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basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

SNAP SURVEY Special Schools

2014

The South African Schools Act No. 84 of 1996 (section 59 [1] and [2]) states that: *Every school must supply such information about the school as is reasonably required by the Head of Education, and any person, who without just cause, fails to comply, shall be guilty of an offence.*

SCHOOL NAME

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ANNUAL SNAP SURVEY FOR PUBLIC AND INDEPENDENT SPECIAL SCHOOLS

ALL INFORMATION TO BE PROVIDED AS AT 04 MARCH 2014

The Annual Snap Survey for Special Schools is the most important source of information regarding the situation at your school. The information collected will contribute to the Education Management Information System (EMIS) of the province and will be of assistance in the management, administration and governance of schools, including the supply of school resources to schools.

DECLARATION

I,....., principal of.....
 fully understand the provision made in the South African Schools Act No. 84 of 1996 (Section 59 (1) and (2) and Section 16A (2)(g)), which stipulates that every school **must** supply such information about the school as is reasonably required by the Head of Education.

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

Principal:

..... Surname and initials Signature Date
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I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

Education Manager:

..... Surname and initials Signature Date
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.....
 Designation

N.B: Education Manager means an official who functions at the level of administration between the institutions and the province. This manager may function at regional, district, circuit or ward level.

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PROVINCE CODE (Please place X in the correct province)

Code	=	Province Name	
1	=	Western Cape	<input type="checkbox"/>
2	=	Eastern Cape	<input type="checkbox"/>
3	=	Northern Cape	<input type="checkbox"/>
4	=	Free State	<input type="checkbox"/>
5	=	KwaZulu-Natal	<input type="checkbox"/>
6	=	North West	<input type="checkbox"/>
7	=	Gauteng	<input type="checkbox"/>
8	=	Mpumalanga	<input type="checkbox"/>
9	=	Limpopo	<input type="checkbox"/>

1 GENERAL INFORMATION																		
(Complete ONLY the blocks where particulars have changed, are incorrect or are missing.)																		
1.1	School name																	
1.2	Province code	(Codes on the cover page)																
1.3	School level	([1=Pre-Primary; 2=Primary; 3=Secondary; 4=Intermediate; 5=Combined])																
1.4	School Funding Type	[1=Public; 2=Independent]																
1.5	Ownership of land	[1=State; 2=Church; 3=Mine; 4=Farm; 5=Hospital; 6=Trust; 7=Company; 8=Private individual; 9=Factory; 10=Other: specify]																
1.6	Educational region																	
1.7	Educational district																	
1.8	Circuit (If applicable)																	
1.9	Email																	

