

DIRECTORATE: INCLUSION AND SPECIAL SCHOOLS

AN OVERVIEW OF SPECIAL SCHOOLS IN GAUTENG

FEBRUARY 2020



GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Growing Gauteng Together

MEC ROADMAP 2019-2024

GDE STRATEGIC GOALS: 2019-2014

GOAL 1
**Early Childhood
Development (ECD)**

GOAL 2
**Promote Quality
Education across all
classrooms and
schools**

GOAL 3
**Create safe schools
that embody Social
Cohesion, patriotism
and non-violence**

GOAL 4
**Change the
Education Landscape
to accelerate relevant
and quality learning**

GOAL 5
**To address the needs
of Gauteng Youth
through development
programmes &
increasing youth
Employability**

Gauteng Department of Education Road Map 2019-2024

Strategic Goal

Goal 1:
Early
Childhood
Development

Complete the
universalisation
of Grade R and
begin the
preparations for
the introduction
of Grade RR

Goal 2:
Promote
Quality
Education

Strengthening
Foundations across all
GET Grades

Defending the "crown"
– continuing the
improvement of quality
learning in the FET
Band

Expand and enhance
Schools of
Specialisation

Provincial, National,
Regional and
International Learner
Assessments

Skills for a Changing
World including
Technical High Schools

Fourth Industrial
Revolution, ICT and E-
learning

Expand access to
special schools and
improve quality of
programmes for
Learners with Special
Needs

Goal 3:
Safe School

Safe schools and
Social Cohesion

School Sports :
Tournaments
Soccer, Rugby,
Cricket, Netball and
Athletics

School Health, Anti-
Drugs Programmes,
Girl Child Support
and Guidance

Goal 4:
Change the
Education
Landscape

Twinning and
Resource
Optimisation, small
schools and
normalisation of grade
structure of schools

New improved School
Infrastructure -
Adhering to National
Norms and Standards

Reposition Principals
and Educator
Development and
Support

Increase and intensify
SGB Support and
Advisory Work

Improve District
Support and Labour
Dispute Resolutions
Mechanism

Resolve Education
Disputes and
implement
Resolutions:
Intervention Unit

Goal 5:
Youth
Development

Develop a Master
Skills
Programme aligned
to skills required
by the Fourth
Industrial
Revolution

Continue with the
Bursaries
Programmes
targeting the poor
and critical skills

Promote Young
Writers and
Publications for
use in schools

Priorities

COUNTDOWN

OFFICIAL COUNTDOWN STARTING
WEDNESDAY, 15 JANUARY 2020

198 SCHOOL DAYS in 2020

Term 1: 48 school days = 48 days – 11 = 37 remaining

Term 2: 50 school days minus 16 Exam Days = 35 days

Term 3: 53 school days minus 19 Exam days = 34 days

Term 4: 5 [47] school days = 5 days

Total days for teaching: $37+35+34+5 = 111$ DAYS

**From 29 JANUARY 2020 = 92 school days for T&L
(25/02/2020)**

EXPANSION OF INCLUSIVE EDUCATION

Legislative Framework

THE CONSTITUTION OF SOUTH AFRICA

Section 29 Education

- (1) Everyone has the right -
- (a) to a basic education, including adult basic education; and
 - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
- (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account -
- (a) equity;
 - (b) practicability; and
 - (c) the need to redress the results of past racially discriminatory laws and practices.

GDE POLICY ON THE SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (SIAS)

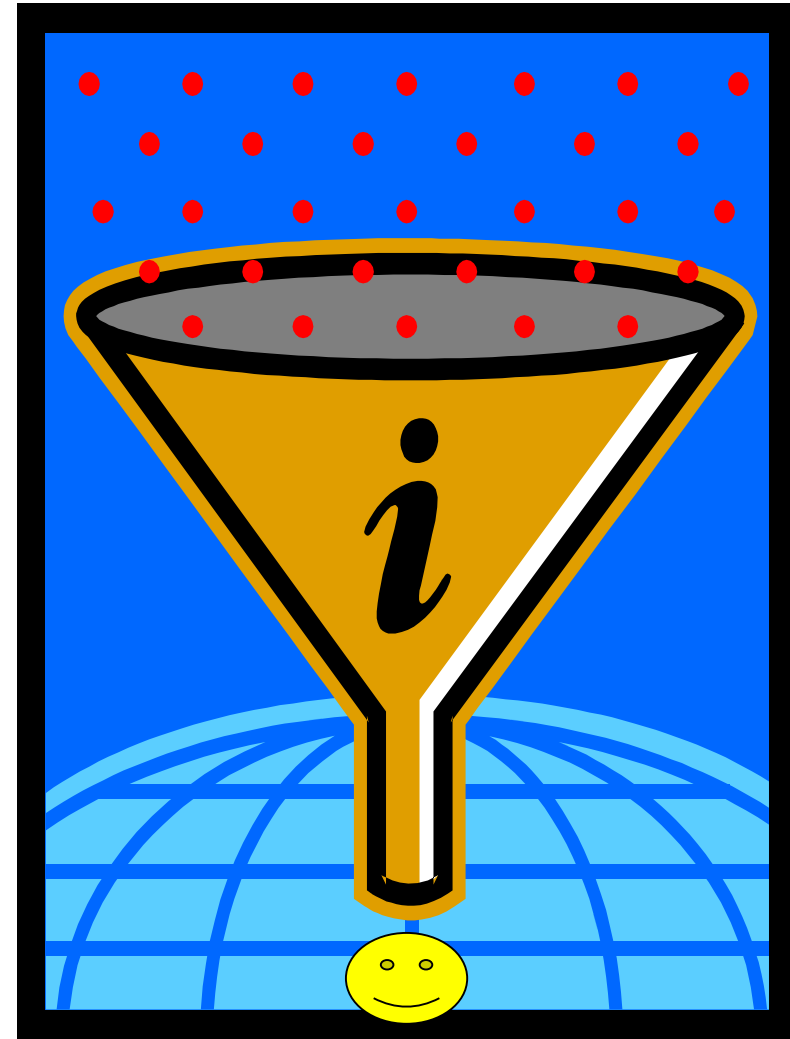
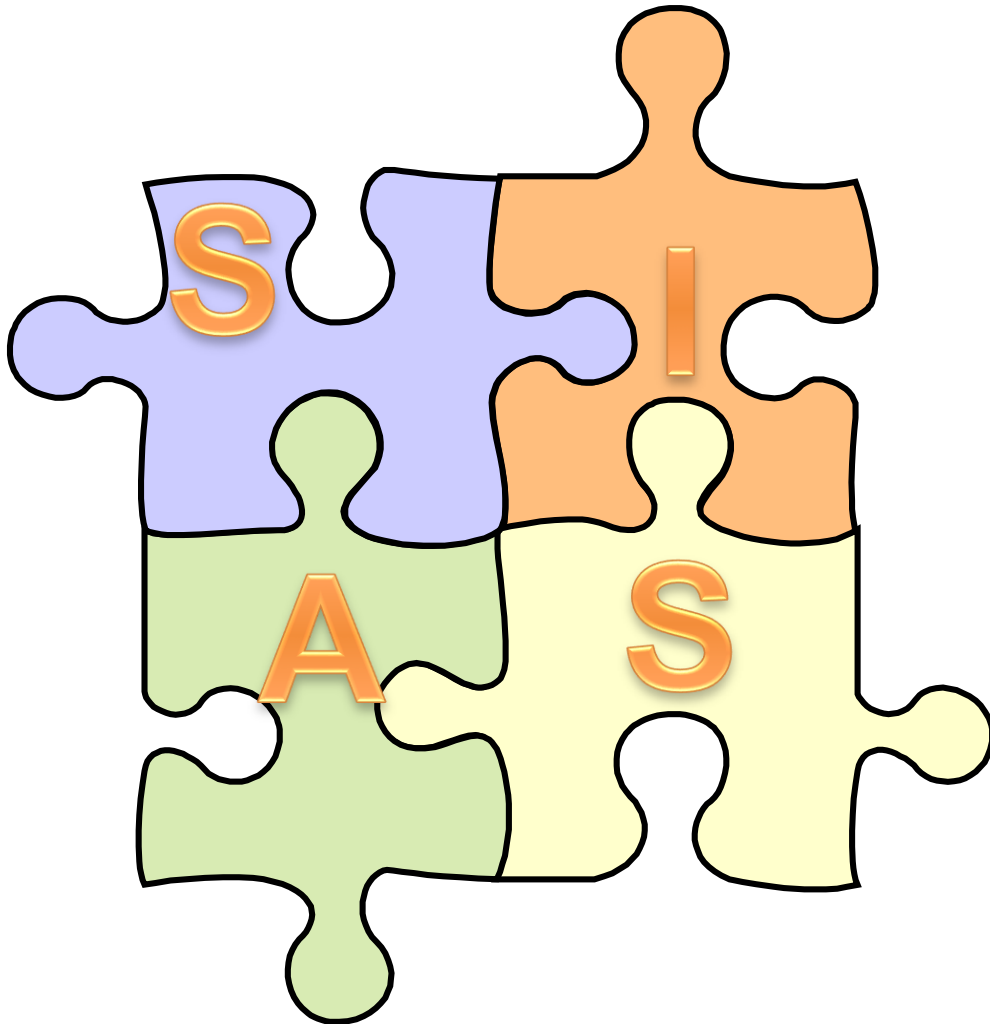
POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT

