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Draft National Guidelines for Resourcing an Inclusive Education System

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ABBREVIATIONS

AAC	Augmentative and alternative communication
CS	College / School
DBST	District-based support team
DBE	Department of Basic Education
DoH	Department of Health
DoT	Department of Transport
ICT	Information and communications technology
LTSM	Learning and teaching support material
NEIMS	National Education Information Management System
NNSSF	National Guidelines for School Funding (amended in 2006)
NPNC	Non-Personnel Non-Capital
PAC	Provision and Administration Clerk
PED	Provincial education department
SASA	South African Schools Act, 1996 (Act No. 84 of 1996)
SIAS	Screening, Identification, Assessment and Support Policy (2014)

KEY TERMS

"Additional support needs" - Every learner needs support, but some may, for whatever reason, require additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who has learning difficulties; is being bullied; has behavioural difficulties; is a parent; has sensory or mobility impairment; is at risk of becoming a school drop-out; or is bereaved. There will be many other examples besides these. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases, though, it is how these factors impact on the individual child's learning that is important, and this will determine the level of support provision required.

"Assistive devices" - An assistive device is any device that is designed, made, or adapted to assist a person in performing a particular task. It is intended to compensate for any form of functional limitation in persons with disabilities.

"Assistive technology" - An umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities. It also includes the process used in selecting, locating, and using them. Assistive technology promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish or had great difficulty accomplishing; by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks.

"Augmentative and alternative communication (AAC)" - AAC strategies are ways in which people supplement their communication when they cannot speak clearly enough to be understood by those around them. These strategies include a wide range of communication methods ranging from gestures and communication boards to assistive communication devices.

"District-based support teams" - Groups of departmental professionals whose responsibility it is to promote inclusive education through the training of educators, the appropriate delivery of the curriculum, and the distribution of resources; by identifying, assessing and addressing barriers to learning, and by providing leadership and effective management in general.

"Domains of specialised support" - Specialised support can be provided at a low, moderate or high level in one or more of the following domains of specialisation:

a) Vision (blind, low vision or partial sightedness, deaf-blindness)
b) Hearing (deaf, hard of hearing)
c) Motor
d) Communication (little or no functional speech, requiring AAC)
e) Learning and cognition (moderate, severe and profound intellectual disability or learning disabilities)
f) Neuro-developmental impairments (including epilepsy, cerebral palsy, attention deficit disorder, specific learning disabilities, traumatic brain injury, fetal alcohol syndrome and autism)
g) Health (including mental health) as part of the integrated school health programme
h) Behaviour and social skills
i) Skills and vocational education
j) Multiple and complex needs and developmental support

"Eligibility for high-level support" - A learner who is eligible for high-level support must meet criteria of high needs in at least three of the four programmes of support. That would mean a high-intensity and high-frequency need for differentiated curriculum, specialised support, assistive technology and specialised equipment as well as specially trained teachers.

“Full-service schools” - Ordinary public schools that are specially resourced and orientated to address a full range of barriers to learning in an inclusive education setting. These schools serve as flagship schools of full inclusivity.

“Inclusive education system” - An integrated system which ensures the availability of support on a continuum that includes special schools/resource centres, full-service schools, and ordinary public schools coupled with support from district-based support teams (DBSTs). The main aim is to ensure that all learners have access to an inclusive, quality primary and secondary education on an equal basis with others in the communities in which they live and that reasonable accommodation of the individual's requirements is provided.

“Inclusive schools” - Ordinary public schools that are welcoming of all learners in terms of their cultures, policies and practices. Such schools increase participation and reduce exclusion by providing support to all learners to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or their race. It is envisaged that, in the long run, all ordinary public schools should come to be considered inclusive schools.

“Level of support provision” - Scope and intensity of support needed at system, school, teacher and learner level:

“High level of support provision” - Support provisions that are rated high, are over and above provisions covered by generally applicable programme policies, line budgets and Guidelines for public schools support. These provisions are specialised, requiring specialist classroom/school organisation, and facilities and personnel which are available on a high frequency and high intensity basis. High-level support will be available at special schools but should not be seen as site restricted. In the case where a special school is not within reach, alternative measures should be in place to ensure that a learner, who has high support needs, may receive reasonable accommodation in an ordinary public school.

“Moderate level of support provision” - Support provisions that are rated moderate, cover support provisions that are over and above provisions covered by generally applicable programme policies, line budgets and Guidelines for public schools. Such provisions are provided once-off, on a medium-frequency, intermittent or short-term basis or through the loan of physical devices. Implementation of such provisions can generally be accommodated within the ordinary public school or classroom. Ordinary public schools that have been designated as full-service schools will in the short to medium term be the first schools to receive a moderate level support package. But all schools should incrementally have access to such support.

“Low level of support provision” - The support provisions that are rated low are mostly preventative and pro-active and cover, all the support provisions in general departmental programme policies, line budgets and Guidelines for public schools.

“Provincial Assistive Technology Resource Service” – A service through which learners could have access to a range of devices and where specialists are available to assess their educational support needs and make recommendations about the most suitable device. Learners could also have an opportunity to have a device on loan for a few weeks to determine whether it is suitable for them, after which a device could be procured. The service will be funded to provide a specialised service to all schools in the cost effective and speedy procurement of assistive technology and devices.

“Resource support services funding” - Funding for the non-personnel non-capital (NPNC) cost associated with the support provided by special schools/resource centres.

“School allocation” - Funding allocated to a special or ordinary public school to cover non-personnel recurrent items and small capital items required by the school as well as normal repairs

and maintenance to the physical infrastructure of the school. This funding is also intended to cover the cost relating to the procurement and maintenance of assistive devices and specialised equipment of a non-capital nature.

"Specialised equipment" - There is a wide range of equipment that can reduce or remove the barriers faced by learners with disabilities. Schools often provide specialised equipment for students with disabilities if it supports their educational programme. The equipment remains the property of the school and is retained when a learner leaves to ensure that it can be used by other learners. Specialised equipment includes the following:

- Devices that help with the functions of daily life, such as eating utensils, dressing aids and adapted toilet seats;
- aids that help with communication, such as hearing aids, magnifiers, pointers and speech-generating devices;
- devices that help with stabilising, supporting or protecting the body, such as furniture adaptations, support harnesses and stabilisers;
- equipment that helps with mobility, such as wheelchairs, scooters and walkers; and
- equipment for producing Braille, etc.

"Special needs allocation" - An allocation to a full-service school to cover additional NPNC cost arising from the enrolment of screened special needs learners.

"Special schools" - Schools equipped to deliver education to learners requiring high-intensive educational and other support on either a full-time or a part-time basis.

"Special schools/resource centres" - Special schools equipped to accommodate learners who have high-intensity support needs and to provide a range of support services to ordinary and full-service schools.

"Support programmes" - Structured interventions delivered at schools and in classrooms within specific time frames. The following programmes of support can be identified:

a) Provision of specialist services by specialised professional staff;
b) curriculum differentiation, which includes adjustments and accommodations in assessment;
c) provision of specialised LTSM and assistive technology; and
d) training and mentoring of teachers, managers and support staff.

1. INTRODUCTION

(1) This proposed *National Guidelines for Resourcing an Inclusive Education System* deals with resourcing as it relates to the inclusive education system as a whole. This system comprises Special Schools, Special Schools/Resource Centres, Full-service Schools, Ordinary Public Schools, and District-based Support Teams. It addresses barriers in two focal areas: 1) teaching and learning and 2) psycho-social and health.

(2) The purpose of this document is to provide guidance on the equitable and efficient provision, distribution and use of infra-structure, personnel and non-personnel non-capital (npnc) funding for an inclusive education system using the National Norms for Post Provisioning, School Funding and School Infrastructure (which includes the Policy on Scholar Transport).

(3) The document motivates for the development of an integrated and holistic approach which does not separate support provisioning of special and ordinary schools from that of districts and aims at strengthening support to all learners who experience barriers to learning in the system on a continuum from low to high intensity support.

(4) The Guidelines must be seen as a key procedure to ensure the transformation of the education system towards an inclusive education system in line with the prescripts of *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001).*

(5) By introducing a centralised and district-based approach towards rationalising support services, there will be more cost-effective, efficient and equitable use of scarce resources such as specialised support professionals, equipment and assistive technology.

(6) The introduction of outreach services delivered on a mobile basis from the central support node of the District-based Support Team, Special School Resource Centre and Full-Service Schools will ensure that all learners will be able to access support in ordinary schools, reducing the need for referral for placement in special schools, except in the case of learners who need high intensity and high frequency support.

2. LEGISLATIVE AND POLICY FRAMEWORK

(1) The policy framework guiding the inclusive education system (as outlined in Education White Paper 6 of 2001) requires that the emphasis should be on providing choices to learners and putting in place appropriate support in the different school types namely special and ordinary public schools, including full-service schools. A further policy premise is that there should be a systematic move away from using segregation according to categories of disability, towards determining the level of intensity and nature of support needed as an organiser for support. There should also be recognition of an approach which emphasises addressing the barriers to learning rather than focusing on the deficiency in the learner.

(2) This approach forms the basis of a conceptual framework which informs a resourcing model for an inclusive system. The approach advocates for the availability of support programmes rather than the placement or movement of learners. The reasoning is that by providing adequate support in ordinary public schools, children with certain levels of need and intensities of disability can be accommodated in ordinary public schools, instead of accommodating all learners with special needs in special schools. The benefits are ostensibly promoting the inclusion of learners with disabilities as per Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which states that children with disabilities should not be excluded from compulsory primary

education, or from secondary education, on the basis of disability; and that they should be able to access an inclusive, quality primary education and secondary education on an equal basis with others in the communities in which they live; and that reasonable accommodation of the individual's requirements should be provided (UNCRPD, Article 24 as ratified by the South African Government in 2007); as well as a reduction in the cost of education for learners with special needs.

(3) With the promulgation of the White Paper on the Rights of Persons with Disabilities in 2015, certain obligations were assigned to the DBE in the Implementation Matrix (2015 – 2030). According to the Matrix, the DBE must "**provide educational support and reasonable accommodation at all institutions of learning.** This involves the timeous availability of adequate support and reasonable accommodation measures across the value chain at all public and private education and training facilities and programmes to persons with disabilities. It includes providing learners with disabilities group sport, recreation and peer support opportunities within the education institutions where they are enrolled". The targets for 2015 – 2019 are that Norms be approved; a baseline for reasonable accommodation support be established and improvement plans costed and budgeted for.

(4) The South African Schools Act, Act 84 of 1996

The guidelines have as their primary focus the effective realisation of Section 12 (4) of the South African Schools Act. 4) The Member of the Executive Council must, where reasonably practicable, provide education for learners with special education needs at ordinary public schools and provide relevant educational support services for such learners.

(5) Regulations relating to minimum uniform Guidelines for public school infrastructure (2013)

(6) Employment of Educators Act (Act 76 of 1998), as amended

(7) Public Service Act (Act 103 of 1994), as amended

(8) Personnel Administration Measures

(9) ELRC Collective Agreement 1 of 2012

(10) National Learner Transport Policy of June 2015.

The norms also guide the effective implementation of Policy Focus Area 9 that requires adherence to the requirements and principles of universal design and that all processes involved from planning to implementation must take cognisance of the needs of learners with disabilities and meet the required support needs.

(11) The White Paper on the Rights of Persons with Disabilities, December 2015.

In line with the Implementation Matrix 2015 – 2030, the DBE must **Provide educational support and reasonable accommodation at all institutions of learning.** This involves the timeous availability of adequate support and reasonable accommodation measures across the value chain at all public and private education and training facilities and programmes to persons with disabilities. It includes providing learners with disabilities group sport, recreation and peer support opportunities within the education institutions where they are enrolled. The targets for 2015 – 2019 are that minimum Guidelines be approved; a baseline for reasonable accommodation support be established and improvement plans are costed and budgeted for.

3 RESOURCING THE IMPLEMENTATION OF THE SIAS POLICY

(1) The implementation of the approach depends on the existence of an effective system for Screening, Identification, Assessment and Support as outlined in the SIAS Policy of 2014. The protocols introduced in the SIAS Policy outline a system for equitable access to education and appropriate support. Depending on the level of support required, learners experiencing barriers to learning can access a continuum of support across a range of settings:

(i) High-level support will be available at **special schools** and entails all support that is required on a high intensity and high frequency basis. Recognising the fact that special schools will also serve the double function of being a resource centre to full-service and other ordinary public schools, resourcing should be made available to fulfil this new role.