2	LEARNER INFORMATION
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Attention deficit disorder with/without hyperactivity (ADHD):	ADHD refers to a chronic disorder that initially manifests in childhood and is characterized by hyperactivity, impulsivity and/or inattention. Not all of those affected by ADHD manifest all three behavioral categories. Can lead to difficulty in academic, emotional, and social functioning. May be associated with other neurological, significant behavioral, and/or developmental/ learning disabilities.
Autistic spectrum disorders:	Autistic spectrum disorders impact the normal development of the brain in the areas of social interaction and communication skills. Children typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, find it hard to communicate with others and relate to the outside world. - A medical practitioner, preferably a specialist (pediatrician or psychiatrist) must diagnose learners.
Behavioral / conduct disorder (including Severe behavioral problems):	Learners with behavior / conduct disorder usually have little concern for others and repeatedly violate the basic rights of others and the rules of society. Children and adolescents act out their feelings or impulses in destructive ways. Offences often grow more serious over time. Such offences may include lying, theft, aggression, truancy, the setting of fires, and vandalism.
Blindness:	Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision can lead to blindness. <3/60 in the better eye, after maximum correction.
Cerebral palsy:	Cerebral palsy describes a group of chronic conditions affecting body movements and muscle coordination. Caused by damage to one or more specific areas of the brain, traumatic, infectious, or developmental. Major types include spastic, dystonic, athetoid and ataxic and they can be quadriplegic, diplegic or hemiplegic. A medical practitioner must make the diagnosis.
Deafness:	Learners who experience a <u>severe</u> hearing impairment and who depend on specialized educational support. Hearing must be assessed through an auditory test and the hearing loss should be more than 61 dB at 0,5; 1; 2 and 4KHz in the better ear
Deaf-blindness:	Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs different from children with deafness or children with blindness.
Epilepsy:	Disorder caused by the sudden over activity of brain cells and characterized by repetitive attacks of a diverse nature. Seizures (or convulsions) occur when there is abnormal electrical discharge in the brain. This may be triggered by chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management and long term effect.
Hard of hearing:	Learners who experience a moderate hearing impairment and who are in need of additional specialized support. Hearing must be assessed through an auditory test and the decibel loss must be more than 31dB for persons under the age of 15 and more than 41dB for persons 15 years and older
Mild to moderate intellectual disability:	Learners with an intellectual disability have significantly lower than average intellectual ability and deficits in social and adaptive functioning, that is, limitations in such areas as communication, social, daily living or movement skills. Learners with mild to moderate intellectual disability are academically functioning on level below 75% of that of their peers. (See moderate to severe intellectual disability below) IQ tests are no longer considered appropriate.
Severe to profound intellectual disability:	Learners with to severe to profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include: hereditary factors; chromosome abnormalities; brain damage before or at birth; brain damage after birth due to illness or accident; malnutrition or other deprivation in early childhood.
Partial sightedness / Low Vision:	Low vision is impairment of visual functioning even after treatment, for example an operation and/or standard refractive correction (has been given glasses or lenses) and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of fixation (i.e. 20° across) but who uses, or is potentially able to use, vision for the planning and/or execution of a task
Physical disability:	Learners with a significant physical disability that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.
Specific learning disability:	A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.
Psychiatric disorder:	These disorders must be diagnosed by a psychiatrist or psychologist and could include: Personality disorders: Mental illnesses that share several unique qualities. While many disorders vacillate in terms of symptom presence and intensity, personality disorders typically remain relatively constant. Adjustment disorders: Disorders in this category relate to a <u>significantly</u> more difficult adjustment to a life situation than would normally be expected considering the circumstances. Mood disorders: These include those disorders where the primary symptom is a disturbance in mood. In other words, inappropriate, exaggerated, or limited range of feelings, e.g. bipolar disorder, major depression disorder, etc. Anxiety disorders: The primary feature is abnormal or inappropriate anxiety such as Acute Stress Disorder, Obsessive-Compulsive disorder, Phobias, Posttraumatic Stress Disorder, etc. Psychotic disorders: The major symptom of these disorders is psychosis, or delusions and hallucinations. Delusions are false beliefs that significantly hinder a person's ability to function, e.g. schizophrenia

*Other: Please specify the SPECIFIC disability if there are learners indicated in the "Other" columns of the tables.																			
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2.1.1													Total number of LEARNERS enrolled at the school on the survey date according to PRIMARY disability to learning and gender.																
Gender			Attention Deficit Disorder			Autistic Spectrum Disorder			Behavioural disorder/ Conduct Disorder			Blindness			Cerebral Palsy			Deafness			Deaf-Blindness			Epilepsy			Hard of Hearing		
Male																													
Female																													
Total																													

Gender			Mild to Moderate Intellectual disability			Severe to profound intellectual disability			Partial Sighted/ Low vision			Physical disability			Specific learning disability			Psychiatric disorder			Other			Total		
Male																										
Female																										
Total																										

NOTE: If a particular grade is NOT offered at your school, place an X in the NOT APPLICABLE area for that grade. Do not enter any learner numbers or total for a grade not offered at your school.

If your school does offer a particular grade, but there are no learners for either the Male or Female gender, then enter 0 for the relevant gender. e.g. If your school has only Female learners in Grade 5 then enter 0 under the Male row in the Grade 5 column and the correct number of Female learners in the Female row for Grade 5. Include the total.

2.1.2														Total number of LEARNERS enrolled at the school on the survey date according to grade and gender.															
Grades		Pre-Grade R		Grade R		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
Not Applicable																													
Male																													
Female																													
Total																													

Grades		Special		Pre-vocational		Other												TOTAL	
Not Applicable																			
Male																			
Female																			
Total																			

Pre Grade R = A programme of learning provided by school or other education institution in a grade before Grade R.

Grade R = The reception year for a learner in a school or an ECD centre, i.e. the grade immediately before Grade 1.

SNE = Special Needs Education. Specialized education provided in special or ordinary schools that addresses barriers to learning and development experienced by learners with specific or severe learning difficulties or disabilities

Post-Matric = Instructional programme offered by a school to learners who have completed Grade 12

Not Applicable = the Grade is not offered at your school

Other = Learners not grouped in any of the grades provided

2.2		Number of disabled learners according to year of birth, gender and <i>PRIMARY</i> Disability. Learners can be classified as having a disability if medical evidence has been provided by parents or if the District-based Support Team has assessed the learner.																	
Year of Birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Severe to profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Specific learning disability	Psychiatric disorder	Other	Total	Age in years
≥2011	Male																		≤3
	Female																		
2010	Male																		4
	Female																		
2009	Male																		5
	Female																		
2008	Male																		6
	Female																		
2007	Male																		7
	Female																		
2006	Male																		8
	Female																		
2005	Male																		9
	Female																		
2004	Male																		10
	Female																		
2003	Male																		11
	Female																		
2002	Male																		12
	Female																		