2014

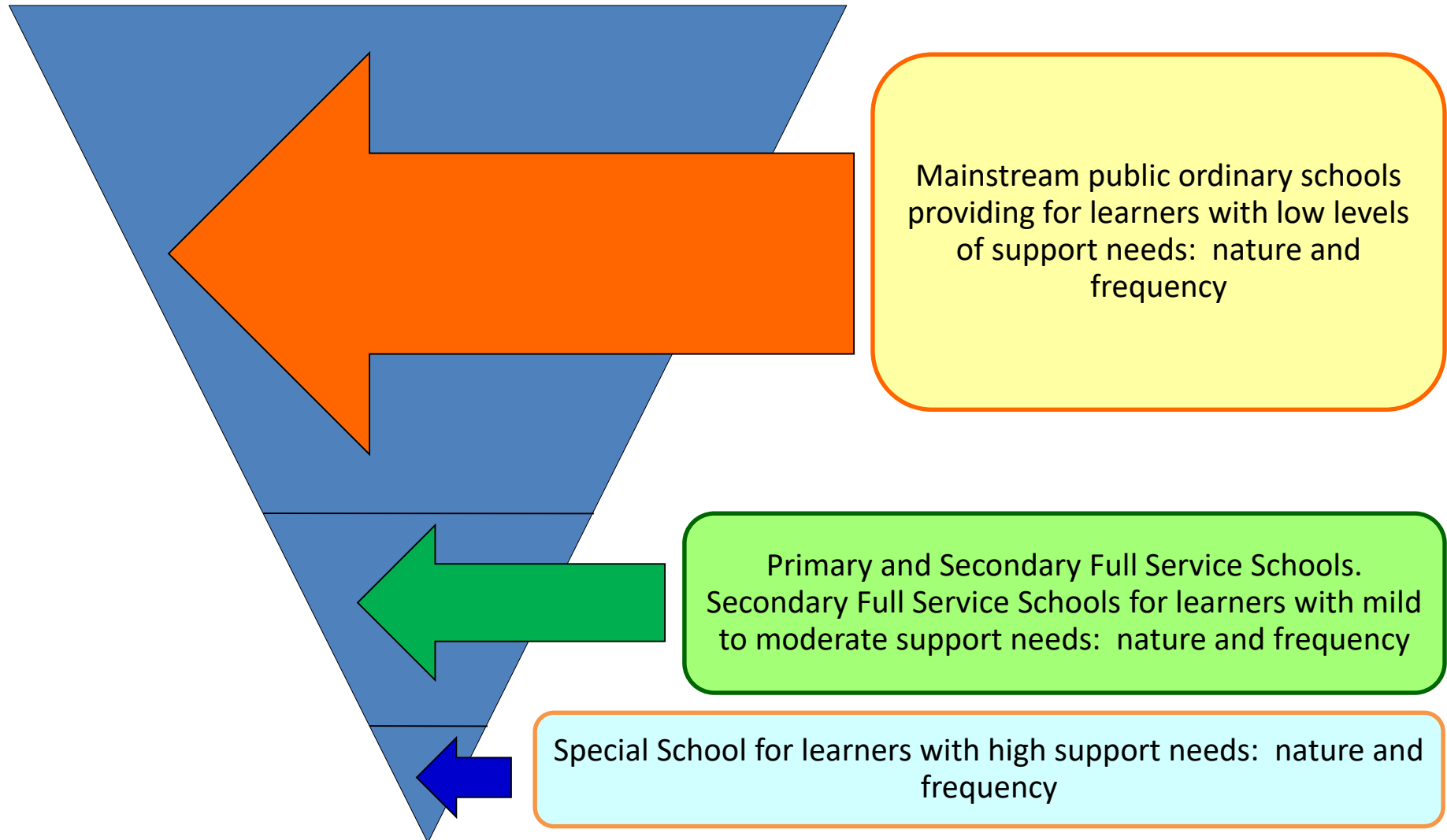




WP 6: High, Mild, Low

White Paper 6 – SIAS policy



Levels of support provisioning vs categories of disability



What happens when a learner struggles in school?		Documents
S	SBST screens for additional support needs Teacher supports If learner still doesn't cope... 	SNA 1 & 2
I	SBST identifies the additional support needs SBST develops a support plan for a learner/ group If learner still does cope... 	SNA 1 & 2 DBE 120
A	DBST considers the request for additional support and assesses the following: <ul style="list-style-type: none"> ○ What is the nature and level of support that is required? ○ What has the school done so far? What worked and didn't work? ○ What resources are available in the ward/ circuits/ districts? ○ Where and how can the required support be given? ○ What is in the best interest of the learners? 	DBE120, SNA3, DBE121, DBE122, DBE123a, DBE123b, DBE124, DBE125
S	DBST plans , budgets and facilitates the development / provisioning of the identified support needs.	Forms assist with control & accounting