(ii) Moderate support provision will in the short to medium term be provided in **full-service schools** which are ordinary public schools that are provided with extra personnel, infrastructure and NPNC resources (including transport) to accommodate a certain number of learners from the local neighbourhood who require specialised support (especially those who have physical and sensory disabilities that require infrastructure accessibility or those who require frequent access to specialist staff) as well as provide indirect support to all the surrounding schools that will also accommodate learners with disabilities.

(iii) Low level support provision will be available at **ordinary public schools** and in the form of differentiation of the curriculum, access to assistive technology from a centralised source, low frequency access to specialist personnel support and once off or once per annum training. Learners with additional support needs will benefit from the general increasing trend in the resourcing of ordinary public schools and from enhanced support from DBSTs, especially itinerant specialist support staff, that will be responsible to plan, guide and monitor support services within each district at ordinary public schools, full-service as well as special schools. The support provided at ordinary public schools can also be delivered through a continuum of services.

(2) The effective implementation of the *Policy on Screening, Identification, Assessment and Support Policy* (2014), is highly dependent on sufficient and appropriately trained personnel at district and circuit levels (including outreach staff based at special school resource centres). The policy explains how the shift should be managed from individual learner disability as the driving organiser for support provision to that of the range, nature and level of support programmes, services, personnel and resources that will be made available for special and ordinary schools to increase learner participation in the learning process (SIAS Policy, Chapter 4).

(3) Budgets and Guidelines for support provision will focus on the range, nature and level of support programmes, services, personnel and resources rather than the individual learner.

(4) The availability of the range, nature and level of support programmes, services, personnel and resources may be at site level or at nodal sites to be accessed by a cluster of schools. This will be one of the main mechanisms to ensure that learners can access support without the need to move to any school other than their ordinary neighbourhood school.

(5) Highly-specialised support resources, personnel, programmes and facilities for a group of learners with high-support needs requiring access to the same support programme or resources on a high-frequency basis, can be provided at site level such as in special schools or specialised settings attached to ordinary schools.

(6) Specialised support resources, personnel, programmes and facilities that are needed on a lower-frequency basis, are holistic and teacher-focused, more portable and requiring less operational and organisational planning, will be provided at circuit or district level to be accessed by learners at ordinary schools, e.g. learning support, remedial education, assistive devices, counselling, rehabilitation and therapeutic services.

(7) A learner who is eligible for high-level support must meet criteria of high needs in at least three of the four programmes of support. That would mean a high-intensity and high-frequency need for differentiated curriculum, specialised support, assistive technology and specialised equipment as well as specially trained teachers.

Table 1: The Integrated Inclusive Education Resourcing Model

Special School	Full-Service School	Ordinary School
• Favourable learner-teacher ratio • Specific support and specialist staff requirements • Enhanced NPNC allocation • Infrastructure/facilities allocation	• Additional teaching and support staff • Once-off equipment allocation • NPNC allocation per moderate programme of support 10% above current target for ordinary schools • Transport and/or hostel allocation • Once-off infrastructure allocation	• Additional teaching and support staff as number grows • Access to DBST and to specialised skills and support • Access to DBST and Resource centre
District-Based Support Teams		
• Multi-disciplinary Itinerant Teams • Teaching and learning support • Psycho-social and health support • Systems and administrative support • Institutional support and monitoring support • Transport for teams		

4 RESOURCING PRINCIPLES

(1) The composition of the inclusion landscape includes institutions that are currently funded under different budget programmes. Special schools are funded in terms of npnc as well as personnel provision under Programme 4, while ordinary public schools are funded under budget Programme 2. The infrastructure budget for building of new schools and maintenance comes from Programme 6 which incorporates the education grant. Learners of compulsory school-going age in partial and residential care centres run by the Departments of Social Development and/or Health do not have access to educational funding and need to be included in the Basic Education budget.

(2) Although sharing some related funding requirements, the different institutions within the inclusion landscape also have different and unique resourcing needs. The resourcing of these entities is therefore addressed individually.

4.1 Special schools and special schools/resource centres

(a) These are schools reserved for learners with very high educational support needs. These are learners who would either need access to a hostel at the school or subsidised transport to and from school depending on the distance at which they live from school. These learners also require a very low staff: learner ratio and access to high frequency and high intensity support by specialised staff and/or to specialised equipment. A selection of special schools is also progressively being identified to serve as resource centres to other schools which cater for learners with disabilities.

(b) According to the SIAS Policy, special schools are expected to offer specialised programmes of support in not more than three of the following domains of specialisation:

Table 2: Domains of specialisation

Domain No.	Area of Specialisation
1	Vision
2	Hearing
3	Motor
4	Communication (cross cutting)
5	Learning and Cognition
6	Neurological and Neuro-developmental impairments
7	Health (incl. mental health) (cross cutting)
8	Behaviour and Social Skills
9	Skills and Vocational Education and Training / Technical Occupational
10	Multiple and complex needs

(c) The programmes of support being delivered at special schools are as follows:

(i) Curriculum which is differentiated and appropriated for the learner attending the school (requiring individual planning by teachers)
(ii) The high frequency access to specialised personnel
(iii) The provision, management and maintenance of assistive devices and specialised equipment
(iv) Training and mentoring of personnel

(d) The domains of specialisation will determine the categories of teaching, health professional and non-teaching staff required as well as the class size. In some cases the intensity of teaching and learning support to be provided by the teacher will impact on the class size, whereas in other cases support could be provided by non-teaching staff such as teaching assistants.

(e) The governing bodies of special schools should preferably be allocated the necessary SASA section 21 financial functions in order to afford them the necessary flexibility in the usage of funds e.g. outsourcing of transport.

(f) Special schools accommodate learners from an area wider than the community immediately surrounding the school and consequently tend to have learners from a broader mix of household incomes with some able to afford fees while others are not. The policy approach is therefore that fee exemptions rather than a blanket no fee status best supports pro-poor service delivery with respect to special schools.

(g) Special schools are public schools which, if a resolution to do so has been adopted by a majority of parents, may charge school fees.

(h) Special Schools are subject to the rules on fee exemption as published in the Regulations relating to the exemption of parents from payment of school fees in public schools as published in Regulation Gazette No. 29311, Notice No. 1052 of 18 October 2006. A model on reimbursement to schools will be determined.

(i) In areas of the country where there is a shortage of special schools a range of options need to be adopted to provide high level support to learners who are eligible for this at collocated specialised sections attached to ordinary schools, full-service and ordinary schools as well as through outreach services delivered from District offices, Special School Resource Centres and Full-Service School Resource Centres. The primary consideration should be to accommodate learners in schools as close as to where they live. In many cases, transport arrangements and the provision of assistive technology could be all the support that is required by learners to ensure that they have reasonable accommodation.

(j) If consideration is given to the building of additional special schools due regard will have to be given to a concurrent broadening of the support being created in full-service and ordinary public schools. For example, curriculum support via straddling of grades may make it possible for schools to accommodate a wider spectrum of learners and realise their constitutional right to receive education in their local neighbourhood school.

(k) The introduction and recognition of defined support programmes such as vocational/ skills programmes which focus on functional skills within the NCS may further reduce referrals to special schools by ensuring that these programmes are not only offered at special schools but also in ordinary public schools.

(l) Planning of new special schools must take into consideration the costs in terms of the creation of teaching, support and specialised staff posts. When creating specialist posts, consideration must be given to the availability of such specialist skills in filling such posts. Other options of providing high-level support in a decentralised way will also have to be considered.

(m) While the principle of providing support according to the level of need is a fundamental principle underlying the funding approach, there are certain practical considerations which drive the funding requirements of special schools. The domain of specialisation, the physical infrastructure and human resource capacity (both professional and non-professional) will be the key factors to consider in respect of the funding approach.

(n) Over a three year period, provinces must profile existing special schools in respect of their domains of specialisation and their resourcing capacity in terms of their current infrastructure and availability of professional and non-professional staff to deliver on the demands of the domain/s of specialisation. Schools need to be officially designated by the province in respect to which of the 10 domains of specialisation they will be offering. This designation can be reviewed at least every four years based on the provincial needs, in respect of availability of space, improved capacity amongst staff and increase in availability of specialised resources.

(o) Any programmes currently offered by the school that does not form part of its designated scope of specialisation should be maintained until learners have completed their schooling. All new admissions must be in line with the new designation.

(p) The personnel, infrastructure and specialised LTSM provision will be determined by the designation in terms of the areas of specialisation.

4.2 Full-service schools

(a) White Paper 6 envisages all schools to be inclusive centres of learning, care and support. It promotes the provision of specialised support programmes, resources and services throughout the system ranging from low, moderate to high levels of provision. The Full-service School (FSS) falls within this continuum of support provision. Full-service schools are first and foremost mainstream education institutions that provide quality education to all learners by providing for the full range of learning and psychosocial needs in an equitable manner. Full-service schools are also not regarded as a new class of schools outside the framework of the SASA. These schools remain ordinary public schools in terms of the SASA but equipped and resourced at a moderate level of support provisioning to also cater for and provide support for learners with disabilities or additional support needs. The establishment of full-service schools will be done in a phased manner ensuring not only that they are accessible but also that there is a fair distribution of such support institutions across the province. Though full-service schools are ordinary public schools, there should be formalising of their status as full-service schools by the PED in order to facilitate administrative, resourcing and monitoring processes.

(b) The governing bodies of full-service schools should, where necessary, be capacitated in order to assume the necessary SASA section 21 financial functions which will allow for the flexibility of management that is needed for appropriate functioning as a full-service school.

(c) Ordinary public schools identified as full-service schools retain their provincial poverty ranking and quintile classification. All policy directives contained within the NNSSF, 2006, as well as subsequent amendments remain applicable to full-service schools.

(d) For those full-service schools ranked within quintiles accommodating fee paying schools, all regulations regarding payment and exemption from school fees remain applicable.

(e) The DBE's 'Guidelines for Full-Service/Inclusive schools' published in 2010, states that "As a medium-term to long-term measure, the aim is to ensure that the principle of natural proportion is adhered to, thus ensuring that every school admits all learners in its community irrespective of their ability or background." As much as full-service schools need to open their doors to all children, these schools should not be seen as some form of special school. Essentially and as much as it is practicable, schools should admit all children in their neighbourhood and this includes ordinary public schools. Ideally, full-service schools are flagship schools and models of good practice in terms of inclusivity, and need to be emulated by other ordinary public schools. Therefore, as far as possible, full-service schools should serve a diversity of learners in terms of support needs in a natural proportion. However, given the large backlogs with respect to special needs education and the need to bring learners who are currently excluded (often due to their disabilities) into the system, it is acknowledged that in the interim, priority may have to be given to learners with low to moderate levels of support needs whilst progressively building capacity towards full inclusion. If full-service schools are able to enrol a representative mix of learners, in line with the ideals of inclusion, this should be supported. However, departures from this ideal in the form of full-service schools enrolling learners with high educational support needs, will be supported insofar as this responds to the need on the ground as well as the responsiveness of the school to address the support needs of the learner.

(f) It is accepted that the need for full-service schools will initially outstrip their availability. With the progressive financial support to full-service schools, it is hoped that such intervention will incentivise more and more ordinary public schools to become inclusive/full-service schools. In order to create more and more inclusive learning spaces,

PEDs will have to develop rollout plans for full-service schools taking into account the demand for this as well as factors such as poverty and accessibility.

(g) Although full-service schools attend to a variety of barriers to learning including those experienced by learners with disabilities, funding differentiation within and between full-service schools in terms of areas of specialisation will not be practical and consequently not considered.

(h) Each school designated as a full-service school should receive a start-up capital allocation to purchase durable equipment, ICT equipment with access software, make infrastructural upgrades including universal design features, consulting rooms, and undertake other non-recurrent expenditure.

(i) If the full-service school has a hostel, special needs learners who qualify to be accommodated at the hostel and are eligible for a hostel subsidy will be funded in line with the funding of other learners.

(j) There are critical infra-structure requirements for Full-Service Schools as they must all comply with the specification of universal accessibility.

(k) The provision of accessible transport for these schools, is one of the most critical success factors. Accessible transport does not only include accessible vehicles and transport routes, but also accessible pick up points and supervision as well as seating arrangements on commercial buses, taxis or special school vehicles.

(l) The scope of personnel required ranges from full-time staff to co-ordinate support at the school, teaching assistants, technicians, as well as access to medium frequency visits by outreach teams from the District or from the Special Schools as Resource centres.

