



HOËRSKOOL

MARTIE DU PLESSIS

HIGH SCHOOL

POLICY: ADMISSION PROCESS

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ADMISSION PROCESS WITHIN THE INCLUSIVE EDUCATION MODEL: MARTIE DU PLESSIS SCHOOL

Admission to a Resource Centre within the Inclusive Education model

A. PROCEDURE FOR IDENTIFYING AND REFERRAL OF LEARNERS TO MARTIE DU PLESSIS SCHOOL

Within the Inclusive Educational Model (White Paper 6) support to learners with barriers to learning (Learners who don't reach the necessary Scholastic goals and have special Educational needs – LSEN) is given as follows:

1. **Identification**: Learners who don't progress scholastically and therefore do not achieve the expected scholastic goals are seen as learners with scholastic barriers to learning. Such learners are identified, most of the time, by their lack of scholastic goal achievement and progress and also emotional malfunctioning and behaviour. Different people might be involved with the identification, including the learner him-/herself, the parents/guardians, study support, class educator and other professionals. The reasons for the barrier to learning might be outside the learner (extrinsic barriers to learning) e.g., financial, HIV-related, language, etc. or within the learner (intrinsic barriers to learning) e.g., dyslexia (severe specific learning disabled), medical reasons/disabilities, cognitive impairment, developmental and emotional reasons.
2. **Referral**: Each school within the Inclusive Educational system has a School Based Support Team (SBST), under the leadership of the Principal. The SBST attends to the educational needs of learners with barriers to learning. All learners identified by the persons as mentioned above are referred to the SBST in writing on the basis of official SIAS Documentation for intervention and support. NGOs that are involved with learners with barriers to learning, such as private Medical Doctors, Psychologists, Social Workers and Therapists can be part of the SBST and is supposed to do continuous follow-ups and give feedback to the SBST for their intervention and support to learners.
3. **Further referral**: If the local SBST is no longer capable of helping a learner with special educational needs, they must refer the learner (with all supporting documents as contained in the SIAS document) to the District Based Support Team (DBST). NGOs that are involved with learners with barriers to learning, such as private Doctors, Psychologists, Social Workers and Therapists can, after follow-up consultations, request a referral to the DBST. The DBST then suggests their intervention and support which might include further referral to a different school that might be better equipped to deal with the specific barriers to learning.

B. THE INCLUSIVE EDUCATION MODEL: TYPES OF SCHOOLS

1. **Neighbourhood schools** with ordinary educational personnel with educational expertise who serves on an SBST to lend didactical support to learners with less severe barriers to learning (Level 1 and 2).
2. **Full service schools** with a Basic SBST for didactic and support education to learners with mild barriers to learning (Level 2 and 3).
3. **Resource centres** with a Full SBST for didactic education, support education, therapeutic support and medical handling of learners with severe barriers to learning (Level 4 and 5).

Placement in Resource Centres will be determined by the DBST in collaboration with the SBST on the basis of the learner's educational needs. An official SIAS referral from the Motheo DBST is needed for admission to Martie du Plessis School.

Resource centres each, perform a unique service to learners with severe barriers to learning, which requires special competency and possess special challenges. The Inclusive Education policy (White Paper 6), to the best interest of the learner's educational needs and self-image, is divided into intrinsic BARRIERS TO LEARNING with the following specialist categories:

1. Neurological : Handled by Martie du Plessis and Tswelang School
 - Cerebral
 - Severe Specific Learning Disabled with or without:
 - Attention Deficit
 - Attention Deficit with Hyperactivity
 - Dyslexia
 - Aphasia
 - Dysphasia
 - Epilepsy
2. Physical : Handled by Martie du Plessis School
3. Sensorically disabled : Deaf and blind – Bartimea and Thiboloha School

4. Cognitive impaired : Mild – Böhmer, Johan Slabbert and Maluti Hoogland Schools (ability 60-90)
Severe – Lettie Fouché and Pholoho School (ability 60)
5. Emotional-Behavioural : Legal placements – Rosenhof and Jimmy Roos School

Martie du Plessis School is a Resource Centre that accommodates learners who need Level 4 and 5 support in accordance with one or more of the following scholastic barriers to learning and have facilities for:

1. ECD = Early Childhood Development: Gr. R
 2. Foundation phase: Gr. 1 – 3
 3. Intermediate phase: Gr. 4 – 6
 4. GET = General Education and Training: Gr. 7 – 9
 5. FET = Further Education and Training: Gr. 10 – 12
- } *GET Phase*

The number of learners per class is determined by the intensity of the disability.

C. MARTIE DU PLESSIS SCHOOL LEARNER POPULATION

1. Neurological barriers to learning, including:
 - Cerebral Palsy
 - Developmental barriers to learning (Not cognitive impaired)
 - Severe Learning disability with or without
 - i. Attention Deficit Disorder
 - ii. Attention Deficit Hyperactivity Disorder
 - iii. Dyslexia
 - iv. Aphasia
 - v. Dysphasia
 - vi. Epilepsy
 - vii. Pervasive Development Disorder
2. Physical barriers to learning, including:
 - i. Medical conditions
 - ii. Mobility
 - iii. Motor control
 - iv. Self-care

3. Learners on the Autistic Spectrum:

Learners who are on the Autistic Spectrum and high-functioning but have the ability to master the mainstream curriculum, will be considered for screening or an observation period for possible permanent admission.