EXPANSION OF FULL SERVICE SCHOOLS

Designated FSSs in Ekurhuleni

Region	District Name	Emis Number	Institution Name
EKURHULENI	EKURHULENI NORTH	700260380	LAERSKOOL KEMPTON PARK
EKURHULENI	EKURHULENI NORTH	700261040	MASHEMONG PRIMARY SCHOOL
EKURHULENI	EKURHULENI NORTH	700311506	SIPHETHU PRIMARY SCHOOL
EKURHULENI	EKURHULENI SOUTH	700340018	EDENPARK PRIMARY SCHOOL
EKURHULENI	EKURHULENI SOUTH	700341057	NTUTHUKO PRIMARY SCHOOL
EKURHULENI	GAUTENG EAST	700311381	MICHAEL ZULU PRIMARY SCHOOL
EKURHULENI	GAUTENG EAST	700311555	THOPODI PRIMARY SCHOOL
EKURHULENI	GAUTENG EAST	700350645	DUDUZA PRIMARY SCHOOL

Designated FSSs in Johannesburg

Region	District Name	Emis Number	Institution Name
JOHANNESBURG	JOHANNESBURG CENTRAL	700122002	LAKEVIEW PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG EAST	700152256	M.C. WEILER PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG NORTH	700400010	DIEPSLOOT COMBINED SCHOOL
JOHANNESBURG	JOHANNESBURG SOUTH	700111534	MID-ENNERDALE PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG SOUTH	700331637	ORANGE FARM PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG SOUTH	700400209	LEHAE PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG WEST	700250118	DISCOVERY PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG WEST	700252007	MAYIBUYE PRIMARY SCHOOL

Designated FSSs in Sediwest

Region	District Name	Emis Number	Institution Name
SEDIWEST	SEDIBENG EAST	700330399	RANDVAAL PRIMARY SCHOOL
SEDIWEST	SEDIBENG EAST	700331462	TSOELOPELE PRIMARY SCHOOL
SEDIWEST	SEDIBENG EAST	700342056	RATANDA PRIMARY SCHOOL
SEDIWEST	SEDIBENG WEST	700321018	MOGOGODI PRIMARY SCHOOL
SEDIWEST	SEDIBENG WEST	700400021	EMFULENI PRIMARY SCHOOL

Designated FSSs in Tshwane

Region	District Name	Emis Number	Institution Name
TSHWAGA	GAUTENG NORTH	700920778	BAWEZE PRIMARY SCHOOL
TSHWAGA	GAUTENG NORTH	700924381	MKHAMBI PRIMARY SCHOOL
TSHWAGA	GAUTENG NORTH	700926047	ZIVUSENI PRIMARY SCHOOL
TSHWAGA	GAUTENG WEST	700252015	TSAKANI PRIMARY SCHOOL
TSHWAGA	GAUTENG WEST	700270793	ISIQALO PRIMARY SCHOOL
TSHWAGA	TSHWANE NORTH	700240556	BAXOXELE PRIMARY SCHOOL
TSHWAGA	TSHWANE NORTH	700911112	MAROKOLONG PRIMARY SCHOOL
TSHWAGA	TSHWANE SOUTH	700212267	WALTER SISULU PRIMARY SCHOOL
TSHWAGA	TSHWANE SOUTH	700220038	FRED MAGARDIE PRIMARY SCHOOL
TSHWAGA	TSHWANE SOUTH	700220608	EMASANGWENE PRIMARY SCHOOL
TSHWAGA	TSHWANE SOUTH	700221432	NELLMAPIUS PRIMARY SCHOOL
TSHWAGA	TSHWANE WEST	700230797	LAERSKOOL BOOYSENS
TSHWAGA	TSHWANE WEST	700910355	EMA PRIMARY SCHOOL
TSHWAGA	TSHWANE WEST	700915064	BACHANA MOKWENA PRIMARY SCHOOL

FSSs in preparation: Ekurhuleni

REGION	DISTRICT	EMIS	SCHOOL NAME
EKURHULENI	EKURHULENI NORTH	700260943	ISIZIBA PRIMARY SCHOOL
EKURHULENI	EKURHULENI NORTH	700311126	ISAAC MAKAU PRIMARY SCHOOL
EKURHULENI	EKURHULENI SOUTH	700160010	DROMMEDARIS PRIMARY SCHOOL
EKURHULENI	EKURHULENI SOUTH	700161687	ABINALA PRIMARY SCHOOL
EKURHULENI	EKURHULENI SOUTH	700341461	UMZAMO PRIMARY SCHOOL
EKURHULENI	GAUTENG EAST	700350033	NIGEL SECONDARY SCHOOL
EKURHULENI	GAUTENG EAST	700350975	NTOKOZWENI PRIMARY SCHOOL

FSSs in preparation: Johannesburg

REGION	DISTRICT	EMIS	SCHOOL NAME
JOHANNESBURG	JOHANNESBURG CENTRAL	700110619	EBUHLENI PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG CENTRAL	700111104	MVELEDZANDIVHO PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG CENTRAL	700120063	ELDOCREST PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG CENTRAL	700121319	ENTANDWENI PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG EAST	700152108	EKUKHANYISWENI PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG EAST	700260653	BONWELONG PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG EAST	700260869	P.S. TSOSANE PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG EAST	700400205	DRAKE KOKA PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG NORTH	700121871	WINNIE-NGWEKAZI PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG NORTH	700140020	BOSMONT PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG NORTH	700152413	WITKOPPEN COMBINED FARM SCHOOL
JOHANNESBURG	JOHANNESBURG NORTH	700400212	COSMO CITY WEST PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG SOUTH	700110205	MADIBA PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG SOUTH	700331264	REKGUTLILE PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG WEST	700141135	TUMELO PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG WEST	700251876	SENYAMO PRIMARY SCHOOL
JOHANNESBURG	JOHANNESBURG WEST	700400082	BRAAMFISCHERVILLE PRIMARY SCHOOL

FSSs in preparation: Sediwes

REGION	DISTRICT	EMIS	SCHOOL NAME
SEDIWEST	SEDIBENG EAST	700341271	SITHOKOMELE PRIMARY SCHOOL
SEDIWEST	SEDIBENG WEST	700320440	DR NHLAPO INTERMEDIATE SCHOOL
SEDIWEST	SEDIBENG WEST	700320507	EMANZINI PRIMARY SCHOOL
SEDIWEST	SEDIBENG WEST	700320598	IMFUNDO MIDDLE SCHOOL