4.3 Other ordinary public schools

(a) Learners who need additional support at ordinary public schools that have not been designated as full-service schools will benefit from the increasing trend in the resourcing of ordinary public schools as well as enhanced support from DBSTs (specifically itinerant learning support teachers and psychosocial support staff), and resource centres as well as full-service schools. The establishment and capacitating of school-based support teams at ordinary public schools will also expand the availability of support at ordinary public schools and reduce the number of learners with low and moderate support needs who are referred to special or full-service schools.

4.4 Special Care Centres for Learners with Severe to Profound Disabilities

(a) In line with the proposed Policy on Educational Support for Children with Severe to Profound Intellectual Disability, multi-disciplinary support services will be rendered to special care centres for severe to profound intellectual disability on an itinerant basis.

(b) Outreach teams will be appointed at district offices.

(c) The teams will visit the special care centres that are managed by the Departments of Social Development and Health on a rotational basis to provide support, training and supervision to caregivers working at the centres and to assess children to determine their support needs and facilitate their admission to special full-service and ordinary schools.

(d) Children with severe to profound disabilities between the ages of 5 and 15 years who attend the special care centres that are registered to offer education programmes

monitored by the Department of Basic Education through the outreach teams, will be incrementally registered on a roll to receive a basic education allocation in line with the per capita allocation of all other learners of compulsory school-going age.

(e) All learners of compulsory school-going age attending care centres must be assessed for incremental enrolment in special, full-service and ordinary schools closest to where they live.

4.5 District-based Support Teams (DBSTs)

(a) One of the most important critical success factors for the implementation of Inclusive Education is the strengthening of the District-based Support Teams. Ideally, all professional and specialist support staff should be appointed at District-level so that they could be assigned to special, full-service and ordinary schools on a high, medium and low-frequency basis.

(b) Within the new Occupations Specific Dispensation (OSD) for Education Therapists, Counsellors and Psychologists employed in Public Education, the salary levels and conditions of employment of specialists are such that they should provide district support services and support the implementation of the SIAS Policy. The number of professionals based full-time at special schools will incrementally be reduced so as to make it possible for these scarce professionals to also provide services to all schools in a district. A range of mid-level staff such as counsellors, learning support teachers, therapy assistants will be based at schools to deliver services on site, whilst being supervised by specialists based in DBSTs. All cases where conditions of service and job descriptions of existing staff are affected in the transitional period, will be referred to the Education Labour Relations Council (ELRC).

(c) Outreach staff based at Special School Resource Centres and District offices, will be the most important component of an inclusive education system, to provide immediate support to schools in rural areas that currently do not have access to support. These specialised human resources may not be required to deliver administrative services of the district office such as examinations monitoring, school functionality visits and tenth day head counts.

(d) Such outreach teams will also have to provide education support services to partial and residential care centres of the Department of Health or Social Development that cater for children with severe to profound intellectual disability.

(e) The Assistive Devices Resource Centre based at a district or special school resource centre must also have a staff component of technicians and therapists (on a part time basis) to procure, assign, manage and maintain assistive devices that are given on loan to learners in special, ordinary and full-service schools.

4.6 Learner transport

(a) The mode of delivery implemented by a PED for the transport of learners with disabilities must be in line with the provisions of the National Learner Transport Policy (2015) which comply with the principles of universal design.

(b) Provincial learner transport plans and strategies as well as the criteria for identifying learners eligible for transport, as required by the National Learner Transport Policy (2015), should be informed by the need to not only provide for the transport of learners with disabilities to special schools but also, where required, the transport of these learners to full-service, other ordinary public schools and care centres.

(c) This policy does not prescribe a specific model for the transport of learners with disabilities. The mode of delivery for the transport of disabled learners within a province may be a combination where these learners, where possible, are included through the extension of existing transport routes catering for learners at ordinary public schools, the provincially centralised contracting of transport service providers to transport learners with disabilities to special, full-service or other ordinary public schools and/or the transfer of funds to special schools which will manage of the transport function themselves.

(d) Hostel learners should be provided with transport or transport subsidies to travel home on an average of four return trips (i.e. to and fro) per school year. All poor learners staying in a hostel and who have been exempted from the payment of hostel fees will be entitled to this transport funding. An exemption model for reimbursement of schools for costs entailed at hostels, will be developed.

(e) As mentioned above, the staffing component of transport will be addressed in below.

4.7 Resource centre support services

(a) The inclusive education model is strongly dependent on resource centres offering support and outreach services to ordinary public and full-service schools. Education White Paper 6 provides for "The qualitative improvement of special schools for the learners that they serve and their phased conversion to resource centres that provide professional support to neighbouring schools and are integrated into DBSTs."

(b) In view of the fact that there is a substantial number of districts in the country that do not have any special schools, and some districts where special schools are situated only in urban centres, a wider range of sites will have to be identified as a base from where outreach services will be provided. Such sites could include full-service or ordinary public schools, teacher centres, ICT centres or district offices so that the concept of resource centres is not only restricted to special schools.

(c) Outreach services consist of guidance and capacity building to school-based support teams and teachers of full-service and ordinary public schools in the same area or in the province, where relevant. The resource centre can also be a site from which assistive devices are issued on loan, serviced and maintained and where training in the utilisation thereof is offered. Furthermore LTSM in accessible format such as in Braille and large print could be stored and distributed. The centres should be equipped with appropriate and accessible infrastructure such as a training room, counselling room, resource library and computer centre equipped with assistive technology and ICTs. Another service that should be made available at resource centres is assessment of learners through the SIAS process, particularly by health professionals. If the resource centre is to be used for outreach services offered by multi-disciplinary itinerant teams, it should be equipped with a therapy room and a health/counselling room.

(d) Additional funding should be made available to fulfil this role. Funding for support services to other schools that accommodate learners experiencing barriers to learning will be determined by the number of schools identified by the PED to receive support services from a resource centre.

(e) The funding will be provided to cover operational cost related to aspects such as maintenance of equipment, assistive devices and vehicles; fuel; stationery; and other operational cost linked to the provision of the support service.

(f) The resource services of the District-based Support Service are discussed above under paragraph 5.4.

(g) In provinces that currently have little or no access to any specialist services, the introduction of outreach services will respond to an urgent and pressing need.

4.8 Assistive devices and specialised equipment

(a) A comprehensive (though not exhaustive) list of assistive devices and specialised equipment is included as ***Appendix A*** of this document.

(b) The DBE must develop and maintain a register of average prices of the inputs that are listed as assistive devices in ***Appendix A.*** This register will be used for realistic planning and budgeting. PEDs should provide the register of assistive devices with prices along with a list of identified recommended suppliers to schools for procurement and for teacher information purposes.

(c) The personnel implications for the management and maintenance of assistive devices are factored into the post distribution model.

5. GUIDELINES FOR DISTRIBUTION OF CS AND PS POSTS TO SCHOOLS AND INSTITUTIONS WITHIN AN INCLUSIVE EDUCATION SYSTEM

5.1 CIRCUIT, DISTRICT AND PROVINCIAL OFFICES

There are two main focus areas/tracks of support guided by the directives of Education White Paper 6 and The Policy on Screening, Identification, Assessment and Support:

1. Curriculum, Institutional and Learning Support
2. Care and Support in Schools (including psycho-social and health support)

A. Circuit Level: 1 Team

The teams will be responsible for providing itinerant services to ordinary, full-service and special schools

Inclusive education, Specialised Curriculum, Psycho-social, Health and Learning Support
1. Education Psychologist (Educational, Counselling)
2. Social Worker (School Social Work Services)
3. Chief Education Therapist (Occupational)
4. Chief Education Therapist (Speech Language)
5. SES: Learning Support Co-ordinator (Curriculum Differentiation /Remedial/Special Education)

B. District Office:

The proposal below will be considered as part of the revision of the District Norms.

CES: Inclusive Education, Specialised Curriculum, Psycho-social, Health and Learning Support
1. Senior Education Psychologist (Educational, Counselling)
2. Senior Education Counsellor
3. Social Work Supervisor (School Social Work Services)
4. Senior Education Therapist (Occupational)
5. Senior Education Therapist (Speech Language)

6. DCES: Learning Support Supervisor (Curriculum Differentiation/Remedial/Special Education) 7. DCES: SSRC, SS, FSS Institutional Support Co-ordinator 8. DCES: HIV/AIDS, TB and ISHP Coordinator

C. PROVINCIAL DEPARTMENTS OF EDUCATION

The proposal below will be considered as a guide to Provinces when they review their organograms

Director: Inclusive Education and Institutional Support (SS/SSRC/FSS), Health, Medical, Care and Support Services
1. Senior Education Psychologist (Educational, Counselling) 2. Social Work Manager (School Social Work Services) 3. Senior Education Therapist (Occupational) 4. Senior Education Therapist (Speech Language) 5. DCES: Learning Support Manager (Curriculum Differentiation/Remedial/Special Education) (X3) 6. DCES: SSRC, SS, FSS Institutional Support Co-ordinator (x2) 7. DCES: School Health - HIV/AIDS, TB, Substance Abuse, Teenage Pregnancy, ISHP, CSTL (x2) 8. DCES: Disability Specialist Services (X3) (See domains, e.g. Visual Impairment, Cognition, Hearing, Neurodevelopmental, Skills and Vocational, Behaviour, Mental Health)

5.2 ORDINARY SCHOOLS

a) Low level of support provision which consists of access to itinerant support from the circuit, FSS and SSRCs (see norms for itinerant teams below)

b) At school site level support is managed and coordinated by the SBST that links with the local network of service providers and District Learning and Psychosocial Support Services.

c) Four hours per week of teaching allocation of the Deputy Principal or HoD must be set aside for the coordination and monitoring of SBST activities.

d) In cases where learners with moderate to high needs are admitted, the DBST will explore access to assistive technology, teacher assistance, etc. (in the short term these posts could be filled through the EPWP).

5.3 FULL-SERVICE SCHOOLS

a) Class size in full-service schools to facilitate curriculum and learning support must be determined by the Provincial office and managed by the District so as to ensure that it will not exceed the national norm.

b) Learners with moderate to high support needs who are enrolled in a school should be identified through the completion of the SIAS process at DBST level.

c) In line with the principle of natural proportion the number of learners with moderate to high needs who are admitted to a full-service school will be capped.

d) The following additional specialist support staff must be allocated through the PPN for the full-service school:

   (i) 1 Managerial Post at PL2 designated to the function of learning support coordination and administration of the work of the SBST;

   (ii) 1 School based Education Counsellor (as defined in Collective Agreement 1 of 2012 or Social Services Professions OSD);

   (iii) 1 Class assistant per phase.

e) The Deputy Principal will have an additional function of monitoring inclusive education at the school.

f) A full-service school that functions as resource centre that delivers outreach services, will have an enhanced funding allocation to include the running and maintenance costs of the service. If any specialist services are provided by the resource centre that requires specialist staff, provision must be made in accordance with the domain of specialisation (e.g. providing a technician for the running of a Braille production service). The dimensions of a resource centre are outlined below in Par. 6.

g) Other additional support staff as determined by the DBST as per the SIAS Policy, e.g. general auxiliary care workers to assist with general support to individual learners with physical disability, child and youth care workers to support learners with seriously challenging behaviour.

h) The full-service schools will also receive outreach support services from the circuit team indicated above.

SUMMARY OF POST PROVISIONING GUIDELINES FOR FULL SERVICE SCHOOLS

(i) **Classroom allocations**

Class	Job Description	Current Norms	New Proposal	Act
Teacher (at PL2)	Mentoring and support for Differentiated curriculum delivery, co-ordination of learning support, monitoring of procurement and integration of assistive technology, co-ordinating outreach and training programmes to other schools	PPN	Additional teacher per full-service school	EEA
Teacher Assistant/ Class Aid	Additional Curriculum support in classroom	None	1 per 50 learners with additional support needs	PSA
Class Assistant / Class Aid	Personal assistance to individual learners	None	1 per 50 identified learners	PSA

(ii) **Support Staff**

Class	Job description	Current Norms	New proposal	Act
**Technician	Repairing assistive devices/assistive technology support	none	1 per school	PSA

Admin/General	Admin duties related to implementing inclusive education and procurement of assistive devices	yes	retain	PSA

(iii) **Hostel Staffing (For Full-service Schools that have hostels)**

Class	Job description	Current Norms	New proposal	Act
Cook	Cooking/menu/food security	none	1 per school	PSA
Hostel Assistant	Laundry/cleaning/kitchen	none	1 per 25 learners	PSA
House keepers	Support to learners (emotional and physical) and cleaning of rooms	none	1 per ten (10) learners with special needs	PSA
Driver	Driving duties, as well as cleaning, groundsman, general assistant duties as determined by School Management	Retain the existing norms (norms for support staff at schools)	1 per school	PSA
Principal	Head of the hostel	yes	retain	EEA
Hostel Father/Mother	Child and youth care worker/ management/ administration	None (currently teachers)	1 per gender per hostel phased (teachers to be phased out)	PSA (social services professions Act)
Supervisors	Supervision of homework, study time, outings	Part time teacher/Teacher assistant	1 per gender per hostel phased (teachers to be phased out)	EEA/PSA

5.4 SPECIAL SCHOOLS

5.4.1 SPECIALISED CS STAFF PER DOMAIN OF SPECIALISATION

NB. Only learners who have been assessed and found to have high level support needs may be admitted full-time to a special school after review of verification documents and approval by the DBST. The status of learners' support needs should be reviewed annually to determine whether they could be placed back into ordinary schools.

