

Northern Suburbs Street Children’s Meeting

5th March 2020

10 -12

Uitsig Dutch Reformed Church

**Ridgeworth**

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Present: Jannis Cloete (Badisa Kraaifontein), Monroe Visagie (Badisa Kraaifontein), Veronica Geduld ( VRCID), Nadine Samuels (Badisa Bellville), Vanessa Brink (Badisa Bellville), Elizabeth Horn (KRAC), Ntando Sonxi (MNED), Zakirah Jackson (NACOSA), Carin Williams (NACOSA), Colleen Brookes-Gain (WCSCF)

Apologies: Wendy Bosse (Olympians)

1. **Welcome and apologies**

**Introductions**. Colleen welcomed everyone. Introductions went around the room.

1. **Guest Speaker** Ntando Sonxi

**WCED SIAS PROTOCOLS**

**SIAS. The Screening, Identification, Assessment and Support Policy**

The SIAS policy is aimed at improving access to quality education for:

● Vulnerable learners who experience barriers to learning, including learners in ordinary and special schools. Barriers may include family disruption, language, the impact of poverty, learning difficulties, disability, large classes and an inflexible curriculum.

● Children who are of compulsory school-going age and youth who may be out of school or have never enrolled in a school due to their disability or other barriers to access. The policy includes a protocol as well as a set of official forms to be used by teachers, School Based Support Teams (SBST) and District Based Support Teams (DBST).

*NB: Previously a learner with barriers to learning were sent to special schools. No more. As of 2001 schools became INCLUSIVE.*

*Placement at a Special School is only considered once all other options for supporting a learner at his/her local school have been explored.*

**\*NB: A Skills school is for developing existing skills of a learner\***

**THE SIAS PROCESS**

**STAGE 1 The Initial Screening** guided by the Learner Profile Teacher screens all learners at admission and beginning of each phase; records findings in **Learner Profile *(Road to Health Book, see all vaccinations, see growth, Method of teaching eg: Auditor etc.)****;* captures on **Learner Unit Record and Tracking System (LURITS).**

**STAGE 2 Identifying and Addressing Barriers to Learning and Development at School Level.**

When a learner is identified as vulnerable, the teacher assumes the role of case manager and, in conjunction with the learner and parent, on the basis of the information gathered, formulates a reviewable intervention plan. If the learner needs further support, the teacher completes **Support Needs Assessment Form 1 (SNA 1)** and approaches the **School Based Support Team (SBST),** who will then develop an **Individual Support Plan (ISP)** for the learner. The **SBST** will use **SNA Form 2** for this purpose. This plan must be reviewed regularly. If a higher level of support is required for the learner, the District Based Support Team (DBST) is approached.

**STAGE 3 Identifying and Addressing Barriers to Learning at District Level**

The **Support Needs Assessment 3 (SNA 3**) form guides the **District Based Support Team (DBST)** in their intervention strategy, which is informed by the teacher and SBST’s support plans for the learner.

The DBST develops a Support Plan which includes:

● Planning and budgeting for additional support programmes determined in SNA 3

● Resource and support service allocation to school and learner

● Training, counselling and mentoring of teacher and parents/legal caregivers

● Monitoring support provision

● Using the various tools included in SIAS to help carry out their decisions All decisions made about the placement of a learner have to be done in consultation with the parents.

**Understanding the Levels of Support**

A support package for a learner may consist of a range of additional support provisions. Depending on the level of intensity and frequency of support required, the support will be assessed to be of **a low, moderate or high level.** This will in turn determine where and by whom support will be provided.

**SIAS identifies five specific support provision areas:**

* Specialist support staff
* Assistive devices, specialised equipment and teaching and learning support materials. Curriculum differentiation to meet the individual needs of learners
* Initial and on-going training, orientation, mentorship and guidance
* Environmental access (once-off and not necessarily on-going).

The nature and extent of the support needed to address the barrier are determined by evaluating:

* What is available within the province or district that could reasonably be made available at school level through a range of means.

**WHAT IS NEEDED FOR SIAS TO BE IMPLEMENTED EFFECTIVELY?**

● Training:

For the SIAS policy to work effectively for the benefit of all children experiencing barriers to learning, teachers will need to be familiar with the policy and be able to implement the process. This will require regular training and support beyond the initial orientation.

● District support:

A good relationship between the School Based Support team and the District Based Support Team is vital to the successful implementation of SIAS. Endorsement and involvement from the district will ensure prompt and effective engagement by the School Based Support team and well- supported.

Seamless coordination of all directorates and state departments:

Successful implementation does not rest with one directorate, but depends on the coordination of various directorates in education, and other state entities, to deliver services to learners to support effective teaching and learning.

1. **Forum Feedback Matters:**

Bellville Badisa is losing 2 more Social Workers because of salaries.

Kraaifontein Badisa had 3 social workers who left but they have been fortunate to have 3 came on board again.

**Safety/ Foster Parents:**

Appealing to members to tell the Safety /Foster parents that the children coming into their temporary care are oftentimes troubled children and to expect hurdles.

Vanessa has a 16yr old who is a serious hazard to the family that he is resident with.

Action: To reiterate this at the next meeting.

1. **Next meeting:** 5th April 2020, Uitsig Kerk, Ridgeworth, 9:30 - 11:00

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| **\*ADDED Important information: Dr Rochshana Kemp**  **The WCED Structure:**  There are **1500** schools in the Western Cape.  There are **8** education districts divided into:   * 4 rural districts:   West Coast, Cape Winelands, Eden and Karoo, and Overberg AND   * 4 urban districts:   Metro North, Metro South, Metro East and Metro Central.  \***These Metros borders are not aligned with DSD and DOH\***  **Each District office has 4 components:**   1. Corporate 2. Curriculum Deliverance 3. Circuit managers 4. Manage Social Worker Support   And each district has **8 circuits** whose purpose is to manage the operations of Circuit Teams (ie: schools, ELSEN schools, AET and ECD centers).  **There are currently 154 FULL-SERVICE SCHOOLS in the Western Cape**   * 601 Learning Support Teachers * 72 Special Schools * 64 Circuits * When looking for placement at a school, DO NOT approach the school principal.   Instead, approach the District Office for that area   * Schools MUST use the SIAS Process (Referral Pathways) * Every child who is PROMOTED to another grade, MUST have support (ISP). * Principals may not expel learners – Only the HOD may do so. * NGO’s who wish to offer learner support programs at schools MUST contact the District office in that area with a view to partnering.   **REGARDING THE ABUSE NO MORE PROTOCOL;**  It was started in 2001 and Relaunched in 2014  The reporting procedures contained in this protocol may be used by learners, educators, employees, parents, caregivers or any other person.   * **to assist all learners who are victims or perpetrators of child abuse, deliberate neglect or any sexual offences** * to prescribe an approach for educators and employees of the Western Cape Education Department to – (i) identify; (ii) intervene; (iii) report; and (iv) provide support in cases of child abuse, deliberate neglect and to children who are victims of sexual offences. * The expected turnaround time for reported cases should be 72hours * **A rape case therefor has no SIAS process**   **\* Eventually the Trauma Informed Approach will be implemented at all our schools. \*** |