FSSs in preparation: Tshwane

REGION	DISTRICT	EMIS	SCHOOL NAME
TSHWAGA	GAUTENG NORTH	700211649	SEDIBENG PRIMARY SCHOOL
TSHWAGA	GAUTENG NORTH	700211755	VEZULWAZI PRIMARY SCHOOL
TSHWAGA	GAUTENG WEST	700270801	KAMOHELO PUBLIC SCHOOL
TSHWAGA	GAUTENG WEST	700270942	MOHLAKANO PRIMARY SCHOOL
TSHWAGA	GAUTENG WEST	700931778	REAKGONA PRIMARY SCHOOL
TSHWAGA	TSHWANE NORTH	700241125	PULAMADIBOGO PRIMARY SCHOOL
TSHWAGA	TSHWANE NORTH	700910836	LEFOFA PRIMARY SCHOOL
TSHWAGA	TSHWANE NORTH	700911424	MOTJIBOSANE PRIMARY SCHOOL
TSHWAGA	TSHWANE SOUTH	700232231	SEAPARANKWE PRIMARY SCHOOL
TSHWAGA	TSHWANE WEST	700240887	LESEDI POTLANA PRIMARY SCHOOL
TSHWAGA	TSHWANE WEST	700910214	BOTSALO PRIMARY SCHOOL

SPECIAL SCHOOLS FOR LEARNERS WITH HIGH SUPPORT NEEDS

What is a Special School?

- National Policy on the Screening, Identification, Assessment and Support (SIAS, 2014), defines Special Schools as schools being equipped to deliver a specialised education programme to learners requiring access to high-intensive educator and other support either on a full-time or part-time basis.
 - The curriculum offering may differ from the ordinary CAPS;
 - There is access to the appropriate Learning and Teaching Support Material and assistive devices required to access the curriculum and other sport or cultural activities at the school; and
 - The additional support at these schools may include, therapists, support staff and nurses.
- The placement of a learner in a specialised setting to access support provisions is a last resort and should also not be seen as permanent.
- Where possible, learners may reintegrate into a mainstream school. This is mostly in the case of learners with learning disabilities.
- Inclusive education advocates for the resourcing and capacity building in all public schools that will allow all learners to attend school together with children in the community: towards social cohesion.

Admission to a Special School

- The SIAS Policy provides a standardised procedure to provide support to all learners who require additional support to enhance their participation and inclusion in school. This procedure includes admission to a Special School
- Admission to a special school happens in two ways:

Parents request admission to a special school from the onset

- A learner is born with a disability that requires high levels of support at school e.g. severe physical disability, deaf, blind, autism with his support needs, profound intellectual disability etc.
- Parents work with the District Based Support Team (DBST) to provide the required medical/diagnostic reports
- Placement in an appropriate special school is formalised provincially (DBE 123b form, SIAS)

Learner starts in an ordinary school

- The teacher identifies the learner's challenges and works with the School Based Support Team (SBST) to support the learner
- If the SBST support is unsuccessful, the DBST conducts further formal assessments to confirm a disability and support needs
- The parents work with the DBST to provide all required documents
- Placement in an appropriate special school is formalised provincially (DBE 123b form, SIAS)

Resources in a Special School

	Description	Status
1	Infrastructure	<ul style="list-style-type: none"> • Infrastructure planning receives an annual profile of infrastructural needs based on School Readiness findings, admission pressures, curriculum needs e.g. workshops, hostel requirements, maintenance requirements, requirements to extend infrastructure at current special schools. • Currently two special schools are in advanced stages of replacement (asbestos schools): Dr WK du Plessis (GE) and Rotara (GW). • Tlhokomelo (JW) is earmarked for major refurbishment
2	Funding for the 2020/21 financial year	<ul style="list-style-type: none"> • Budget vote: Programme 4. • R 364 396 069 for curriculum delivery, hostels, redress, LTSM, therapeutic resources e.g. assistive devices. • R 161,151,000 for Transport.
3	Educators	<ul style="list-style-type: none"> • HR: Organisation Development applies the Personnel Administration Measures (PAM) within a context of a limited budget

Resources in a Special School

	Description	Status
4	Therapists and support staff	<ul style="list-style-type: none">• HR: Organisation Development applies the Personnel Administration Measures (PAM) within a context of a limited budget.• In addition class assistants are appointed to support learners with physical disabilities, autism with high support needs as well as learners who are blind and deaf.• In addition at least 1 nurse is appointed at special schools (excluding hospital schools) with an additional nurse where schools have hostels.

Resources in a Special School

	Description	Status
5	Transport	<p>Transport subsidy is specifically earmarked to ensure that learners have access to education by means of daily transport to and from school.</p> <p>Once of Allocation determined as follows:</p> <ul style="list-style-type: none"> • Newly established Special Schools to be provided with additional funding to establish transport fleets; • Special Schools requiring vehicles to be adapted for physical disabilities to receive additional funding to ensure vehicles accessible for learners with physical disabilities; and • Schools with newly established ASD units to receive additional funding to expand transport services. <p>Normal transport allocation to be used for: Daily operational costs of fleet: fuel, toll gates, licensing of vehicles, PDP licenses, Maintenance, etc</p>

Curriculum offerings in Special Schools

- Most special schools offer more than 1 curriculum to include learners as far as possible, e.g. at a school for the deaf, some learners might follow the ordinary CAPS whilst other learners who are deaf but also have intellectual challenges follow the Differentiated CAPS for Severe Intellectual Disability.
- Currently the following 4 curriculums are implemented:
 - **Ordinary CAPS:** the learners complete the National Senior Certificate;
 - **Technical Occupation Curriculum:** learners with mild to moderate intellectual disability of learners not coping with ordinary CAPS due to the impact of the deafness, blindness, physical disability or specific learning disabilities. This curriculum is a 4-year programme (equal to Grades 6-9) starting in the year the learner turns 15. Most schools who receive learners turning 14 implement the Grade 5 section of the D-CAPS to ensure that learners are on Grade 6 level in Year 1;
 - **Differentiated CAPS for learners with severe intellectual disabilities.** This also includes learners with autism who have high support needs. This 14 - year curriculum concludes on a Grade 5/6 level; and
 - **Learning programme for learners with profound intellectual disabilities** goes to a pre-Grade R/Grade R level

Special Schools in Gauteng North

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
PROTEM LSEN SCHOOL	20	Child and Youth Care Centre	X	X		
SIZANANI	198	Severe Intellectual Mild to Moderate Intellectual		X	X	

Special Schools in Tshwane North

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
ALMASKOOL	352	Severe Intellectual Profound Intellectual Physical Disability			X	X
DOMINICAN SCHOOL FOR THE DEAF	314	Deaf	X	X	X	
MAGALIES SPECIAL SCHOOL	675	Mild to moderate Intellectual		X		
PHELANG SPECIAL SCHOOL	173	Severe Intellectual			X	
PROSPECTUS NOVUSSKOOL	353	Specific learning Autism	X		X	
TSOSOLOSO SCHOOL	171	Child and Youth Care Centre	X			