No.	Domain of Specialisation	Learner weight (Class size)
1.	Vision	5 (10)
2.	Hearing	5 (12)
3.	Motor and Physical Rehabilitation	4 (12)
4.	Communication	Cross cutting and to be considered when applying weights for learners with multiple impairment
5.	Learning and Cognition	3 (12)
6.1	Neurological and Neurodevelopmental	6 High (8)
6.2	Neurological and Neurodevelopmental	3 Moderate (15)

No.	Domain of Specialisation	Learner weight (Class size)
6.	Health (incl. mental health)	Cross cutting and to be considered when applying weights for learners with multiple conditions
7.	Specialised Behavioural and Social Skills, Health, Mental Health Programme	5 (9)
8.	Skills and Vocational / Technical Occupational	2.5 (17)
9.	Multiple and complex needs	Where more than one disability is identified at a high level the weight becomes in most cases a 6.

Summary

Staff Type	Job description	Current Norms	New proposal	Act
Educators	Specialised curriculum delivery	yes	Retain	EEA
Learning Support Teacher / Specialist Teacher (in line with domains of support)	Specialised learning support and coordination of curriculum differentiation and individual support plans monitoring of procurement and integration of assistive technology, co-ordinating outreach and training programmes to other schools	no	Additional post per school	EEA
Teacher Assistant/Class Aid	Additional Curriculum support in classroom	yes	1 per 100 weighted learners	PSA
Class Assistant/Class Aid	Personal assistance to individual learners		1 per 50 weighted learners	PSA

5.4.2 SPECIALISED PS STAFF PER DOMAIN OF SPECIALISATION

		School-based			Office-Based Staff assigned to schools							
No.	**Domain of Specialisation**	**IT/Technician/O&M Instructors* Service**	**SASL Teaching Assistant**	**Therapy Assistants**	**OT Grade ½**	**Speech Therapist**	**Audiologist**	**Physio**	**Nurse**	**Psychologist**	**Counsellor**	**Social Worker**
1.	Vision	1 per 0 – 100 learners X 3			1	1			1		1	1
2.	Hearing		1 per 0 – 50	1 per 50	1	1	1		1		1	1
3.	Motor and Physical Rehabilitation	1 per 0 – 100 learners		1 per 50	1	1		1	1		1	1
4.	Communication	1 per 0 – 100 learners		1 per 50	1	1					1	1
5.	Learning and Cognition	1 per 0 – 100 learners		1 per 50	1	1			1		1	1
6.1	Neurological and Neurodevelopmental (High)	1 per 0 – 100 learners		1 per 50	1	1			1		1	1
6.2	Neurological and Neurodevelopmental (Moderate)			1 per 50	1	1			1		1	1
7.	Health (including mental health)								1		1	

		School-based			Office-Based Staff assigned to schools							
No.	**Domain of Specialisation**	**IT/Technician/O&M Instructors* Service**	**SASL Teaching Assistant**	**Therapy Assistants**	**OT Grade ½**	**Speech Therapist**	**Audiologist**	**Physio**	**Nurse**	**Psychologist**	**Counsellor**	**Social Worker**
8.	Specialised Behavioural and Social Skills				1				1	1	1	1
9.	Skills and Vocational	1 per 0 - 100 learners			1				1		1	1
10	Multiple and complex needs	1 per 0 - 100 learners		1 per 50	1	1			1		1	1

- For schools with a learner enrolment exceeding 150, additional therapeutic support services will be delivered through the circuit teams as determined by the province and managed by the DBST. These posts will be created in the short term from a basket of posts that have been top sliced and ring-fenced (See ELRC Resolution No 5 of 1997).
- The number of staff who will be providing services to learners will not change. What will change is the way in which specialists will be operating within the range of services.
- Nurses in schools for learners with motor disabilities who are incontinent, must be qualified to manage an incontinence service.

5.4.3 PUBLIC SERVICE STAFF ALLOCATED TO SPECIAL SCHOOLS FOR SERVICES AT THE SCHOOL

A. OFFICE STAFF

Special schools with more than 150 actual learners should qualify for 4 posts.

In special schools with less than 150 actual learners the allocation should be adapted according to the complexity and motivated needs of the school.

The utilisation of the posts should be as mentioned below in point 1.1 and 1.2

(i) Finance Office (One of the following posts has to be a Senior Provisioning Administrative Assistant (SPAA) salary level 6

Debtors Clerk	PAC
Creditors and Provisioning Clerk	PAC

(ii) Administrative Office

Receptionist, Telephone, Admissions and Transport	PAC
Typing and Administration Clerk	PAC

(iii) Additional

Schools for learners with visual impairment	+ 1 PAC
Schools that function as Resource Centres	+ 1 PAC

B. GENERAL ASSISTANTS (SALARY LEVEL 2)

As with teaching staff, the determination of posts for general assistants will be according to the domains of specialisation of the school taking into account individual support needs of learners with high level needs.

Physical infrastructure, size of land as well as transport demands of a school will also be taken into account when determining the number of groundsmen and cleaners to be employed.

Conditions of service and job descriptions need also be reviewed to ensure most effective utilisation of general assistants – looking at cross cutting duties.

(i) General Assistants : Groundsmen and cleaners:

- The size of the school grounds and buildings, excluding hostel buildings, should be considered in the calculation of the number of posts allocated to a school.
- **Proposed Posts:**

  1 post per 6000 m^2 (buildings and school grounds combined)

(ii) General Assistants : Caregivers

Domain of Specialisation: Multiple and Complex/ Motor / Neurological and Neurodevelopmental

- In schools designated for the above programmes the number of general assistants who have to act as caregivers will be determined by the number of learners with high individual physical support needs (including providing support in eating, lifting, repositioning, etc. during school hours). These learners will be

identified through a completed SIAS process that has been approved at the district level.

Proposed Posts per school:

- Schools with learners with very high level of physical support needs (e.g. Cerebral Palsy, Quadriplegia, Multiple and Complex Disabilities):
    - 1 Caregiver per 10 identified actual learners
- Schools with learners who have to be assisted with toileting:
    - 1 caregiver per 40 identified actual learners in this category (provision should be made for different genders)
- The Sexual Offences and Related Matters Amendment Act, No. 32 of 2007 and the No. 85 of 1993: Occupational Health and Safety Act as amended by Occupational Health and Safety Amendment Act, No. 181 of 1993 as well as the Guidelines outlined in the Children's Act of 2005 should be used as guideline to determine the number of posts required.

(iii) General Assistants : Class Assistants

Domains of Specialisation: Learning and Cognition/ Neurological and Neurodevelopmental / Communication

- Assists with class activities during school hours.

Qualifications:

- NQF 5

- **Proposed posts:**
    - 1 post per class in : pre-primary phase
      : Grade R
      : Grade 1 – 3

C. FACTOTUM / GROUNDS MANAGER

Proposed Posts:

- 1 post for up to 14 General Assistants (grounds men and cleaners), a second post for 15 or more General Assistants (grounds men and cleaners).
- Salary Level 5.

D. SECURITY GUARDS

i. Security Personnel should be recognized as a separate staff category, as stipulated by the Occupational Health and Safety Act.

ii. The number of posts allocated to a school should comply with the Occupational Health and Safety Act.

iii. Schools with hostels might need additional security staff.

iv. Proposal: provision of security staff to cover a 24 hour period and all leave implications.

v. Salary level 2 -3

E. DRIVERS

Proposed Posts:

- Driver per school.

Part Time Allowances for Drivers / Supervisors

- For SNE Schools an adult supervisor must be appointed for every 15 learners transported in a school bus.
- This service can be rendered by General Assistants, Educators, Care Givers or Contractors as a negotiated addition to their job description.
- The number of posts for Drivers and Supervisors will be determined by the number of routes a school has.
- An allowance should be paid to such Drivers and Supervisors calculated on an hourly tariff.

Salary level

- Level 4

5.4.4 PUBLIC SERVICE STAFF ALLOCATED TO SPECIAL SCHOOLS FOR SERVICES AT HOSTELS

It needs to be taken into consideration that the Hostel Staff works shifts on a rotational basis during the school week and weekends. The post provisioning at hostels will vary depending on the nature of the services rendered as well as the complexity of the disability of the learners. The needs analysis of the services rendered at the hostel will be the motivating factor in the application for additional posts. The Labour Relations Act needs to be taken into consideration.

To provide an effective hostel service, the following posts are required:

A. Hostel Management

i. Hostel Manager: (salary level 6)

ii. Administrative assistant (salary level 5)

B. Cook

- Salary level 4

C. General Assistants / Hostel Assistants

- Purpose: Kitchen Services, Cleaning Services and Laundry Services (Salary Level 2)

  Proposed posts:

  - Kitchen Assistants
  - Laundry Assistants
  - Incontinence Assistant (where applicable)

D. General Assistant / Maintenance

- Salary Level 2

E. Housekeepers

- Purpose: Physical assistance for activities of daily living such as bathing, dressing, feeding, facilitation of homework etc. (Salary Level 4)

F. Hostel Driver

- Salary level 4

G. Hostel Professional Nurse

- It is of critical importance that a substitute nurse should be provided within 24 hours of absence.

Additional posts:

- Nurse on night shift depending on needs
- Hostel (Non Physical Disability / Autism):
- Hostel (Learners with Physical Disabilities or CP)

Substitute staff should be allowed for all PS Staff for periods of absence exceeding 20 working days. The substitute for professional nurses and housemothers must be allowed for within 24 hours.

Important:

In addition to the above-mentioned proposals, the following post structure for School Hostels as described in the PAM should be retained:

Post Level	Post		Number of posts
Level1	Head of the Hostel	Principal	1 post
Level 2	Hostel Father	Boys Hostel	1 post
	Hostel Mother	Girls Hostel	1 post
Level 3	Supervisors	Boys Hostel	2 posts
	Supervisors	Girls Hostel	2 posts

Working hours and conditions of service need to be reviewed as part of negotiations at the ELRC to ensure the allocation of multiple responsibilities to certain categories of posts.

6.5 SPECIAL SCHOOL RESOURCE CENTRES (SSRC)

a) Enhanced SMT capacity to manage outreach services (1 Deputy Principal)

b) Enhanced Therapeutic Staffing for the SSRC:

Nurse	IT Technician	Orientation and Mobility Instructor	Braille Specialist	SASL Specialist	OT	Physio	Speech
1 per 100 schools	2 per district	1 per 30 Blind	1 per 50 Blind	1 per 50 Deaf	1 per 100 schools	1 per 50 schools	1 per 100 schools

in district		learners in district	learners in district	learners in district			

Core Function:

To provide support to learners with moderate to high support needs in ordinary schools (including full-service schools)

To train and mentor teachers in ordinary schools in specialist interventions

To provide technical assistance to ordinary schools in the development, selection, procurement, management and maintenance of LTSM, specialised equipment and assistive devices

Collaborate with School Health Services in administration of ISHP and SIAS

5.6 ASSISTIVE DEVICES AND SPECIALISED EQUIPMENT RESOURCE CENTRE

a) 1 IT Specialist / Technician for every 50 schools that are served by the centre

b) Itinerant Therapeutic staff that provide assessment and fitting services on an ad hoc basis as and when required.

5.7 EDUCATION SUPPORT SERVICES FOR SPECIAL CARE CENTRES FOR CHILDREN WITH PROFOUND INTELLECTUAL DISABILITY

A multi-disciplinary team must be appointed at District-level to provide ongoing itinerant support services to care centres managed by the Departments of Social Development and Health.

There must be one itinerant team for 30 registered special care centres consisting of:

Educational, social and therapeutic support and ongoing training to caregivers
1 Education Psychologist Gr 1 1 Chief Education Therapist (Occupational) 1 Chief Education Therapist (Speech Language) 1 Chief Education Therapist (Physio) 1 Senior Education Specialist (SES) (specialised in education of children with severe to profound intellectual disability)

6. MINIMUM NON-PERSONNEL NON-CAPITAL FUNDING GUIDELINES

(1) This section deals with NPNC funding as it relates to Special Schools, Special schools/resource centres, full-service schools, and ordinary public schools.

