

What is the SIAS document?

- A policy that provides standardised procedures for supporting learners to ensure that ALL children may access quality education and achieve to the best of their ability.
- Aimed at increasing opportunities for learners who experience barriers to learning to attend their local neighbourhood schools in inclusive learning environments.



Aim and Focus - chap 1

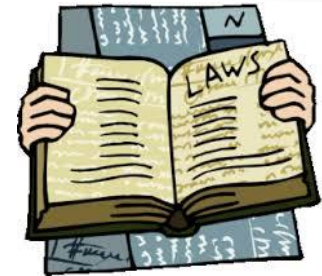
- Improving access to quality to education for vulnerable learners and those who experience barriers to learning.



- Main focus of the policy is to manage and support teaching and learning processes for learners who experience barriers to learning within the framework of the National Curriculum Statement Grades R – 12.

Related legislation - chap 2

- The Constitution of SA
- The South African Schools Act
- Education White Paper 6 on Special Needs Education
- The Convention on the Rights of Persons with Disabilities
- The Convention on the Rights of the Child and others.....



Organising Principles – Chap 3

- Every child should have the right to receive quality education and support within their local community.
- Every child has a right to receive reasonable accommodation in an inclusive setting – zero reject
- Decisions = best interests of the child
- Advocates a shift from referral to specialised settings if parents request needs to be met at local school
- Child must be viewed within his context - home impact? Parents must be involved in the process.
- Decisions about eligibility for support are guided by learners level of functioning and participation in the teaching and learning process.



Level and Nature of Support



What is support?

Includes all the activities in school that increase its capacity to respond to diversity and ensure effective learning and teaching for all learners.

Some need additional support: i.e. programmes and/or resources that must be provided to maximise the learners participation, retention (stay in school) and achievement in the learning process.

Principles of Support

- Review of schools culture, policies and practices and how inclusive they are:
- Support must focus broadly on the learning and teaching process by identifying and addressing learner, teacher and school needs.
- **5 specific areas:** called support organisers
 - specialised support staff
 - assistive devices, equipment, LTSM
 - curriculum differentiation
 - training of staff
 - environmental access (usually once off e.g. ramps)
- Determination of support package is dependant on the findings of the range of assessments conducted and the outcomes of support plans implemented by several role players while following SIAS process.
- Once required support is categorised into one of the support organisers then DBST rates level of support required.



Principles of Assessment

- This refers to assessment to determine barriers to learning, level of functioning and participation and to determine support needs.
- Must be varied can include standardised testing as long as culturally fair and must inform support needs
- SBST/DBST can request specialised assessment (medical, social, psychological and therapeutic but must be clearly motivated.
- Guided by respect, appropriate and relevant, continuous, manageable and time efficient, results documented etc.
- Consent very important!!!



Levels of Support - Chap 4

- Support can be provided along a continuum of intensity ranging from low to moderate to high.
- There are descriptors for determining the level and nature of support provision pp 20 -22.
- There are different types of schools but levels of support are in principle not related to the type of school.
- Support requirements are rated not the learner. Learners are only moved as a last resort i.e. when the school really can't support them.



Different types of schools



- Ordinary schools
- Full service schools
- Special schools and Special schools as resource centres.

BUT all schools are inclusive centres of learning, care and support and must meet a broad range of learning needs.

Difference is that some schools will receive more support (personnel, finances, resources) enabling them to offer more intensive and higher levels of support.

The SIAS process and stages – Chap 6

Stage 1: Initial Screening

- Teacher must screen all learners and complete learner profile
- Gather information – profile, admission form, reports
- Tools to be used: observation, interviews and consultation, reflection, previous reports etc.
- Can use the screening questionnaire



SIAS process contd.....



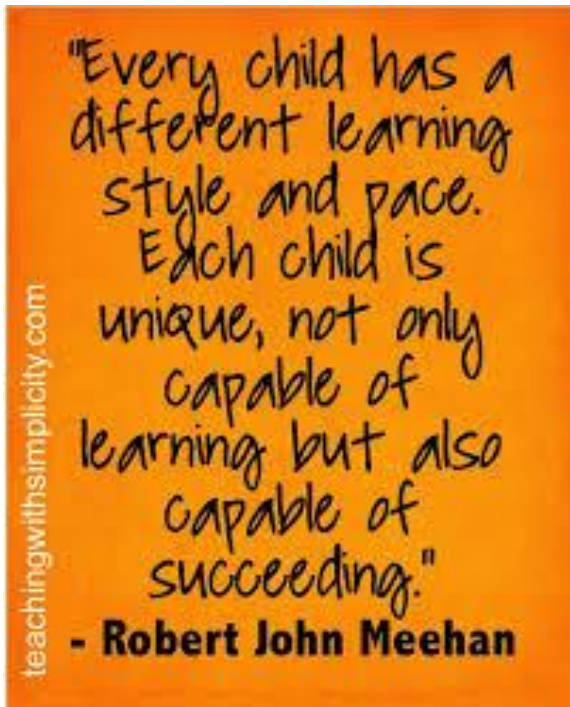
Stage 2:

- At risk learners to be supported by educator- interview parents, plan support for learners by adapting curriculum content, adjusting classroom methodologies and the classroom environment, adapt LTSM, consult with SBST when all your support strategies have been exhausted. - SBST referral.
- Will discuss the case – refer for diagnostic assessment/counselling/recommend completion of SNA - 1 form /interview parents/ recommend other assessments/recommend ISP/ complete concessions application etc.
- Complete SNA – 2 form/ review interventions and support plan
- Refer to DBST

Stage 3:

- DBST - Review school's support/ may recommend different placement

Importance of procedure



Role functions/responsibilities of SBST – Chap 7

Core responsibility = support teaching and learning process

- Study teachers report (SBST referral)
- Assess support needed
- Provide training/support if necessary
- Evaluate/Monitor programme implemented for a period of time
- Encourage collegial/peer support (grade meetings)
- Co ordinate all learner, teacher, curriculum and school development support in the school
- Collectively identify school's needs at all levels
- Develop strategies to address support needs/barriers to learning
- Provide DBST with information on support needed
- Collaborate with other sources of support - Dept of health/social welfare etc.



Role of teachers



- Teachers role in Inclusive Education is crucial
- Complete learner profile
- Not to label learners as this is exclusionary
- Uncovering of barriers must be based on sound observation, interviews, consultations etc. can't diagnose
- Support learners by differentiating content, adjusting methodologies and classroom environment
- Consult SBST when exhausted all strategies
- Maximise the participation of all learners
- Apply the SIAS process

Also outlines

- Roles of SGB's, NGO's, DBST's, Parents and learners.



Consent:

Must obtain informed consent – written is preferable and must be reviewed regularly. SNA form must be clearly explained and signed by parent/care giver

All information obtained must be accurate, necessary, only shared with people who need to know and stored securely.

New forms

- There are new forms but we have not yet received official confirmation of when we must start using them. So we will still use the current SNA form until further notice.
- New forms:
 - SNA 1
 - SNA 2
 - Individual Support Plan
 - Form DBE 120
 - SNA 3 with Annexures



Read SIAS for yourself

- **Google** - policy on Screening, Identification Assessment and Support (SIAS) 2014 – NAPTOSA site comes up you can download it there. It will also be on the website for you to download.

thankyou



or