Special Schools in Tshwane South

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
PRETORIA HOSP	72	Hospital school	X			
KALAFONG HOSP	177	Hospital school	X			
KWAGGASRAND	525	Mild to moderate Intellectual		X		
MAMELODI PRE VOCATIONAL	326	Mild to moderate Intellectual		X		
NUWE HOOPSKOOL	428	Physical disaiblity Specific learning	X	X	X	
SONITUSSKOOL	312	Hearing impaired Mild to Moderal Intellectual Severe Intellectual	X	X	X	
OLIEVENHOUTBO SCH	149	Mild to moderate Intellectual		X		
SUNRISE	155	Severe Intellectual			X	
TRANSORANJE	206	Deaf	X	X	X	
TRANSVALIA	390	Specific Learning	X			
TSHEGOFATSONG	424	Severe Intellectual / Autism			X	
UNICASKOOL	119	Autism			X	
VIA NOVA	522	Severe Intellectual / Profound Intellectual / Autism			X	X
ZODWA	197	Severe Intellectual / Autism			X	

Special Schools in Tshwane West

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
BAFITI SPECIAL SCHOOL	67	Specific Learning	X			
BETHESDA	223	Severe Intellectual Autism			X	
DA MOKOMA	133	Mild to moderate Intellectual		X		
DR GEORGE MUKHARI	160	Hospital school	X			
FILADELFIA	399	Physical disability Deaf/Hearing Impaired Blind/Low vision	X	X		
MEDICOS	420	Severe Intellectual Autism			X	
PRETORIASKOOL VIR SEREBRAAL GESTREMDES	383	Physical disability	X		X	
PRINSHOF	444	Blind Low vision	X	X	X	
REINOTSWE	243	Severe Intellectual			X	
SUIDERBERG	674	Mild to moderate Intellectual		X		

Special Schools in Ekurhuleni North

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
ACTONVILLE TRAINING CENTRE	476	Severe Intellectual		X	X	
BELVEDERESKO OL	662	Mild to moderate Intellectual	X	X		
CON AMORE	366	Severe Intellectual Autism			X	X
ECALENI	358	Sevre Intellectual Autism			X	
ELANDSPARK	782	Mild to moderate Intellectual		X		
IKWEZI-KHANYENG	51	Child and Youth Care Centre	X			
ITHEMBALIHLE	332	Physical disability	X	X	X	
KEMPTON PANORAMA	655	Mild to moderate Intellectual	X	X		
NORMAN HOUSE	75	Child and Youth Care Centre	X			
SOZIZWE	496	Mild to moderate Intellectual		X		
THEMBINKOSI FOR SMH	447	Severe Intellectual Profound Intellectual			X	
USIZO LWETHU	439	Severe Intellectual Autism			X	

Special Schools in Ekurhuleni South

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
DUKHATOLE	301	Severe Intellectual Autism			X	
EKURHULENI SCHOOL FOR THE DEAF	303	Deaf	X	X	X	
EZIBELENI SCHOOL FOR PHYSICALLY DISABLED CHILDREN	173	Physical disability	X	X	X	X
ISIPHO SETHU SCHOOL	543	Mild to moderate Intellectual Severe Intellectual		X	X	
SAMSON	332	Mild to Moderate Intellectual		X		
SCHOOL OF ACHIEVEMENT	792	Specific Learning	X	X		
ZIMELENI SCHOOL	349	Severe Intellectual			X	

Special Schools in Gauteng East

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
DR. W.K. DU PLESSIS-SKOOL	484	Specific Learning	X			
FELICITASSKOOL / SCHOOL	530	Severe Intellectual Profound Intellectual Autism			X	X
KWA-THEMA LSEN SCHOOL	475	Mild to moderate Intellectual		X		
MATSHEDISO	282	Severe Intellectual			X	
MURIEL BRANDSKOOL	452	Physical disability Specific learning	X	X	X	
OLYMPIA PARKSKOOL	504	Mild to moderate Intellectual	X	X		
PHELANG	327	Severe Intellectual Profound Intellectual Autism			X	X
PROTEASKOOL / SCHOOL	463	Specific Learning	X			

Special Schools in Sedibeng East

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
DESTINATASKOOL	475	Specific learning	X			
EUREKASKOOL	474	Severe Intellectual Autism			X	X
HOËRSKOOL EMMASDAL	43	Child and Youth Care Centre	X	X		
HOËRSKOOL J.W. LUCKHOFF	96	Child and Youth Care Centre	X	X		
KRUGERLAANSKOL	529	Mild to moderate Intellectual		X		
SIBONILE SCHOOL FOR THE BLIND	207	Blind Low vision	X		X	
SPRINGFIELD	256	Mild to moderate Intellectual		X		
QHAQHOLLA	167	Mild to moderate Intellectual		X		

Special Schools in Sedibeng West

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
DIE ANKERSKOOL	724	Mild to moderate Intellectual		X		
MOFOLO PRIMARY SCHOOL	310	Mild to moderate Intellectual		X		
SEBOKENG TECHNICAL HIGH SCHOOL	392	Mild to moderate Intellectual		X		
THABO-VUYO	352	Severe Intellectual Profound Intellectual Autism			X	X

Special Schools in Gauteng West

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
BOITEKO	215	Severe Intellectual			X	
GOUDWES	402	Mild to moderate Intellectual		X		
ITIRELENG	301	Severe Intellectual			X	
ITUMELENG SCHOOL	244	Severe Intellectual Mild to Moderate Intellectual		X	X	X
PRO-PRACTICUM SCHOOL	663	Mild to moderate Intellectual		X		
CURAMUS	152	Severe Intellectual Autism			X	
ROTARASKOOL	165	Severe Intellectual Profound Intellectual Autism			X	
WESRANDSE SKOOL	290	Physical Disability	X	X	X	

Special Schools in Johannesburg Central

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
ADELAIDE TAMBO SCHOOL	399	Physical Disability	X	X	X	
BARAGWANATH HOSPITAL SCHOOL	175	Hospital school	X			
DON MATTERRA	200	Severe Intellectual			X	
FUTURASKOOL	339	Severe Intellectual Mild to Moderate Intellectual		X	X	
MOHATO	81	Autism			X	
PHILIP KUSHLICK	352	Physical disaiblity	X	X	X	
PHIRI SPECIAL SCHOOL	315	Severe Intellectual			X	
RANDEORSKOOL	689	Mild to moderate intellectual		X		
WHITE CITY SKILLS SCHOOL	201	Mild to moderate Intellectual		X		
WINNIE MANDELA	464	Severe Intellectual Profound Intellectual			X	X

Special Schools in Johannesburg East

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
DOUG WHITEHEAD	193	Severe Intellectual			X	
FOREST TOWN SCHOOL	344	Physical disability	X	X	X	
GRESSWOLD SENIOR SCHOOL	667	Mild to moderate Intellectual		X		
H. MOROSS ADOLESCENT SCHOOL	18	Hospital school	X			
HOPE SCHOOL/SKOOL	198	Physical disability	X			
JOHANNESBURG HOSPITAL SCHOOL	76	Hospital school	X			
JOHANNESBURG SCHOOL FOR AUTISM	319	Autism			X	
NOKUTHULA SCHOOL	434	Severe Intellectual Profound Intellectual Autism			X	X
SIZWE HOSPITAL	4	Hospital school	X			
ST VINCENT	365	Deaf	X	X	X	