(2) NPNC items include assistive devices, transport, hostel accommodation (the non-personnel portion thereof), maintenance, repairs and specialised equipment. It therefore does not cover personnel-related costs or costs that are considered to be of a capital nature. Capital cost includes not only infrastructure-related expenditure, but also items of equipment above the threshold amount for capital assets as determined in the National Treasury Regulations (currently R5 000).

(3) These Guidelines will supplement the National Guidelines for School Funding (NNSSF), Gazette No. 29179, Notice No. 869 of 2006. This means that relevant matters that apply to public schools expressed in the NNSSF that are not included in this document will also apply to public special schools.

6.1 Special schools and special schools/resource centres

(1) The funding of special schools will be linked to the focus and specialisation of the programmes needed to support the learners enrolled in the institution.

(2) Ten areas of specialisation in programmes of additional support are identified and each assigned a weight which is to be used as a multiple when calculating its corresponding school allocation funding requirement (Table 1 below).

Table 3: NPNC funding weights

Domain No.	*Area of specialisation*	*Funding weight*
1	Vision	5
2	Hearing	4
3	Motor	4
4	Communication	4
5	Learning and Cognition	3
6	Neuro-developmental impairments	3
7	Health (incl. Mental Health)	3
8	Behaviour and Social Skills	3
9	Skills and Vocational/ Technical Occupational	4
10	Multiple and complex needs	5

(3) The funding allocated to special schools will include the following:

(i) **School Allocation (A):** Paragraphs 94 to 99 of the NNSSF which describe inputs that may be covered from the school allocation to ordinary public schools are also applicable to the school allocation of special schools. In general, the school allocations are intended to cover non-personnel recurrent items and small capital items required by the school as well as normal repairs and maintenance to the physical infrastructure of the school. Moreover, the school allocation paid to special schools is primarily and exclusively intended for the promotion of efficient and quality education in these schools. The school allocation funding is also intended to cover the cost relating to the procurement and maintenance of assistive devices and specialised equipment of a non-capital nature and is calculated as follows:

No Fee Threshold per learner national target amount applicable to ordinary public schools X Funding weight of applicable area of specialisation.

Note**:** The allocation referred to in this section is intended to cover recurrent non-personnel non capital cost. It therefore does not cover cost which is considered to be of a capital nature. Capital cost includes not only infrastructure related expenditure but also items of equipment above the threshold amount for capital assets as determined in the National Treasury Regulations (currently R5 000).

(ii) **Hostel Funding (H):** This will focus on per capita subsidy allocation for hostel accommodation in lieu of non-personnel non-capital costs for hostels.

The school governing body must determine and charge learners a hostel fee equal to the average non-personnel non-capital running cost per learner in the hostel. A school governing body should exempt learners whose parents are unable to pay the fees from the payment of hostel fees. The DBE must develop a means test and exemption criteria which can be used as a guideline by PEDs and schools to determine whether a learner's parents qualify for hostel fee exemption, either full or partial. Parents

seeking exemption from the payment of hostel fees must apply to the school governing body.

The school governing body must submit documentation, certified by the principal and District Director to the PED not later than the 10th school day beginning of each year, confirming the exemption status of qualifying learners.

The PED must set aside a budget item for hostel subsidies. Schools with hostels will be paid pro rata out of this budget for each of their learners whose parents qualify for hostel fee exemption as per the means test. PEDs should ensure that the subsidy per learner is meaningful and comparable to the average running cost per learner in the hostel. The DBE should, through research, determine an amount to serve as a guide to PEDs on the average per learner running cost of a hostel. This indicative amount should be updated annually.

(iii) **Transport Funding (T):** Where a provincial transport plan provides for transport subsidies to be transferred to special schools, the subsidies should be calculated in line with the standardised measure of remuneration for subsidised learner transport as directed by the National Learner Transport Policy (currently being finalised by the Department of Transport).

(iv) **Resource Support Services (RSS) funding:** Some special schools will be identified as resource centres to serve full-service schools and other ordinary public schools that cater for learners with disabilities. Funding should be provided to cover operational cost related to aspects such as maintenance of equipment, assistive devices and vehicles; fuel; stationery and other operational cost linked to the provision of the support service. Funding for support services to other schools that accommodate learners experiencing barriers to learning will be determined by the number of schools identified by the PED to receive support services from a resource centre. The funding for the non-personnel non-capital cost associated with the support provided will be determined as follows:

No-fee threshold national target amount X weight associated with the main area of specialisation provided by the special school X number of schools to be supported

OR

PEDs may alternatively want to determine a fixed budget amount for support services. This can be in the form of a funding reserve where special schools or other identified institutions accommodating centres that provide support services can apply for these funds and provide evidence (e.g. supporting documents) on how the funds were used.

A special school's minimum allocation for NPNC will be calculated by taking into account its number of learners in each area of specialisation (SL) and, where applicable, the number of learners who are requiring transport (TL), the number of learners qualifying for hostel subsidy (HL), and, if also used as base for a resource centre, the number of full-service and other ordinary public schools to be supported through its resource support services (RSS), and is represented by the following formula:

NPNC ALLOCATION = (A x SL) + (H x HL) + (T x TL) + (RSS)*

**This factor may me included more than once depending on the number of areas of specialisation provided by the school.*

(4) All NPNC expenditure relating to special schools should be included within provincial education budget Programme 4.

6.2 Full-service schools

(1) The NPNC funding allocated to full-service schools will include the following:

(i) **School allocation:** This is the allocation annually determined in accordance with the prescripts of section 5 of the NNSSF.

(ii) **Special needs allocation:** In addition to their school allocation determined in terms of the NNSSF, full-service schools will receive a special needs allocation for providing support to leaners with special support needs. This allocation, funded from Programme 2, may be transferred to the school as a lump sum to cover support for all screened special needs learners with moderate support needs. This allocation is expected to cover extra non-personnel non-capital needs that these learners may have and will include funding for assistive devices and other special recurrent inputs such as therapeutic, psychosocial and other support interventions. The funds transferred to schools must be used for the targeted special needs learners as a group and not for the other learners. It is expected that the school will maintain records to demonstrate that the funds have been used for such learners.

(2) The special needs allocation, per targeted learner will be determined as follows:

10% of Total school allocation

(3) Full-service schools which have been equipped to serve as resource centres must be provided with additional funding to fulfil this role.

(4) The funding for the non-personnel non-capital cost associated with the support provided as resource centre will be determined as follows:

No-fee threshold national target amount X 3 X number of schools to be supported

(5) The following example serves to illustrate how the amount of NPNC funding for a full-service school will be calculated (using the 2014 national target amounts for the school allocation):

Example 1

A no-fee full-service school in quintile 1 with an enrolment of 800 learners.

Allocation category	Calculation	Total allocation
School allocation	800 learners x R1 177 per learner	R941 600
Special needs allocation	10% x R941 600	R94 160
		R1 035 760

Example 2
A fee-charging full-service school in quintile 4 with an enrolment of 800 learners

Allocation category		Total allocation
School allocation	800 learners x R590 per learner	R472 000
Special needs allocation	10% x R472 000	R47 200
		R519 200

(6) PEDs must, within the provincial education budget Programme 2, provide for a project which will be created to reflect the expenditure in support of learners experiencing barriers to learning and accommodated within full-service and other ordinary public schools.

6.3 Other ordinary public schools

(1) No additional non-personnel funding is considered to be directly allocated to those ordinary public schools which have not been identified as full-service schools.

(2) However, each province must provide a budget to fund the establishment of a provincial specialised equipment loan service from where assistive technology, specialised equipment and LTSM can be sourced on a short-term or long-term basis to learners in those ordinary public schools which do not have access to these devices through full-service schools or resource centres.

6.4 Subsidies to independent special schools

(1) The directives contained in this document do not apply to independent special schools. Instead, the provisions for independent ordinary schools contained in the amended NNSSF, will also apply to independent special schools.

6.5 The school allocation and accountability

(1) The provisions of par. 117 to par. 140 of the amended NNSSF, regarding resource transfer procedures, use of allocated funding by schools and relevant financial controls apply to the special school allocation and to the special needs allocation granted to full-service schools.

6.6 Monitoring implementation and compliance

(1) In terms of section 8(4) of the National Education Policy Act, 1996 (Act. No. 27 of 1996), the DBE is responsible for monitoring the implementation of these Guidelines. The DBE is required to undertake its monitoring and evaluation role "in a reasonable manner, with a view to enhancing professional capacities in monitoring and evaluation throughout the national education system, and assisting the competent authorities by all practical means within the limits of available public resources to raise the standards of education provision and performance".

(2) A key objective of the monitoring processes and activities will be to evaluate the extent to which educational access and support for learners with special needs and disabilities from poorer communities are improved within all institutions across the inclusion landscape and to effect improvement where necessary.

(3) Monitoring instruments such as provincial Annual Performance Plans, the Annual Special Schools Survey, NEIMS, In-year expenditure monitoring reports, Vulindlela, Stats SA household surveys should be used. The DBE, in consultation with PEDs should develop additional monitoring instruments to collect information not provided by instruments currently used.

(4) Each Head of Department will be expected to verify that the Guidelines are being complied with, or that acceptable alternatives are being implemented after consultation with the DBE.

7. INFRASTRUCTURE REQUIREMENTS

(1) The Minimum Uniform Norms for Public School Infrastructure, now referred to as the Regulations, make provision for Universal Design principles and requirements, including inter alia provision for incontinence rooms for special schools that accommodate learners with physical disabilities.

(2) All implementing agents, principal agents and architects assigned responsibility for planning and design of schools are obligated to adhere to all relevant regulations, including the National Building Regulations, SANS 10-400 and the Occupational Health and Safety Act.

(3) The steps that are currently being taken by the DBE to improve accountability measures of provincial education departments are addressed in the performance grants conditions of National Treasury and will form part of the reporting on the implementation of the Guidelines referred to above.

(4) The NEIMS must be updated to track conversion of full-service schools, refurbishment of special schools and the addition of access features in existing schools.

(5) There need to be prototype designs for all specialised institutions listed above that specify:

a) Class sizes per domain of specialisation;
b) Spaces required for therapeutic and health screenings, assessments and counselling;
c) Secure storage for specialised equipment and records;
d) Accessibility and compliance with norms for universal design;
e) Transport for itinerant workers; and
f) Working spaces and tools for itinerant workers.

8. SUMMARY OF RESOURCING IMPLICATIONS

Potential implications of funding, post provisioning and infrastructure norms for school funding:

Table 4: Summary of resourcing implications

	Ordinary public schools (POS)	Full-service schools	Special schools	Special Care Centres	DBST
Educators, Health and Social Professionals:	DBST itinerant learning support staff (low frequency SBST Provision and maintenance of Assistive devices	Reduced learner: teacher ratio SBST coordinator Teacher assistants DBST itinerant learning support and therapeutic staff (moderate frequency)	Class size determined by domain of specialisation Psycho-Social and Health Professionals appointed at district offices assisgned to schools that have high frequency needs Special Resource Centre outreach staff	Outreach Teams that visit care centres on an itinerant basis, training caregivers and monitoring delivery of Learning Programme	Institutional Support Staff Learning Support Staff Health Professional and Social Services Staff Disability Specialist Staff Senior Psychologist Senior Therapist
Public Service Personnel:	IT Technicians and technical services based at Resource Centres	Moderately reduced class size 1 LSE 1 Counsellor Access to itinerant teams on moderate frequency basis	Additional staff for schools with large grounds and buildings Individual caregivers Technicians, interpreters, O&M, AAC Class assistants Hostel Staff	Programme Implementers, Centre Managers and Caregivers paid by DSD	
Non-personnel non-capital	No fee schools, R1 116 per learner, declining to R193 per learner for the least poor fee charging schools (in 2015) Integrated accesible transport	School allocation as per POS (depends on quintile ranking and fee charging status) **plus** 10%	No fee threshold (R1 116 per learner in 2015) X weight depending on domain of specialisation (ranging from 3 for learning and cognition to 5 for multiple and complex needs)		
Resource support services (to other schools)	Support from FSS and resource centres	No fee threshold (R1 116 per learner in 2015) X 3 X number of school to be supported	No fee threshold (R1 116 in 2015) X specialization weight X number of school to be supported		

Hostel			Subsidy comparable to the average running cost per learner in the hostel for each learners whose parents qualify for hostel fee exemption		
Transport			Subsidies in line with the standardised measure of remuneration for subsidised learner transport as directed by the National Learner Transport Policy		

ANNEXURE A

ASSISTIVE DEVICES FOR REASONABLE ACCOMMODATION

Product Type: general category of products.