NEMIS005B SNE SNAP14-5

2.2 Number of disabled learners according to year of birth, gender and PRIMARY Disability. Learners can be classified as having a disability if medical evidence has been provided by parents or if the District-based Support Team has assessed the learner. (Continuation)																			
Year of Birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Severe to profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Specific learning disability	Psychiatric disorder	Other	Total	Age in years
2001	Male																		13
	Female																		
2000	Male																		14
	Female																		
1999	Male																		15
	Female																		
1998	Male																		16
	Female																		
1997	Male																		17
	Female																		
1996	Male																		18
	Female																		
1995	Male																		19
	Female																		
1994	Male																		20
	Female																		
1993	Male																		21
	Female																		
1992	Male																		22
	Female																		

2.2		Number of disabled learners according to year of birth, gender and <i>PRIMARY</i> Disability. Learners can be classified as having a disability if medical evidence has been provided by parents or if the District-based Support Team has assessed the learner. (Continuation)																	
Year of Birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Severe to profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Specific learning disability	Psychiatric disorder	Other	Total	Age in years
1991	Male																		23
	Female																		
1990	Male																		24
	Female																		
≤1989	Male																		≥25
	Female																		
Total	Male																		
	Female																		

Other = Learners not grouped in any of the disability provided

2.3 Number of learners according to grade, gender and year of birth (Learners may NOT be double-counted)																	
Year of Birth	Gender	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Age in years	
≥2011	Male																≤3
	Female																
2010	Male																4
	Female																
2009	Male																5
	Female																
2008	Male																6
	Female																
2007	Male																7
	Female																
2006	Male																8
	Female																
2005	Male																9
	Female																
2004	Male																10
	Female																
2003	Male																11
	Female																
2002	Male																12
	Female																
2001	Male																13
	Female																
2000	Male																14
	Female																

NEMIS005B SNE SNAP14-8

2.3 Number of learners according to grade, gender and year of birth (Learners may NOT be double-counted) (Continuation)																
Year of Birth	Gender	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Age in years
1999	Male															15
	Female															
1998	Male															16
	Female															
1997	Male															17
	Female															
1996	Male															18
	Female															
1995	Male															19
	Female															
1994	Male															20
	Female															
1993	Male															21
	Female															
1992	Male															22
	Female															
1991	Male															23
	Female															
1990	Male															24
	Female															
≤1989	Male															≥25
	Female															
Total	Male															
	Female															

NEMIS005B SNE SNAP14-9

2.3 Number of learners according to grade, gender and year of birth (Learners may NOT be double-counted) (Continuation)														
Year of Birth	Gender	Special			Pre-vocational			Other			Total			Age in years
≥2011	Male													≤3
	Female													
2010	Male													4
	Female													
2009	Male													5
	Female													
2008	Male													6
	Female													
2007	Male													7
	Female													
2006	Male													8
	Female													
2005	Male													9
	Female													
2004	Male													10
	Female													
2003	Male													11
	Female													
2002	Male													12
	Female													
2001	Male													13
	Female													
2000	Male													14
	Female													

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2.3 Number of learners according to grade, gender and year of birth (Learners may NOT be double-counted) (Continuation)												
Year of Birth	Gender	Special			Pre-vocational			Other			Total	Age in years
1999	Male											15
	Female											
1998	Male											16
	Female											
1997	Male											17
	Female											
1996	Male											18
	Female											
1995	Male											19
	Female											
1994	Male											20
	Female											
1993	Male											21
	Female											
1992	Male											22
	Female											
1991	Male											23
	Female											
1990	Male											24
	Female											
≤1989	Male											≥25
	Female											
TOTAL	Male											
	Female											

Other = Learners not grouped in any of the grades provided

2.4 Number of learners according to primary disability, gender and grade (Learners may NOT be double-counted)																		
Primary Disability	Gender	Pre-Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Special	Pre-vocational	Other
Attention Deficit Disorder	Male																	
	Female																	
Autistic Spectrum Disorder	Male																	
	Female																	
Behavioural disorder/ Conduct Disorder	Male																	
	Female																	
Blindness	Male																	
	Female																	
Cerebral Palsy	Male																	
	Female																	
Deafness	Male																	
	Female																	
Deaf-Blindness	Male																	
	Female																	
Epilepsy	Male																	
	Female																	
Hard of Hearing	Male																	
	Female																	
Mild to Moderate Intellectual disability	Male																	
	Female																	
Severe to profound intellectual disability	Male																	
	Female																	
Partial Sighted/ Low vision	Male																	
	Female																	