Special Schools in Johannesburg North

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
CASA DO SOL SCHOOL	181	Severe Intellectual Profound Intellectual Autism			X	X
CORONATION TRAINING CENTRE	177	Severe Intellectual Autism			X	
DELTAPARKSCHOOL	534	Specific Learning	X			
ELITHENI	108	Mild to moderate Intellectual Autism		X	X	
GOUDVELD	560	Mild to moderate Intellectual		X		
NEW NATION SCHOOL	532	Psycho-Social	X			
RANDBURG CLINIC SCHOOL	154	Autism Behaviour Disorder	X		X	
TAKALANI	306	Severe Intellectual Profound Intellectual Autism			X	X
WALTER SISULU CHILD AND YOUTH CARE CENTRE	117	Child and Youth Care Centre	X	X		

Special Schools in Johannesburg South

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
DUZENDLELA	389	Mild to moderate Intellectual Severe Intellectual		X	X	
FRANCES VORWERGSKOOL	368	Physical disability Specific learning	X	X	X	X
JISWA TRAINING CENTRE	490	Severe Intellectual Profound Intellectual Autism			X	X
MCK SPECIAL SCHOOL	416	Mild to moderate Intellectual Deaf	X	X		
TAMARISK SPECIAL SCHOOL FOR AUTISM	60	Autism			X	
THE HAMLET SCHOOL	342	Severe Intellectual			X	

Special Schools in Johannesburg West

Institution Name	Learner number	Needs	CAPS	TOC	D-CAPS	Learning Programme
ALBERTINA SISULU SPECIAL SCHOOL	296	Physical disability	X	X	X	
LANTERNSKOOL	674	Specific learning	X			
MEZODO VOCATIONAL SKILLS CENTRE	215	Mild to moderate Intellectual		X		
PUMLA SCHOOL	384	Severe Intellectual			X	
ROODEPARKSKOOL	742	Mild to moderate Intellectual		X		
SIZWILE SCHOOL FOR THE DEAF	259	Deaf	X	X	X	
THE GATEWAY SCHOOL	376	Severe Intellectual Autism			X	
THULASIZWE	78	Autism			X	
TLHOKOMELO	130	Specific learning Hearing impaired	X			

Challenges and mitigation

	Challenge	Mitigation
1	Infrastructural demands in pressure areas, delays in renovation and maintenance	Annual review of infrastructural needs: submission to Infrastructure Planning.
2	Admission demands. Currently 680 learners on the waiting list of which 7 is out of school. This number also includes learners to move to the school of choice.	<ul style="list-style-type: none"> • Maintain a provincial waiting list and deal with placement on a weekly basis in terms of spaces that become available. • Facilitate interim support in ordinary of Full Service Schools • Prioritise out of school learners • Commenced consultation to convert 2 primary schools to Special Schools: <ul style="list-style-type: none"> -JW Dr Mary Mahlalela Primary -TN Dolopye Primary
3	Special School hostels: infrastructure, funding and HR provisioning	Participate in national steering committee to determine National Regulations for Special School hostels.

Challenges and mitigation

	Challenge	Mitigation
4	Limited funding does not allow for appointment of required therapists/support staff	Allocate therapists and support staff for learners with most critical support needs.
5	Transport	Despite all increased support, there is still a great demand for more support. Learner transport Directorate started including schools in public learner transport where learners can travel independently.

GDE EMBRACES AUTISM

7 ASD-specific schools

- Curamus - GW (Rant-en-Dal)
- Johannesburg School for Autism - JE
- Mohato - JC
- Randburg Clinic School - JN
- Tamarisk - JS
- Tholulwazi - JC
- Unica School for Autism - TS

16 Autism-specific units enrolling 20+ ASD learners

- EN: Con Amore, Ecaleni, Usizo Lwethu
- ES: Dukathole
- GE: Felicitas
- GW: Rotara
- JE: Nokuthula
- JN: Casa do Sol, Elitheni, Takalani
- SE: Eureka
- SW: Thabo Vuyo
- TN: Prospectus Novus
- TS: Via Nova, Zodwa
- TW: Bethesda

Other schools enrolling 9+ ASD learners

- TW: Medicos
- TN: Alma
- JW: Gateway, Lantern
- JS: Hamlet, Jiswa, Frances Vorwerf, Dunzendale
- JE: Forest Town, Dough Whitehead
- GW: West Rand School, Itumeleng
- GN: Sizanani
- GE: Phelang, Matshediso, Isipho Sethu
- EN: Actonville Training Centre

TURNING SPECIAL SCHOOLS INTO SMART SCHOOLS

Why including Special Schools?

- Special Schools are schools that are equipped to deliver an **appropriate curriculum** AS WELL AS A **support programme**.
- Including Special Schools in the Smart Schools Programme will equip the schools with the resources to:
 - Give children access to the **curriculum**: Schools are able to access the e-material that is available to Ordinary Schools.
 - Allow educators of alternative **curriculums** like the Technical Occupational Curriculum to develop learning material in a more visual way, using videos, interactive work etc
 - Enable learners with visual impairments to see visuals and teacher material in a font/size that they can see. Pictures and fonts can also be used in different colours with different background colours to make visual discrimination easier for the children. Thus being a **support mechanism**.
 - For visual learners such as learners with hearing impairments and learners with autism, this would be a great assistive device as part of the **support programme**.
- Although most Special Schools offer more than one curriculum, Special Schools will be slotted into the primary curriculum cohort