Functional Description: brief description of the main functionalities of a specific Product Type. From the description, the teacher/educator should be able to determine the application of the product.

General Specifications: main features corresponding to the Functional Description. The product specifications must not be unique to a brand or device.

Many of the solutions presented in this annexure require specialist advice. Some solutions are very technical and can vary in different circumstances, and may therefore need to be clarified with applicable suppliers.

1. Hearing (Deaf, hard of hearing, deaf and hearing impaired)

1 A. Assistive Technology		
Product Type	Functional Description	General Specifications
1.1. FM Amplification System	Wireless FM system for personal amplification, using a transmitter for the speaker and a receiver for the listener.	• Comprises of a transmitter microphone and a receiver unit • Greater clarity of speech/sound • Background noise reduction • Works for hearing aid and cochlear implant users • Main frequency transmission bands: 863–865 MHz and 169–176 MHz • Battery-operated
1.2. Induction Loop System	The induction loop uses the built-in receiver in the hearing aid (T-coil) to transmit the sound without background noise through the personally adjusted hearing aid.	• Transmit sound to hearing aids or cochlear implants by means of cabling running around a room • No need to use a receiver/headset • Any number of users can use the system • Must conform to Standard IEC 60118-4:2006 • Magnetic field strength at the listening height must be 400 mA/m (RMS) +/-3 dB • Variation of field strength across the listening plane must not change by more than +/-3 dB • Frequency response of the system must be within +/-3 dB of the level at 1 kHz from 100 Hz to 5 kHz • Background magnetic noise should be no worse than -47 dB(A) (-32 dB(A) is acceptable) • Affix sign depicting the presence of the induction loop

1 A. Assistive Technology		
Product Type	Functional Description	General Specifications
1.3. Personal Sound Amplification Device	Assistive listening device that amplifies the sound near the individual while reducing ambient noise.	• Small and mobile • Built-in speaker • Microphone • Noise reduction
1.4. Conversation Software for Communication with Video, Text and Voice	Software that enables deaf, hard-of-hearing and deafblind individuals to communicate directly or via an interpreter to hearing people.	• Allow deaf people to sign and visualise sign language • Use real time text (RTT) to communicate • Compatible with screen reading software and can be connected to a braille display • Receive text back in braille or plain text • Available for Windows, Mac OS, iOS, Android
1.5. Remote Interpreting	Video service which provides sign language or spoken language interpretation.	• Computer device with good quality audio and video transmission • Remote site with a skilled interpreter
1.6. Live Captioning	Service which provides accurate and real-time speech-to-text from spoken content.	• Computer device with audio transmission and text reception and display • High-quality microphone • Remote site where a skilled captioner transcribes via stenograph or speech-to-text software • Optionally, with a good quality video feed, the service can offer sign language interpretation
1.7. Video Closed Captioning	Captions creation service to enhance existing video materials with displayed text.	• Transcription of the audio portion of a video • Provide additional, interpretive or environmental information • Captions can be enabled/disabled by the viewer
1.8. Wearable Warning System	Customisable system of transmitters and receivers to alert the user about various events in their environment, such as a bell or smoke alarm.	• Available in a choice of receivers based on required function
Many of the product types from the Cognition and Learning section would likely be applicable. Product types of other sections can	View section Cognition and Learning View Product Type 3.1	

1 A. Assistive Technology		
Product Type	Functional Description	General Specifications
be applicable here, for example: - Speech Recognition Software		

1 B.	INFRASTRUCTURE REQUIREMENTS FOR INSTALLATION OF ASSISTIVE TECHNOLOGY
B1.1	Telematic broadcasting solution – network to all classes (capital set up costs in school for deaf)
B1.2	Sound proof room for audiometric testing (capital)
B1.3	Classrooms that have low ambient noise levels
B1.4	Classrooms that have low reverberation levels
B1.5	Classrooms fitted with FM systems
B1.6	Room for production of SASL DVDs and LTSM
1 C	**PERSONNEL REQUIREMENTS RELATED TO THE MANAGEMENT AND UTILISATION OF ASSISTIVE TECNOLOGY**
C1.1	Technician to produce podcasts
C1.2	Itinerant audiologist for fitting and adjustment to hearing aids

2. Vision (Blind, Low Vision, DeafBlind)

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
2.1. Desktop Electronic Magnifier	Device that uses a camera and a wide display screen to perform digital magnification and contrast of printed materials, suitable for long periods of reading.	• Typically 20" or larger screen • High definition autofocus camera • At least 30x magnification • Display real-time view of document • Adjustable magnification level • Colour contrast options • Built-in XY table available on certain models • Ability to write under the camera • Optional distance viewing • Optional speech feedback
2.2. Portable Electronic Magnifier	Device that usually connects to a monitor or a computer to perform digital magnification and contrast of printed materials, suitable for long periods of reading.	• Connect to a monitor via HDMI or to a computer via USB • High definition autofocus camera • At least 30x magnification • Distance viewing, document reading and self-view • Colour contrast options • Ability to write under the camera

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		• Optional XY table available for certain models • Compatible with most popular screen magnification software • Optional speech feedback
2.3. Handheld Electronic Magnifier	Device with a built-in camera and a small LCD screen to perform digital magnification and contrast of printed materials, suitable for limited periods of reading.	• From 3" to 8" screen size • High definition autofocus camera • At least 10x magnification • Accessible settings adjustment • Colour contrast options • Freeze image function • Handle and/or reading stand • Optional HDMI output • Rechargeable battery and charger
2.4. Mouse-type Magnifier	Electronic device that usually connects to a TV to perform digital magnification and contrast of printed materials.	• Connect to a TV via composite port • At least 28x magnification • Colour contrast options • Optional computer compatibility
2.5. Electronic Handheld Monocular	Portable electronic device to view and magnify objects in the near distance as well as close up.	• At least 16x magnification • Colour contrast options • Large field of view • Rechargeable battery and charger
2.6. Optical Magnifier	Convex lens that is used to produce a magnified image, usually mounted in a frame with a handle.	• Different fixed magnification levels • Multiple models: - Handheld or Stand - Bar or Dome - Distance or Near object glasses
2.7. Keyboard Literacy Software	Software to teach keyboard touch typing skills - typing without using the sense of sight to find the keys.	• Accessible to blind and low vision users • Spoken and displayed instructions • Audio feedback when typing • Built-in curriculum and ability to create own lessons • Progress reports
2.8. Screen Magnification Software	Software application which presents computer screen content with magnification,	• Magnification up to 60x • Different magnification views

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
	colour contrast and pointer and cursor enhancements.	• Multiple colour schemes • Pointer and cursor enhancements • Dual-monitor support • Optional touch screen gestures • Optional screen reading feature with human-sounding text-to-speech synthesiser • Different reading views • Create user profiles according to personal requirements • Optional portable USB licence key • Compatible with Windows 7 and newer
2.9. Large-Print Keyboard	High-contrast large-print keyboard.	• Full-size keyboard • Large-print bold keycaps • Different colour schemes • Optional feature keys • USB connection • Compatible with Windows 7 and newer
2.10. Large Display Calculator	Calculator with large display and buttons.	• Basic arithmetic operations • Percentage, square root, raise a number to a given power • Memory keys • Optional scientific functions • Optional speech output • Battery-operated
2.11. Screen Reading Software	Software application which converts what is displayed on a computer screen into synthesised speech and braille output (braille display required for braille output).	• Human-sounding text-to-speech synthesiser • Full access to Windows, MS Office applications and web browsers • Braille output support • Quick navigation keys to jump through MS Word documents, PDF files and web pages • Built-in OCR feature • Optional portable USB licence • Compatible with Windows 7 and newer
2.12. Refreshable Braille Display	Device for displaying braille characters, usually by means of round-tipped pins raised through holes in a flat surface. Blind computer users use it to read text output.	• Available in 14 to 80 cell models • Braille keyboard to input text and commands • Function keys for basic navigation • Optional cursor routing keys

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		• Connect via USB or Bluetooth • Compatible with most popular screen reading software • Compatible with Windows, Mac OS, iOS, Android
2.13. Braille Reader and Notetaker	Portable device with braille display and keyboard for reading braille content and taking notes.	• 14 to 40 refreshable braille cells • Read braille content from SD card • Simple note-taking capability • Connect to a computer or portable device via USB or Bluetooth • Rechargeable battery and charger
2.14. Braille Personal Digital Assistant	Portable device usually with braille or QWERTY keyboard for integrated computing experience, with speech synthesiser and braille display.	• 14 to 40 refreshable braille cells with cursor routing keys • Read any content in speech, braille or both, with support for multiple languages • Stereo speakers and microphone • Built-in productivity applications • Access to mainstream apps • Internal flash memory and USB/SD card support for expendable storage • Wi-Fi, Bluetooth and optional GPS • Optional touch screen input • Optional camera for OCR capture • Connect to a computer or portable device via USB or Bluetooth • Rechargeable battery and charger
2.15. Optical Character Recognition (OCR) Software and Hardware	Scan printed documents or electronic files and convert them into electronic text, for speech or braille output.	• Automatic capture and read • A4 document size minimum • Single and multi-page capture • Optional visual enhancements of resulting text • Convert scanned and PDF files into readable and editable format • Optional feature to save as MP3 • Available as software or specialised hardware device
2.16. Simple Computing Environment	Bundle of easy-to-use software programmes including user interface, email creation, word processing,	• Simplify ways to perform computing tasks • Menus with magnification, high-contrast colours and speech output

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
	book reading and internet access.	• Requires minimal computer knowledge or touch typing skills • Most tasks accomplished by Enter, Escape and the Arrow keys • Can be turned off to access the standard Windows environment
2.17. Manual Braille Writer	Mechanical typewriter device for typing braille on special braille paper.	• Typewriter-style device to produce braille manually • Six-key braille keyboard • Paper size up to 11” x 11.5”
2.18. Low and Medium Volume Braille Printer	A braille printer/embosser is an impact printer that renders text as tactile braille dots using braille translation software, embossing on thicker braille paper to better retain the dots.	• Up to 100 characters per second (300 pages per hour) • Tractor-fed or cut-sheet paper • Single and double-sided printing • Able to produce tactile graphics • USB, Ethernet or Wi-Fi connection • Compatible with Windows 7 and newer
2.19. High Volume Braille Printer	Same as low and medium volume braille printer, but capable of producing braille books at high speed and for extended period. Long service intervals.	• Up to 650 characters per second (1950 pages per hour) • Tractor-fed, cut-sheet or reel paper • Single and double-sided printing • USB, Ethernet or Wi-Fi connection • Compatible with Windows 7 and newer
2.20. Braille Translation Software	Software that translates text to braille for embossing on a braille printer/embosser and formats documents according to braille layout rules.	• Supports all major South African languages as well as Unified English Braille Code (UEB) • Offers contracted and uncontracted braille • Accessible for blind users • Compatible with Windows 7 and newer
2.21. Mathematics Software	Software used for creation of mathematical notation for inclusion in braille translation software.	• Interactive equation editor • Integrate with leading braille translation software which must support UEB maths • Compatible with Windows 7 and newer
2.22. Tactile Graphics Producing Software	Software to produce images using raised surfaces to convey non-textual information e.g. tactile pictures, diagrams, maps and graphs.	• Convert images to tactile graphics • Include basic drawing and editing tools • Compatible with most graphics capable braille printers/embossers • Compatible with Windows 7 and newer

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
2.23. Tactile Duplicator	Device to produce graphics using raised surfaces to convey non-textual information e.g. tactile diagrams, maps and graphs.	• Reproduce tactile graphics using swell paper or plastic-like paper • Resulting tactile graphics can be examined using hands • Option to make multiple copies from an original
2.24. Tactile Touchpad and Audio Software	Incorporate audio feedback with tactile graphics, providing interactive way to understand complex, visually-oriented information.	• Creates audio-tactile graphics from standard image formats • Offers different types of textures for ease of interpretation • Includes OCR software • Touchpad A4 size minimum • USB connection
2.25. Specialised e-Reader	Accessible mobile electronic device that is designed primarily for the purpose of reading digital publications such as e-books and periodicals.	• Adjustable font size • Text-to-speech • Adjustable background colour scheme • Accessible menus (voice over) • Optional adjustable font colour scheme
2.26. Multimedia Player	Portable multimedia player, e-book reader and optional voice recorder.	• Support variety of audio, text, e-book and DAISY files • Built-in text-to-speech • Support for bookmarks • High-quality recordings and built-in microphone on devices with recording capabilities • Built-in speaker and earphone connection • Support for memory card • USB connection for PC transfers • Optional wireless connectivity • Rechargeable battery and charger
2.27. DAISY Reading Software	Software for reading documents in DAISY format.	• Full navigational features through the document • Output in synchronised speech and text • Compatible with Windows, Mac OS, iOS or Android
2.28. Digital Voice Recorder	Sound recording device most commonly used to record speech for later playback.	• High-quality recordings and playback • Built-in microphone • Built-in speaker

