**ALL REGIONS MEETING MINUTES**

 **26th February 2020**

**SALESIANS INSTITUTE**

**10:00-12:00**

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**PRESENT:** Allistair Scholtz (VRCID), Wilma Piek (VRCID), Alois Aloo (SOS), Elizabeth Horn (KRAC), Valencia Lottriet (VCC), Herman Smit (CAP), Pat Eddy (CCID), Nqkwanda Mbekwa (PPG), Kala Khanyiso (PPG), Nyameka Mzamo (PPG), Candice Domingo (VCC), Tsatang Mathabelo (TLC), Tilda Smith (ACVV Brightlights), Emma (HC Projects), Liberene Arnold (Masithmbele), Chantal August (Masithembele), Angela Mandlanti (Masthembele), Beryldene T ( Educator), Rochshana kemp (WCED), Ignatius France (The Justice Desk), Jasmina Salie (Mustadafin), Londeka M (Mustadafin), Nuraan Lee (Mustadafin), Kayleen Moerat (Mustadafin), Romina Meneghetti (Lawrence House), Charlene Britz (Lawrence House), Leticia da Silva (TLC), Colleen Brookes-Gain (WCSCF) and Janice King (WCSCF).

**APOLOGIES**: Betty Niewoudt & Crew (CW Stellenbosch), Wendy Bosse (Olympians), Stacey Doorly-Jones (STAND), Isaac Rambouli (Agape)

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1. **COFFEE AND NETWORKING**
2. **WELCOME and INTRODUCTIONS:**  Janice welcomed everyone and introductions went around the room.

Janice spoke on the importance and benefits of inter-sectoral collaboration.

1. **GUEST SPEAKER: THE SIAS PROCESS**

**Dr Rochshana Kemp - Social Work Manager at WCED**

**The WCED Structure:**

There are **1500** schools in the Western Cape.

There are **8** education districts divided into:

|  |  |
| --- | --- |
| 4 Rural Disctricts | West Coast, Cape Winelands, Eden and Karoo, and Overberg |
| 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

**Each district has 8 circuits**

whose purpose is to manage the operations of Circuit Teams (ie: schools, ELSEN schools, AET and ECD centers).

**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.*

**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**; 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 made 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.

**Important information said by Dr Kemp:**

* **There are currently 154 FULL-SERVICE SCHOOLS in the Western Cape.** These F.S. Schools are equipped with all the available resources and staff, and are meant to share with non-full-service schools in their area. (Therefore, it is helpful to know which is the closest F.S. School in YOUR area, so that you can contact them for resources necessary for the children you are assisting.)
* **There are 601 Learning Support Teachers**
* **72 Special Schools**
* **64 Circuits**
* **NB. When looking for placement at a school, those in the Vulnerable Children sector (YOU!) SHOULD NOT approach the school principal. Rather, approach the District Office for your area, through the Social Work Supervisors (pink page attached).**
* **Schools MUST use the SIAS Process (Referral Pathways)**
* **Principals may not expel learners – Only the WCED HOD may do so. Principals can only recommend expulsion.**
* **A child can only be suspended as PART of a DISCIPLINARY PROCESS including an official disciplinary HEARING, and then only for a maximum of 2 weeks - one before and one after the Hearing.**

**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 turn around time for reported cases should be 72hours
* A rape case therefor has no SIAS process

**\*The Trauma Informed Approach is also starting to be implemented at our schools. \***

**NGO’s who wish to offer learner support programs at schools MUST contact the District office in that area with a view to partnering.**

**QUESTIONS AND ANSWERS**

**Question:**

Street children who miss the age criteria for Skills school - what can they access?

**Answer:**

If a child is 16 and still in school, they can access the Skills school.

A child who is on the street – will not be able to access the skills school.

**Question:**

A 9-year-old in Lavender Hill has never been to school. Just one of many we have encountered. What’s the process to get the child/ or children into a school?

**Answer:**

it would be prudent to get the names and particulars of all these children in your community and then arrange a meeting with the District office for that area.

**In Conclusion:**

Your organisation may request a workshop regarding the SIAS Document and other training. Familiarise yourself with the Social Worker Team in your area.

Action: Rochshana to send the relevant information to Janice to share with the forum.

1. **NEXT MEETING: 20th May (or after Lockdown has ended)**

**Enquiries**: Janice King (WCSCF Director Operations)

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