Including Special Schools in a phased-in approach

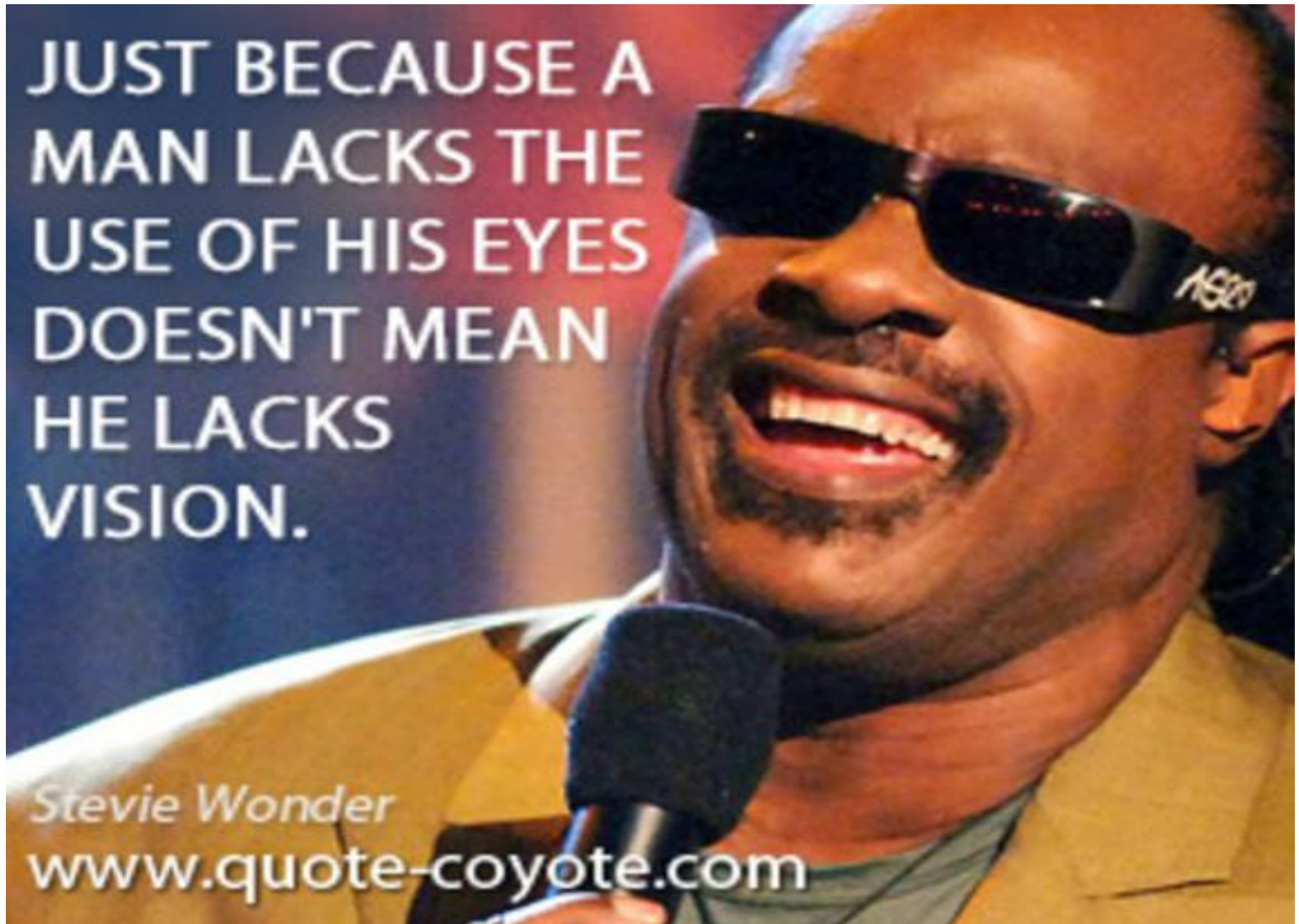
Cohort	Motivation
<p>Cohort 1 Learners participating in the Grade 12 NSC exams</p>	<p>Learners in schools offering the Grade 12 NSC exams will be able to immediately access all the additional e-learning material as well as additional SSIP material in a format that schools can access: e.g. large font etc</p>
<p>Cohort 2 Learners participating in the Technical Occupational Curriculum</p>	<p>These learners can access selected e-learning material as well as self-developed educator material + video clips and other visuals</p>
<p>Cohort 3 Learners participating in the Differentiated Caps for Learners with Severe Intellectual Disabilities and the Learning Programme for Profoundly Intellectual Disabilities</p>	<p>Visual learning material enhances the ability to learn. Social stories are highly used to prepare autistic learners for change. Autistic learners are visual learners Visual material and use of ICT are also a great motivator for learners</p>

Phased in approach: Cohorts 1,2 and 3

District	Number of Special Schools	Cohort 1	Cohort 2	Cohort 3
Gauteng North	2	0	2	0
Tshwane North	6	3	1	2
Tshwane South	14	6	3	5
Tshwane West	10	5	2	3
Ekurhuleni North	12	5	3	4
Ekurhuleni South	7	3	2	2
Gauteng East	8	4	1	3
Sedibeng East	9	4	3	2
Sedibeng West	4	0	3	1
Gauteng West	8	1	3	4
Johannesburg Central	10	3	3	4
Johannesburg East	10	6	1	3
Johannesburg North	9	4	2	3
Johannesburg South	6	2	1	3
Johannesburg West	9	4	2	3
Total	124	50	32	42

ISS: STRATEGIC PLAN 2020 - 2021

What does Stevie Wonder say?



Strategic Goal: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN PATSS = Provincial Admissions Team for Special Schools	- Update the Database of Special Care Centres and Special Schools enrolling LSPID	All centres on SASAMS	March 2020	HO: LSPID Grant Manager
	- Appoint members to itinerant transversal teams' vacancies	65% of budget used for 7 teams	April 2020	DO: Appointed PATSS representative
	- Conduct Outreach: this includes the reach to learners in Special Care Centres and Special Schools. Assess learners and mediate the implementation of the Learning Programme. Issue progress reports and Individualised Support Plans	Reach 2000 learners at 65 centres and 13 Special Schools	Quarterly	School/Special Care Centre: Principal / Manager



Strategic Goal: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	<ul style="list-style-type: none"> - Capacity Building of child care workers, Management, Governors, therapists and parents. The training focus on: the implementation of the Learning Programme, mobility and seating, oral placement therapy, alternative and augmentative communication, sensory processing, language development, supporting strategies in terms of the 3 groups of learners: awareness / transition / interaction 	4 Capacity building sessions to individual target groups	October 2020	HO: LSPID Grant Manager
				DO: Appointed PATSS representative
				School/Special Care Centre: Principal / Manager

Organisation and Governance

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 2: Strengthening foundations across all Grade R - 12	<ul style="list-style-type: none"> Track implementation of Expulsion sanctions in all schools = feedback loop is a weakness 	Progress reports are available for all learners	Quarterly	HO: DCES Org and Gov
				DO: Circuit Manager with IDSO
				School: Principal

Organisation and Governance

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	- Conduct monitoring and support visits with regards to policy development and implementation including financial management	25 School visits during school time	December 2020	HO: DCES Org and Gov
	- Conduct required investigations with interventions in terms of complaints as well as expulsions in special schools	Reports available, submissions routed	2 weeks from request	DO: Circuit Manager with IDSO
	- Facilitate capacity building opportunities for identified Special Schools in Financial Management (FM) and Strategic Leadership which includes Policy development and conflict management (SL)	100 FM 100 SL	September 2020	School: Principal

Organisation and Governance

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8. Expand access to Special Schools and improve the quality of programmes for LSEN	- Coordinate capacity building of educators and support staff at Autism-specific School, Autism-specific units at Special Schools	200 – Autism support training	October 2020	HO: Autism coordinator (DCES Org and Gov)
	- Support Randburg Clinic School that is coordinating the Autism Awareness Day in collaboration with DoH, DoSD, Autism organisations and interest groups	600 Autism learners with families	2 April 2020	DO: Autism coordinator (DBST member)
	- Review designation of Special Schools with Autism units – increase number	Increase from 13 to 17	Sept 2020	School: Principal