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		• Minimum 8 hours of recording time • USB connection for downloading recordings to PC • Battery-operated
2.29. Talking Calculator	Calculator with audio feedback.	• Basic arithmetic operations • Percentage, square root, raise a number to a given power • Memory keys • Optional scientific functions • Speech output, adjustable volume • Optional large display and buttons • Earphones connection • Battery-operated
2.30. Audio Labelling Device	Device to label items with voice memos for later identification.	• Items such as CDs and classroom objects can be labelled • Record a description (voice memo) of the item • The device identifies the item and speaks the recorded memo
2.31. Navigational Aid for the Visually Impaired	Wrist-worn navigational aid for increased awareness of obstacles.	• Ultrasonic waves detect obstacles and device's vibrations intensify to alert the user • Fast-sensing technology • Water resistant
2.32. Cane Mountable Electronic Travel Aid	Sensor-based technology that detects the presence of obstacles from knee to head height and pre-warns from a distance of up to a few meters.	• Cane mountable device to allow one-handed operation • Vibratory feedback of distance information • Assist in safe and independent mobility • Support for short range of detection (indoor and crowded places) and long range (outdoor) • Easily detachable from the cane • Audio alarms for indicating battery and charging status, sensor and vibrator failure • Rechargeable battery
2.33. Handheld Talking GPS	Device that voices street names, intersections and landmarks when approaching them.	• Audio feedback as the person walks • Announce location and surrounding areas • Customised route can be set • Route can be reversed

2 A. Assistive Technology		
Product Type	Functional Description	General Specifications
Product types of other sections can be applicable here, for example: - Conversation Software for Communication with Video, Text and Voice - Text-to-Speech Handheld Scanner - Literacy Development Software		View Product Type 1.4 View Product Type 4.3 View Product Type 5.6

2 B	INFRASTRUCTURE REQUIREMENTS
B2.1	Braille production room equipped with physical features and space to accommodate high volume printers and a binding process
B2.2	Secure storage space for storage of paper and consumables
B2.3	Internet connectivity
B2.4	Sufficient electrical points and appropriate current
B2.5	Health room for the nurse who has to monitor eyesight and use of appropriate corrective measures
2 C	**PERSONNEL REQUIREMENTS**
C2.1	Teachers trained in Braille and Braille production and proofreading of Braille texts
C2.2	Teachers trained in selection and use of appropriate low vision devices
C2.3	Technicians to operate and service Braille production equipment
C2.4	Orientation and mobility trainers, including training on use of mobility devices such as white sticks

3. Mobility/Motor (physical function e.g. impaired upper limb or lower limb functionality, quadriplegia, paraplegia)

3 A. Assistive Technology		
Product Type	Functional Description	General Specifications
3.1. Speech Recognition Software	Software that recognises speech and converts it to text.	• Create, modify and format documents using speech • Insert frequently used phrases with voice commands • Control the computer and search the internet with voice commands • Compatible with Windows and Mac
3.2. Mechanical Switch	Device that replaces the use of a computer keyboard or a mouse, which can also be used with a communication device and software, switch-adapted toy, switch interface for computer access, sensory room equipment and environmental control device.	• Designed to meet the needs of individuals with limited movement, strength and/or endurance • Require physical touch for activation • Single or dual switch option • Tactile and auditory feedback • Wired or wireless option

3 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		• Compatible with various mounting systems to suit the user's needs • Usually require switch interface box • Examples include: - Button switch: normally round in appearance, various sizes, with activation pressure levels - Light pressure switch: activation with minimal pressure applied - Soft surface switch: appropriate for activation using the head, cheek or other sensitive body part - Pneumatic switch: dual switch activated with either a 'sip' or 'puff' of the lips
3.3. Proximity Switch	Device that replaces the use of a computer keyboard or a mouse, which can also be used with a communication device and software, switch-adapted toy, switch interface for computer access, sensory room equipment and environmental control device.	• Designed to meet the needs of individuals with limited movement, strength and/or endurance • No physical touch required, wave hand or other body part within 10 mm of the switch for activation • Auditory feedback to recognise that the switch press was successful • Wired or wireless option • Requires switch interface box for connection to computer via USB
3.4. Infrared Switch	Device that replaces the use of a computer keyboard or a mouse, which can also be used with a communication device and software, switch-adapted toy, switch interface for computer access, sensory room equipment and environmental control device.	• Designed for individuals who have difficulty activating a mechanical switch • Activated by disrupting a beam of infrared light e.g. with an eye blink or eyebrow, finger, head or facial muscle movement • Auditory feedback to recognise that the switch press was successful • Requires switch interface box for connection to computer via USB
3.5. Switch Interface Box	Device that allows the connection of a standard 3.5 mm switch cable to a computer or device requiring a USB connection.	• Available in different models, for connection of 2 to 12 switches • Some replicate basic keyboard commands such as Spacebar and Enter • Some are programmable, offering more functionality
3.6. Switch Skills Software	Software titles of various themes that teach and	• Understanding how to use a switch is a skill that needs to be learned

3 A. Assistive Technology		
Product Type	Functional Description	General Specifications
	encourage the development of switch skills.	• Software titles provide activities to facilitate this learning • Addresses important concepts such as Cause and Effect, Switch Timing, Turn Taking and Choice Making
3.7. Wireless Transmitter for Switch	Wireless transmitter to make a wired switch wireless.	• Connection from wired switch into the transmitter • Requires wireless receiver for complete solution
3.8. Wireless Receiver	USB device to receive wireless signal from a compatible assistive device such as switch, joystick, rollerball, keyboard.	• Designed for compatible devices • Operating range up to 10 m • Compatible with Windows and Mac
3.9. Alternative Mouse – Joystick	Computer mouse alternative in the form of a joystick, for individuals with limited mobility to navigate a computer.	• Provide mouse movement by moving the joystick in the desired direction • Some have interchangeable tops, such as stick, T-bar or soft ball handle • Standard joystick: provides left click, right click, drag lock button, cursor speed control and switch sockets • Advanced joystick: also has double click, latching drag lock, anti-tremor button and X-Y axis lock (up/down or left/right movement only) • Special joystick: handheld and can be operated with one finger or thumb • USB or wireless connection (requires wireless receiver)
3.10. Alternative Mouse – Rollerball	Computer mouse alternative in the form of a rollerball, for individuals with limited mobility to navigate a computer.	• Provide mouse movement by moving the rollerball in the desired direction • Standard rollerball: provides left click, right click, drag lock button, cursor speed control and switch sockets • Advanced rollerball: also has double click, latching drag lock, anti-tremor button and X-Y axis lock (up/down or left/right movement only) • Special rollerball: handheld and can be operated with one finger or thumb • USB or wireless connection (requires wireless receiver)
3.11. Alternative Mouse –	Computer mouse alternative in the form of a head/limb-controlled mouse, thereby	• Provide mouse movement by reading user head/limb movements

3 A. Assistive Technology		
Product Type	Functional Description	General Specifications
Head / Limb Mouse	allowing hands-free operation of a computer.	• Clicking achieved through dwelling (i.e. maintain position on target) or by activating a separate switch • Ability to configure speed, sensitivity and movement • Can be used with on-screen keyboard to type text • Wireless receiver with USB connection
3.12. Alternative Mouse – Eye Tracker	Computer mouse alternative that uses the movement of a person's eyes to control a computer. A mounting solution will most likely be required as precise positioning is very important when using an eye tracker.	• Provide mouse movement by reading user eye movements • Clicking achieved through dwelling (i.e. maintain position on target), blinking the eyes or by activating a separate switch • Ability to configure speed, sensitivity and movement • On-screen keyboard can be used for typing on the computer • Optional 'Eye-enabled' software available • USB connection (Windows-compatible)
3.13. Eye Gaze Learning Software	Software titles of various themes that teach and encourage the development of eye tracking skills.	• Understanding how to use an eye tracker is a skill that needs to be learned • Software titles provide activities to facilitate this learning • Important concepts such as Cause and Effect, Exploring, Targeting, Choosing and Controlling • Tools to assess and track user performance showing where the user looked and whether their eye gaze was appropriate for the activity
3.14. Eye Gaze User's Capability Software	Software that identifies a user's capability of using an eye gaze device and their potential cognitive functions.	• Record eye tracking data from any application • Create heat maps and gaze plots superimposed over an application • Compatible with Windows
3.15. Alternative Large-Key Keyboard	Keyboard with large keys for easier identification and selection of the keys.	• Enlarged keys and enlarged font • Variations include: - High-contrast keys (white on black, black on white, black on yellow) - Multi-coloured keys with visual separation of vowels, consonants, numbers and punctuation

3 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		- Uppercase or lowercase keycaps - QWERTY or ABC layout • USB or wireless connection • Optional keyguard available
3.16. Alternative Keyboard Keyguard	Frame fitted over the top of an alternative keyboard to provide physical separation between each key.	• For user who has difficulty pressing only one key at a time • The user can rest his hand on the keyguard and poke a finger through to activate a single key
3.17. Left-Handed Keyboard	Keyboard designed for people who are left-handed.	• Full keyboard layout • Number pad and page navigation section located on the left • USB connection
3.18. Single Handed Keyboard	Ergonomic keyboard designed for people who need to type with one hand.	• Special shape and letter layout • Match natural hand movement • Minimise finger movement • Increase typing speed • Available for right-handed or left-handed typist • USB connection
3.19. Head Pointer	Specialised stick worn on the head to allow efficient pointing and typing.	• Head-worn device with a stick protruding from the chin area • Point and make selections on either a keyboard or touch screen • Special tip required for touch screen
3.20. Typing Stick	Device for use by people with limited hand mobility or dexterity who have difficulty using a keyboard.	• Examples: hand, wrist or mouth stick • For use with keyboard, calculator, telephone and other devices
3.21. Toy / Appliance Control	Provides inclusion by allowing control of a toy or appliance for a person with a mobility/motor impairment.	• Number of adaptations can be provided to facilitate toy/appliance control: - Battery device adapter - simple on/off toy controlled by using a switch - Dual switch device - allows connecting up to 2 toys/appliances - Wireless switch box - control over a greater distance e.g. play with a train track toy from a wheelchair - Computer connection via USB switch box, allowing control using more advanced

3 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		access method such as head mouse or eye tracker
Many devices (switch, joystick, eye tracker, keyboard, tablet, laptop and monitor) require special mounting to prevent unwanted movement, and are mandatory for successful integration of these solutions. Many of the product types from the Cognition and Learning section would likely be applicable.		Mounting solutions require specialist advice; factors to consider include: weight and dimension of the device to be mounted, where does it need to be accessed (wheelchair, desk, bed), the access method (switch, mouse, touch, eye tracker) and should the mounting be fixed or mobile. View section Cognition and Learning

3 B	INFRASTRUCTURE REQUIREMENTS
B3.1	Incontinence clinic with girls' and boys' sections
B3.2	Accessible toilets
B3.3	Toilets equipped with hoists
B3.4	Incontinence management beds
B3.5	Incontinence clinic consumables
B3.6	Accessible vehicles or agreements with public transport providers to transport learners with physical disability
B3.7	Portable ramps for vehicles
B3.8	Therapy room with equipment
3 C	**PERSONNEL REQUIREMENTS**
C3.1	Teacher aids to assist with personal care of learners with mobility impairments
C3.2	Technician to maintain assistive technology
C3.3	Technician to repair mobility devices
C3.4	Itinerant OT and/or Physiotherapist to assess and fit mobility devices
C3.5	Professional nurse to oversee incontinent clinic
C3.6	Nurses to assist in incontinence clinics
C3.7	Itinerant speech therapists to oversee the use and integration of AAC technology

4. Neurological and neurodevelopmental impairments (e.g. cerebral palsy, autism, foetal alcohol syndrome, traumatic head injury, stroke, epilepsy, attention and hyperactivity disorder, dyslexia, down syndrome, dyscalculia, dysgraphia)

