with disabilities, especially for the highly gifted learners. • There is a need to improve school participation in CBST and DBST. • More election and role training for SGB members need to be provided. • Educator training needs to be urgently provided on the: <ul style="list-style-type: none"> - Identification and support of learners with disabilities - Admission and enrolment of learners that require high levels of support. • Ward manager support with regards to progression of learners with disabilities is required. • Ward managers need to conduct regular visits and inspections of schools to determine the needs of the schools with regards to HRP. • More ward manager guidance and support is required by schools in terms of: <ul style="list-style-type: none"> - financial management - governance - human resource provisioning - curriculum • Further training on the roles and responsibilities of the management team members and support staff are required. • Most schools have a waiting list for learners and this needs to be addressed. • Further Governance and Management sub-directorate visits is requested.
Human Resource Development	<ul style="list-style-type: none"> • More teachers need to be trained in special education needs. • Workshops on NCS and curriculum adaptation are required.

	<ul style="list-style-type: none"> • Further training on inclusive education needs to be provided. • Training is needed on the roles and responsibilities of the management team members and support staff.
Human Resource Provision	<ul style="list-style-type: none"> • Ward managers need to conduct regular visits and inspections of schools to determine the needs of the schools with regards to HRP. • Schools need to ensure that they meet the requirements of the Employment Equity Act by redressing the effects of discrimination and having a diverse workforce. • More resources need to be devoted to employing the required therapists at schools.
Nutrition	<ul style="list-style-type: none"> • There is a need to increase the access of the Department's nutrition programme to schools that currently do not receive it. • More attention needs to be devoted to adapting the menu to suit learner needs.
Special Needs Education Services	<ul style="list-style-type: none"> • There is a need for more capacity building to increase understanding of SNES. • Most schools have a waiting list for learners and this needs to be addressed. • There is a need to make HIV/AIDS and career counseling programmes available in schools and also to ensure the programmes suit learner needs. • Educator training needs to be urgently provided on the: <ul style="list-style-type: none"> - identification and support learners with disabilities - admission and enrolment of learners that require high levels of support • More information and training needs to be provided on ESDSS policies and programmes and their ability to meet the requirements of learners with disabilities. • New materials need to be developed to cater for learners with specific needs.
Physical Infrastructure	<ul style="list-style-type: none"> • More resources need to be devoted to the building of proper infrastructure in schools especially classrooms that suit the needs of learners with physical disabilities. • There is an immediate need for hostel facilities to be established in schools across the province. • Disability-friendly toilets and ramps also need to be constructed in schools.
School Management	<ul style="list-style-type: none"> • More ward manager guidance and support is required in terms of: <ul style="list-style-type: none"> - financial management - governance - human resource provisioning - curriculum • Ward manager support with regards to progression of learners with disabilities is required. • Ward managers need to conduct regular visits and inspections of schools to determine the needs of the schools with regards to HRP. • Further action needs to be taken to encourage schools to provide skills development programmes for other educators and facilitating the provision of outreach programmes.

	<ul style="list-style-type: none"> • There is a need for multi-sectorial collaboration in order to increase the uptake of services from other government departments, the community and NGOs.
Resources	<ul style="list-style-type: none"> • There is a need to extend access to the KZNDoe transport system to all schools. • Efforts need to be made to examine the KZNDoe transport system's suitability and sustainability. • Resources need to be provided and allocated by the DoE for the purchasing of much needed assistive devices. • New materials need to be developed to cater for learners with specific needs. • It is recommended that the DoE provide a database of bookshops from which schools could order relevant and suitable textbooks
Education Library Information & Technology	<ul style="list-style-type: none"> • There is need for both a library to be built as well as the employment of a librarian. • More support visits by the ELITS sub-directorate to special schools are required.