Inclusion and Support

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 2: Strengthening foundations across all Grade R - 12	<ul style="list-style-type: none"> Report on FSS readiness. Provide SR reports to District Directors, Programme Managers and Principal 	4 Reports annually	Quarterly	HO: DD Inclusion Support with relevant DCES
	<ul style="list-style-type: none"> Training of SES: Inclusion in districts to render appropriate support to SBSTs: Learner support strategies 	2 trainings for 60 SES	October 2020	DO: Circuit Manager with IDSO
	<ul style="list-style-type: none"> Analyse School based Support Team (SBST) functionality profiles per district 	All established SBSTs in 15 districts	Nov 2020	
	<ul style="list-style-type: none"> Provide SBST training during Inclusion Focus Week: Reading and maths remediation, development of Individualised Support Plans 	400 SBST members	July 2020	School: Principal with Learner Support Educators

Inclusion and Support

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 2: Strengthening foundations across all Grade R - 12	<ul style="list-style-type: none"> Analyse DBST functionality profiles per district Provide DBST training during on SIAS Policy implementation: understanding the Policy 	4 Reports annually 400 SBST members	Quarterly July 2020	HO: DD Inclusion and Support with relevant DCES
	<ul style="list-style-type: none"> Analyse FSS functionality profiles per district: 35 designated FSSs considering Circular S4, determine intervention 	4 Reports annually	Quarterly	DO: Circuit Manager with IDSO
	<ul style="list-style-type: none"> Provide training and guidance to FSS SMT and SBSTs to improve functionality of 35 designated FSSs + 40 non-designated FSSs: 1 training session + 4 quarterly meetings: Training focusing on the SIAS Policy, the GDE Policy on the Configuration and Establishment of a FSS 	150 trainees from 35 Designated + 40 non-Designated FSSs	1 training session by July 2020 Quarterly meetings	School: Principal

Inclusion and Support

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Strengthening foundations across all Grade R - 12	<ul style="list-style-type: none"> Provide SIAS related training: Training focus on understanding the SIAS Policy as well as learner support strategies on specific challenges in a Public Ordinary School such as learners with mental health challenges, Attention Deficit Hyperactivity Disorder and its impact on learner behaviour and language/maths comprehension tasks, sensory integration, language development for non-home language speakers at school Track implementation of business plans from FSSs for additional funding 	1000 attendees 35 FSSs	July 2020 Quarterly	HO: DCES Org and Gov
				DO: Circuit Manager with IDSO
				School: Principal

Inclusion and Support

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 4: Expand and enhance Schools of Specialisation	Coordinate SIAS related training e.g. understanding the SIAS Policy and the implementation thereof, specifically early identification of support followed by intervention	SIAS training for 35 SOS (designated and non designated)	October 2020	HO: DCES Org and Gov
				DO: Circuit Manager with IDSO
				School: Principal

Inclusion and Support

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	- Coordinate Braille capacity building of educators and support staff at 3 Schools for the Blind	30 - Braille L2 training	Dec 2020	HO: DD Inclusion Support with Dir: LS-LTSM and Dir: Legal Services
	- Support Legal Services and LTSM Directorates in tracking compliance to BlindSA Court Order of access of Blind learners to LTSM, focus on African Languages	Access to Braille LTSM in all grades	Dec 2020	DO: Circuit Manager with IDSO
	- Coordinated SIAS-related training to educators and staff of Special Schools for LSEN e.g. orientation and mobility of learners born blind as well as learners with acquired visual impairments or blindness, impact of visual impairment on perceptual development as well as language, spatial and mathematical concepts	200 delegates attend SIAS training	October 2020	School: Principal

Inclusion and Support

Strategic Goal 2 : Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	- Analyse profile of Special Schools as Resource Centres with the view to address support needs in line with the GDE Policy on the configuration and establishment of FSSs and Special Schools as Resource Centres	18 Special Schools Resource Centres	Dec 2020	HO: DD Inclusion Support with relevant DCES
	- Track implementation of business plans for resource centres, transport	All schools receiving additional funding	Quarterly	DO: Circuit Manager with IDSO
	- Prepare for the opening of Dr Mary Special School (JW) in Jan 2021 as per School Readiness Indicators	School is operational in Jan 2021	Jan 2021	School: Principal

Inclusion and Support

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	- Coordinate PLC meetings for schools and district capacity for Districts with the implementation of the GCE TOC and the Grade R – 5 CAPS for Severe Intellectual Disability. The PLCs deal with lesson plans, assessments, recording data on SASAMS, developing LTSM	16 Piloting Schools = TOC 35 Schools = Grade R – 5 1 Training Session for each curriculum	1 PLC each per quarter August 2020	HO: DD Inclusion Support with relevant DCES, Directorates GET and FET Curriculum and Assessment
				DO: Subject advisors and Assessment officials
				School: Principal

Psychological, therapeutic and medical services

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 2: Strengthening foundations across all Grade R – 12	- Multi-certification project: SASL for Grade 5 learners: direct training by Deaf Facilitators, indirect exposure using games,	2000 direct 20000 indirect	Nov 2020	HO: CES: Psychology/Therapy/Medical services with relevant DCES
	- Build capacity of Learner Support Educators and Special Class Teachers toward deeper understanding of learner barriers as well as support strategies	3 Sessions	Oct 2020	DO: CES: EOS, Language subject advisors
	- Support the activities of the PBAC which will from 2021 be managed by Exam Administration Directorate	ISS considers applications Grade R – 12 as per management plan	Oct 2020	School: Principal

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	- Improve SASL competency of educators and staff at Schools for the Deaf to at least NQF 4 for support staff and NQF 5 for educators	100 on NQF 4 100 on NQF 5	Sept 2020	HO: CES: Psychology/Therapy/Medical services with relevant DCES
	- Support implementation of CAPS for SASL by coordinating Communities of Practice (CoP) and additional capacity building by e.g. Wits Centre for Deaf Studies	7 Schools for the Deaf 3 CoP sessions 1 other training session	Sept 2020	DO: CES: EOS, Language subject advisors
	- Provide orientation to newly appointed therapists/psychologists/counsellors	Quarterly or as per need	Oct 2020	School: Principal

Strategic Goal 2: Promote quality education across all classrooms and schools

Priority:	Key Activities	Performance Measures 2020 Target	Time Frame	Responsibility
Priority 8: Expand access to Special Schools and improve the quality of programmes for LSEN	- Provide therapist / psychologist / counsellor / nurses capacity building sessions where guidance is provided on matters as per scope of practice	2 per profession	Oct 2020	HO: CES: Psychology/Therapy /Medical services with relevant DCES
	- Resolve requests for learner support / complaints as per SIAS Policy received from a range of platforms	90% closure of cases within 15 working days	Ongoing	DO: CES: EOS with DBST chairperson
				School: Principal with SBST chairperson