4 A. Assistive Technology		
Product Type	Functional Description	General Specifications
4.1. Literacy Software for Reading and Writing Support	Software that assists learners with reading and writing difficulties.	• Visual enhancements • Audio and visual feedback when reading text • Support for reading, writing, study and research • Can be used with any documents and web pages • Read accessible and inaccessible PDF files • Include word prediction and dictionary • Ability to create audio file from text
4.2. Maths Development Software	Software that supports the learning needs of users struggling with maths.	• Activities include lesson plans, computer-based activities, number games, printable worksheets, reward certificates • Optional assessment tool to identify areas of difficulty and suggest remedial action • Can be run online or offline
4.3. Text-to-Speech Handheld Scanner	Portable handheld device that reads English text aloud when scanned over print to promote independent reading.	• Hear words and lines of text read aloud • Dictionary feature • Scan directly to a document on a computer • Access previously scanned documents on the device
4.4. Sensory Development Resources	A selection of developmental resources to stimulate vision, touch, auditory skills, sense of smell.	• Vision: examples include glowing and light-up products • Touch: examples include objects with a variety of textures • Auditory: examples include bells, musical instruments, etc. • Olfactory (smell): examples include essential oils and objects which have an aroma
Neurological and neurodevelopmental impairments is a very broad area of specialisation. Accordingly, many of the product types from the Mobility/Motor, Cognition and Learning, Communication and Behaviour sections would likely be applicable. Specific product types from the Vision section can also be applicable here, they are: - Keyboard Literacy Software - Specialised e-Reader - Multimedia Player		View section Mobility/Motor View section Cognition and Learning View section Communication View section Behaviour View Product Type 2.7

4 A. Assistive Technology		
Product Type	Functional Description	General Specifications
- Digital Voice Recorder		View Product Type 2.25 View Product Type 2.26 View Product Type 2.28

4 B	**INFRASTRUCTURE REQUIREMENTS**
B 4.1	Training room for training of teachers and parents
B 4.2	Counselling room
B 4.3	Therapy room with equipment
B 4.4	Computer room
4 C	**PERSONNEL REQUIREMENTS**
C 4.1	Itinerant Speech and Occupational Therapists
C 4.2	Itinerant psychologist
C 4.3	Technician to manage computer room
C 4.3	Therapy assistants
C 4.4	Counsellors

5. Cognition and learning – moderate, severe and profound intellectual disability

5 A Assistive Technology		
Product Type	Functional Description	General Specifications
5.1. Colour-coded Mouse	Mouse alternative with colour-coded buttons.	• Small, fits easily into a child's hand • Coloured left and right buttons to distinguish between left click and right click • Scroll wheel • USB connection
5.2. Mouse Skills Software	Software to develop mouse skills.	• Activities to practice mouse clicking, double clicking, drag and drop and other mouse skills • Can be customised to suit the user's needs
5.3. Keyboard Skills Software	Software to develop keyboard skills.	• Typing tutor programs to teach the keyboard layout, develop touch typing skills, improve spelling and other keyboard skills • Can be customised to suit the user's needs
5.4. Literacy, Numeracy, Science, Creativity Curriculum	Software to develop literacy, numeracy, science or creativity skills.	• Multiple software titles with fun and engaging activities • Speech support and clear visuals

5 A Assistive Technology		
Product Type	Functional Description	General Specifications
Activities Software		• Feedback provided in the form of animation and music when questions are answered correctly • Switch accessible (where applicable) • Performance reporting tools (where applicable)
5.5. Simulation Software for Maths, Science, Technology, Computing, Automotive Skills	Simulation software to develop different skills.	• Variety of themes including: - Maths: experiment with mathematical models - Science: create and conduct a range of experiments in a virtual science lab - Technology: teach systems and control - Computing: teach computer control and programming - Automotive: teach and learn automotive skills • Lessons with instructions • Create own simulations • Performance reporting tools (where applicable)
5.6. Literacy Development Software	Literacy development and curriculum delivery software that caters for a variety of barriers to learning.	• Write using words, pre-set phrases and/or pictures • Intelligent word predictor and spell checker • Accessibility features such as text-to-speech output, screen magnification, colour contrast, switch, mouse emulation, eye gaze, etc. • Compatible with Windows or Mac
5.7. Mind Mapping Software	Mind mapping and idea capture software titles.	• Assist users to plan, research, outline, study and present information • Capture ideas, photos, notes, web page links, audio and video files • Support for touch screen or interactive whiteboard
5.8. Inclusive Interactive Music System	Interactive accessible music system that can be accessed in a variety of ways to promote inclusion.	• Make music and sounds via methods such as touch, movement, switch or eye gaze • Compatible with Windows, Mac or iOS
Cognition and Learning impairments is a very broad area of specialisation. Accordingly, many of the product types from the Neurological and Behaviour sections would likely be applicable.		View section Neurological View section Behaviour

5 A Assistive Technology		
Product Type	Functional Description	General Specifications
Product types of other sections can be applicable here, for example: - Specialised e-Reader - Multimedia Player - Talking Calculator - Alternative Large-Key Keyboard - Picture Symbol Software		View Product Type 2.25 View Product Type 2.26 View Product Type 2.29 View Product Type 3.15 View Product Type 6.4

5 B	**INFRASTRUCTURE REQUIREMENTS**
B 5.1	Training room for training of teachers and parents
B 5.2	Counselling room
B 5.3	Therapy room with equipment
B 5.4	Computer room
5 C	**PERSONNEL REQUIREMENTS**
C 5.1	Itinerant Speech and Occupational Therapists
C 5.2	Technician to manage computer room
C 5.3	Therapy assistants

6. Communication – little or no functional speech

6 A. Assistive Technology		
Product Type	Functional Description	General Specifications
6.1. Portable Voice Amplifier	Wearable voice amplifier.	• Worn by the user to amplify their existing voice • Microphone options include: lapel, headset, transdermal (worn around the throat) • Rechargeable battery and charger
6.2. Single Message Recordable Device	Device that allows playback of one message or a sequence of separate recorded messages.	• Record and playback voice, music or sound effects • Recording played back on activation of a button • Different length of recording times available • Built-in microphone and speaker • Button can be labelled

6 A. Assistive Technology		
Product Type	Functional Description	General Specifications
		• Optional storage of a sequence of messages per button • Optional version with two buttons that allows the recording of two separate messages • Battery-operated
6.3. Multi-Message Recordable Device	Device that allows playback of several different recorded messages on various levels.	• Record and playback voice, music and sound effects • Recording played back on activation of a button • Different length of recording times available • Built-in microphone and speaker • Buttons/pages can be labelled • Optional scanning feature activated by separate switch • Battery-operated
6.4. Picture Symbol Software	Electronic picture symbol libraries on a CD, USB stick or online.	• Enable the creation of paper-based overlays for speech generating devices as well as communication boards, books and symbol-based materials for learning and classroom management support • Can be printed on paper or used directly on the computer screen • Optional additional symbol libraries available e.g. sign language or social skills
6.5. Dedicated Text-to-Speech Device	Device that allows typed text to be converted to synthesised speech.	• Built-in keyboard • Screen to display typed text • Synthetic voice output of the typed message • Mounting or wearable options available • Optional keyguard • Rechargeable battery and charger
6.6. Dynamic Communication Device	Specialised portable device with pre-installed communication software.	• Generate synthesised or recorded speech by selecting words or symbols on the screen • Customisable interface • Compatible with various access methods e.g. touch, switch, eye gaze • Optional features: e-mail, internet, text messages, environmental control • Mounting or wearable options available

6 A. Assistive Technology		
Product Type	Functional Description	General Specifications
6.7. Communication Software	Communication software that can be installed on a non-dedicated hardware device.	• Generate synthesised or recorded speech by selecting words or symbols on the screen • Customisable interface • Available resources include: - Text-based interface - Symbol-based interface - Interactive learning games and activities - Online community of downloadable resources • Compatible with various access methods e.g. touch, switch, eye gaze • Optional features: e-mail, internet, text messages, environmental control
6.8. Synthesised Voices	Additional text-to-speech voices for use with assistive technology.	• Compatible with other products e.g. communication and screen reading software • Available South African voices: SA English, Afrikaans, isiZulu, isiXhosa, Sepedi
Product types of other sections can be applicable here, for example: - Literacy Development Software		View Product Type 5.6

6 B	INFRASTRUCTURE REQUIREMENTS
B 6.1	Equipped computer room for installation of AAC technology
B 6.2	Therapy room for use by Speech Therapist to conduct individual assessments and consult with parents
6 C	**PERSONNEL REQUIREMENTS**
C 6.1	Itinerant speech therapists to oversee the use and integration of AAC technology
C 6.2	Technician for the maintenance of computers and assistive technology

7. Health (diabetes, chronic conditions, mental health e.g. depression, schizophrenia, bipolar disorder)

7 A. Assistive Technology		
Product Type	Functional Description	General Specifications
Specific product types from the Neurological and Cognition and Learning sections can be applicable here, they are: - Sensory Development Resources		View Product Type 4.4

7 A. Assistive Technology		
Product Type	Functional Description	General Specifications
- Inclusive Interactive Music System		View Product Type 5.8

8. Behaviour and social skills (caused by e.g. abuse, neglect, trauma, malnutrition)

8 A Assistive Technology		
Product Type	**Functional Description**	**General Specifications**
8.1. Timer / Stopwatch	Device to measure the amount of time available or elapsed.	• For time management or scheduling • Measured in hours, minutes or seconds • Alarm function
8.2. Smartwatch	Computerised wristwatch with functionality that goes beyond timekeeping.	• Perform basic tasks such as calculations, translations and media player • Scheduler and personal organiser • Compatible with Android or iOS
8.3. Infant Simulator	Educate learners on caring for an infant or on various disorders that can be caused by poor parenting e.g. foetal alcohol syndrome, drug affected and shaken baby.	• Life-like appearance • Provide interactive hands-on infant care lessons • Require rocking, feeding, burping and diaper changes • Demonstrate an infant's 24-hour needs • Wireless communicator interface between simulator and instructor's computer via software
Product types of other sections can be applicable here, for example: - Picture Symbol Software		View Product Type 6.4

8 B	**INFRASTRUCTURE REQUIREMENTS**
B 6.1	Counselling room
B 8.2	Room for nursing service and dispensary of medication
8 C	**PERSONNEL REQUIREMENTS**
C 8.1	Psychologist
C 8.2	Counsellors
C 8.3	Professional nurse with specialisation in psychiatric care

9. Vocational and Skills / Technical Occupational

9 A	**Equipment required in schools that specialise in skills or vocational / technical occupational programmes**
A 9.1	Workshops in schools that specialise in skills or vocational programmes require resourcing for the purpose of completion of practical work as well as maintenance. Although the specific resources needed vary depending on the specific skills or vocational programme offered, the following are broad categories of resourcing which must be covered: • Safety Equipment • Tools and Equipment • Consumable Materials • Practical Assessment Tasks Resources • Teaching and Learning Support Material • Scheduled and Preventative Maintenance The resourcing requirements implied by the relevant Curriculum and Assessment Policy Statement are applicable.
9 B	**INFRASTRUCTURE REQUIREMENTS**
B 9.1	Workshops, hairdressing and beauty salons, art studios
B 9.2	Computer workstation in each workshop
9 C	**PERSONNEL REQUIREMENTS**
C 9.1	Technician and maintenance staff

10. Multiple and Complex Needs

10 A	**Devices and equipment to deal with multiple and complex support needs**
A 10.1	**FOR USE BY TEACHERS IN CLASSROOM**
A 10.1.1	Devices and specialised equipment package prescribed for the implementation of the Learning Programme for Children and Youth With Profound Intellectual Disability
A 10.1.2	Classroom furniture and equipment to support learners who are non-ambulant or have mobility impairments (see Section D above)
A 10.2	**FOR USE BY INDIVIDUAL LEARNERS**
A 10.2.1	Selection of equipment from several sections above, depending on the functional limitations and impairments of individual learners
A 10.2.2	Care consumables such as nappies, to be supplied by DOH
A 10.2.3	Medical consumables
A 10.3	**INFRASTRUCTURE REQUIREMENTS**
A 10.3.1	Infrastructure requirements for learners who have incontinence, mobility impairment, little or no communicative speech, deaf-blindness (see relevant sections above).
A 10.4	**PERSONNEL REQUIREMENTS**
A 10.4.1	Caregivers to provide personal assistance in classroom and for toileting, eating, etc.
A 10.4.2	Technicians for maintenance and repair of assistive devices
A 10.4.3	Physio and Occupational Therapists to assess wheelchair and other assistive devices and manage seating
A 10.4.4	Nurses to manage incontinence and other health needs