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2.4		Number of learners according to primary disability, gender and grade (Learners may NOT be double-counted)																	
Primary Disability	Gender	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Special	Pre-vocational	Other	
Physical disability	Male																		
	Female																		
Specific learning disability	Male																		
	Female																		
Psychiatric disorder	Male																		
	Female																		
Other	Male																		
	Female																		

Other = Learners not grouped in any of the grades provided

3 STAFF INFORMATION
 All staff employed at the school on the survey date must be indicated on the survey form.
 Staff members who are on leave must be indicated even if they have been replaced by substitutes.
 Private centres must indicate their staff under the heading "governing body".
A STAFF MEMBER SHOULD ONLY BE COUNTED ONCE.

3.1 Number of STAFF remunerated by the STATE (Do not include employees paid by the governing body.)

CATEGORY	Permanent				Temporary				Substitutes				Total		
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Educators															
Practitioners															
Prof. non-teaching staff															
Admin. Staff															
Support staff															
Hostel staff															

3.2 Number of STAFF remunerated by the GOVERNING BODY (Do not include employees paid by the state.)

CATEGORY	Permanent				Temporary				Substitutes				Total		
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Educators															
Practitioners															
Prof. non-teaching staff															
Admin. Staff															
Support staff															
Hostel staff															

Educators = Any person, who teaches, educates or trains other persons or who provides professional educational services.
Prof. +non-teaching staff = Staff members of a school who are registered with a professional body other than the South African Council for Educators (**SACE**).
Admin. Staff = Employees in an administrative capacity that provide services to offices and institutions. E.g. secretaries, typists, administrative clerks and accountants
Support Staff = Staff employed at a school to support the core functions of a school. E.g. laboratory assistant, cleaner, kitchen staff, gardener, caretaker, messenger
Hostel Staff = Persons employed for the administration, maintenance and management of the hostel.
Substitutes = A person appointed to an additional post to take the place of an educator in a substantive post who is not at school for a period of time.
Full-time staff member = A staff member who is employed in a full-time post for a minimum of 12 months and delivers at least 22.5 hours of teaching per week.
Part-time staff member = A staff member appointed to work fewer hours than a full-time employee.

VERIFICATION AND CLEARANCE SECTION

The purpose of this clearance document is for the verification and authentication of the information declared by the school on the survey form.

The form is to be completed in full and verified by the Principal or Deputy Principal (or another designated person) at the school. The principal must sign and stamp the provided space at the bottom of the verification list to confirm that the checking of the survey data has taken place and that all mistakes have been rectified per item on the list. This verification list should be submitted to the district/ regional offices and a copy should be filed at the school for audit purposes.

Once the form is received from a school at the district or regional office, the designated Provincial Education Manager must verify the data in each item in the list. The Provincial Education Manager must sign and stamp the provided space at the bottom of the verification list to confirm that the checking of the survey data has taken place and that all mistakes have been rectified.

1	SCHOOL LEARNER SECTION	Checked and confirmed? Yes / No		If not confirmed, please comment
		Principal	Education Manager	
1.1	Has the section on General School Information been completed correctly in all aspects? [Table 1.1 – Table 1.8]			
1.2	Does the total number of learners enrolled at the school per grade balance with the class registers for that grade? [Table 2.1.2]			
1.3	Have the correct calculations been made regarding enrolments for all grades according to year of birth ? (Every learner indicated in the year of birth totals, must be documented in the school registers or other official source documentation) [2.3.]			

Summary Control Table: Learners

- Please check **ALL** the following tables against the totals in Table 2.1.2
- NOTE: the totals should be transferred from the Snap Survey form as completed by the data compiler
- The totals of each of the tables in the list should balance with the totals for Table 2.1.2

Table: 2.1.2		Total: Male	Total: Female	Grand Total
1.4	Table 2.1.2 CONTROL TABLE			
The totals in each table below must balance with the totals recorded for TABLE 2.1.2				
1.5	Table 2.1.1 "Total number of LEARNERS enrolled at the school on the survey date according to PRIMARY disability to learning and gender"			
1.6	Table 2.2: "Number of disabled learners according to year of birth, gender and PRIMARY Disability."			
1.7	Table 2.3. "Number of LEARNERS enrolled at the school according to year of birth gender and grade"			

Summary Control Table: Educators

1.7	Total number of Educators (State and SGB paid) at the school (excluding substitute educators)			
1.8	Total number of substitute Educators at the school (State and SGB paid)			

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

	Name	Signature	Date
Data Compiler			
Principal			
Education Manager			

Principal to place school stamp here

Education Manager to place office stamp here