Placement Criteria

1. Learners with Physical disability and Cerebral Palsy (from 5 years of age)

a. Intrinsic barriers to learning

- i. School-going learners – recommendation and reports from present principal (SBST to Motheo DBST).
- ii. Required: DBST referral to Resource school, Martie du Plessis, according to learner's educational support needs.
- iii. Required: A report and referral from a Paediatrician/Neurologist/Medical Practitioner with diagnosis.
- iv. Required: A cognitive level-of-functioning clearance to indicate that the primary barrier to learning does not include severe cognitive impairment but Cerebral Palsy or physical barriers (Psychological report – potential of 65 and above).

2. All Learners with Learning disabilities (Already school-going)

a. Intrinsic barriers to learning

- i. Recommendation and reports from present principal (SBST to Motheo DBST).
- ii. Required: DBST referral to resource school, Martie du Plessis.
- iii. Required: An indication of the severity of the learner's barriers to learning.
 - Average or higher cognitive functioning with fluctuations in levels of skills. (Sub-test fluctuations).
 - Scholastic skills (Reading, Spelling and/or Mathematics) indicate severe backlogs (± 2 years or more)
 - Received didactical and/or remedial support but do not catch up on scholastic backlogs.
 - School report results are poor compared to cognitive ability.
- iv. Additional placement motivation: A report and referral by a medical specialist or private psychologist, indicating dyslexia, dyscalculia, dysphasia, attention deficit, epilepsy and/or secondary emotional problems.

3. **Learners with developmental barriers to learning (from 5 years of age).**

a. **Intrinsic barriers to learning**

- i. Recommendation and reports from current principal (SBST to Motheo DBST).
- ii. Required: DBST referral to Resource school, Martie du Plessis.
- iii. Required: An indication of the severity of the learner's barriers to learning.
 - Average or higher cognitive functioning with fluctuations in levels of skills. (Sub-test fluctuations).
 - Required: A report and referral from a Paediatrician/Neurologist/Medical Practitioner with diagnosis of developmental backlogs-diagnosis.
- iv. Additional placement motivation: A report and referral by a Paediatrician/Neurologist/Private Psychologist, indicating dysphasia, attention deficit, epilepsy and/or secondary emotional problems.

Relevant additional referral documentation

- i. Relevant official SIAS Documents
- ii. Required: School-/pre-school academic and medical reports – Compulsory
- iii. Required: School-/pre-school behavioural reports – Compulsory
- iv. Required: All available reports (not older than 1 year):
 - Remedial teaching
 - Physiotherapy
 - Speech therapy
 - Occupational therapy
 - Any other

Further requirements

a. **Extrinsic learning barriers**

- Learner should preferably be competent in the language of learning and teaching (English or Afrikaans) because language backlogs may slow the academic progress of learners with learning disabilities.

D. THE APPLICATION PROCESS

The recommendation to the Resource school from the DBST with all relevant learner reports from the current attending school's SBST, will be received as a complete document at Martie du Plessis School.

The application will then be registered and presented to a multi-disciplinary selection panel. If the selection panel is uncertain about the application, they may request an evaluation period during which the learner will attend the school. If the application meets the required criteria, there is space in the specific class and the application is received on time (until the end of August, however, exceptions can be made if the situation of the learner justifies it), the school will inform the learner's parents, the relevant school and the relevant DBST of the admission date. If the application does not meet the requirements for admission, the learner's application will be referred back to the DBST with recommendations. If there is no space available in the class or the application is not considered for the relevant year, the learner's application will be placed on a waiting list for the following academic year and the parents of the learner, the relevant school and the relevant DBST will be informed.

E. ADMISSION PROCEDURE

- a) The Admission Committee of the school will process the application (in accordance with the South African Schools Act).
- b) Upon admission the following documents must be submitted to the Support Team Receptionist:
 - Martie du Plessis School admission form (fully completed)
 - Previous School transfer letter
 - Latest School: academic report
 - Certified copy of learner's birth certificate
 - Proof of residential address
 - Certified copies of both parents'/legal guardians' ID documents
 - All relevant medical or professional reports/documents
- c) The applicable Psychologist representing the grade will verify that all the documentation is fully completed and inform parents and learner of any further admission requirements. Applications for transport are provided and must be handed in at the Psychologist. Transport co-ordinators will contact the parents telephonically to inform them of waiting list placements or accommodation into the program.

Day learners will proceed to step e). Hostel learners will proceed to step d) below.

- d) The psychologist will take the parents and learner to the hostel where the Senior Hostel Supervisor shows the learner his/her room and checks his/her belongings to ensure he/she has everything he/she needs.

- e) The learner and his/her parents are then taken to the relevant Head of Department, who meets the parents/guardians and answers any questions that they might have and determine, according to the previous school report, the grade and class of the learner's placement. If the Head of Department is uncertain about the grade of placement during the placement process, he/she will consult the relevant roll players including the parents.
- f) The Head of Department takes the learner to his/her Class Teacher, who welcomes the child and discusses the stationery requirements with the parents.
- g) The learner stays behind in the class, while the parents return to the Support Team's reception from where they are sent/taken to the Stationery Secretary, who will provide them with a list of stationery requirements.
- h) The Stationery Secretary takes the parents to the Financial Secretary to make the necessary payment arrangements. The parents have then completed the admission process and may leave the school.
- i) The Financial Secretary hands the learner's file over to the Administrative Secretary, who places the learner on the school register (SAMS).
- j) The School Secretary receives the learner file and makes copies of the necessary documents to be placed on the Educational File.
- k) The learner file is then returned to the Support Team Receptionist, who opens a neat and comprehensive support team file for the learner.