

THE STANDARD OPERATING PROCEDURES FOR THE ESTABLISHMENT, OPERATIONAL MANAGEMENT AND CAPACITY BUILDING OF THE SCHOOL-BASED SUPPORT TEAM (SBST)



NOVEMBER 2024



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**THE STANDARD OPERATING PROCEDURES FOR THE
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TEAM (SBST)**

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FOREWORD BY THE DIRECTOR-GENERAL



The African Children's Charter lifts the importance of education in enhancing a child's potential while asserting that the lack of education is a life sentence of poverty and exclusion. This means that the right to education is one of the most fundamental rights in the lives of all children, including children with special needs and those experiencing barriers to learning and development.

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) guarantees the respect and protection of the right of children with special needs to equitable quality education. For people with special needs, the right to education is fundamental as it directly impacts the successful enjoyment of all other rights protected by the UNCRPD.

The Basic Education Sector must uphold, respect and protect the right to a basic education, as enshrined in the Constitution of the Republic of South Africa. Therefore, I am pleased to introduce the Standard Operating Procedures for the Establishment, Operational Management, and Capacity Building of the School-Based Support Teams to all officials, schools, educators, learners, parents, and education stakeholders.

Education White Paper 6: Special Needs Education: Building an Inclusive and Training System, 2001, commits the sector to establishing School-Based Support Teams for a properly coordinated system and mechanism to support learning and teaching, identify and address learner, educator and school needs.

The Policy on Screening, Identification, Assessment and Support, promulgated in 2014, underlines that all schools must establish School-Based Support Teams. The Policy also emphasises that if a school has not established a School-Based Support Team, the relevant District-Based Support Team must intervene and assist the school in setting it up.

These Standard Operating Procedures are thus to guide schools, districts and Provincial Education Departments (PEDs) on the establishment, composition, roles, and functioning of School-Based Support Teams. The School-Based Support Teams must ensure that every learner at the school level receives a high-quality education regardless of their background or abilities. The ultimate goal is to create an inclusive education system that provides equal opportunities for all learners, especially those with special education needs, to access quality education and reach their potential. In this regard, education districts must establish and maintain functional School-Based Support Teams according to the procedures set out in these Standard Operating Procedures.

A handwritten signature in black ink, appearing to be 'Mh. Mveli', written in a cursive style.

MR MH MWELI

DIRECTOR-GENERAL

DATE: 05/02/2025

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ACRONYMS

CSTL	Care and Support for Teaching and Learning
CBO	Community-Based Organisation
DBE	Department of Basic Education
DBST	District-Based Support Team
IE	Inclusive Education
EWP 6	Education White Paper 6
ISP	Individual Support Plan
NGO	Non-Governmental Organisation
LSA	Learner Support Agent
PAM	Personnel Administrative measures
PED	Provincial Education Department
PLC	Professional Learning Community
QLTC	Quality Learning and Teaching Campaign
QMS	Quality Management System
RCL	Representative Council of Learners
SASA	South African Schools Act 84 of 1996
SBST	School-Based Support Team
SGB	School Governing Body
SIAS	Policy on Screening, Identification, Assessment and Support
SIP	School Improvement Plan
SMT	Senior Management Team
SNA	Support Needs Assessment
SOP	Standard Operating Procedures
SSRC	Special School Resource Centre

DEFINITIONS

Barriers to learning – Refer to difficulties within the education system, the learning site, or learners themselves that prevent or hinder access to learning and development.

District-based Support Team (DBST) – A management structure at the district level responsible for coordinating and promoting inclusive education through training, curriculum delivery, distribution of resources, infrastructure development, and identification, assessment and addressing of barriers to learning. The DBST must provide leadership and general management to ensure that schools within an education district are inclusive centres of learning, care and support.

Individual Support Plan – A plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and the School-Based Support Team.

Reasonable accommodation means necessary and appropriate modification and adjustments, not imposing a disproportionate or undue burden, where needed in a particular case, to ensure that persons with disabilities enjoy or exercise equally with others of all human rights and fundamental freedoms.

School-Based Support Teams (SBSTs) – Teams established by all public ordinary and special schools as a school-level support mechanism, whose primary function is to put coordinated school, learner and teacher support in place to ensure that the school becomes an inclusive centre of learning, care and support. This team is the same as an Institution-level Support Team.

Special Schools Resource Centres (SSRCs) – Special schools are equipped to accommodate learners who need access to high-intensity educational support programmes and services and provide support services to ordinary public schools.

Support Needs Assessment (SNA) – Process of determining the additional support provision that a learner needs. The process is guided by the various sections of the SNA forms contained in the Policy on SIAS.

STANDARD OPERATING PROCEDURES FOR THE ESTABLISHMENT, OPERATIONAL MANAGEMENT AND CAPACITY DEVELOPMENT OF SCHOOL-BASED SUPPORT TEAMS (SBST)

SECTION A

1. Introduction

South African schools reflect the rich diversity of our country. Our classrooms comprise learners from different identities regarding race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, beliefs, cultures, language, and birth. In recognition of the right of every child to an equitable, inclusive, and quality education, as enshrined in our Constitution, South Africa has committed to an inclusive education system. It is acknowledged that this system 'ensures full participation and access to quality learning opportunities for all children, young people and adults, respecting and valuing diversity, and eliminating all forms of discrimination in and through education.'

In all schools, teachers and learners require support to ensure quality teaching and learning for all. Support takes many forms. The Screening Identification and Assessment Policy (SIAS) defines support as including 'all activities in a school which increase its capacity to respond to diversity'. The coordination of support provision at the school level is critical. It is for this reason that both Education White Paper 6 (EWP6) and the Policy on SIAS mandate the requirement that every school (both ordinary and special schools) establish a School-Based Support Team (SBST).

2. Purpose and objectives of the SOPs

The purpose of these Standard Operating Procedures (SOPs) is to guide schools, districts, and Provincial Education Departments (PEDs) on the establishment, composition, role, and functioning of SBSTs. The objective is to ensure standardised operating procedures of this structure across all schools, districts and provinces. These Standard Operating Procedures will be reviewed every five years or when necessary.

3. Legislative and Policy Mandate

These SOPs align with the provisions of the existing regulatory framework for education in South Africa and should be read in conjunction with the following treatise, laws and policies:

3.1 National Instruments

- (a) Constitution of South Africa (Act No. 108 of 1996)
- (b) South African Schools Act (Act No. 84 of 1996)
- (c) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)
- (d) Policy on Screening, Identification, Assessment and Support (2014)
- (e) Education White Paper 5 on Early Childhood Development (2001)
- (f) Children's Act (Act No. 38 of 2005) as amended

- (g) The National Curriculum and Assessment Policy Statement, Gr R–12 (2011)
- (h) Integrated School Health Policy (2012)
- (i) Handbook for the Provision of an Integrated Package for Care and Support for Learners in South African Schools (2014)
- (j) School Nutrition Policy (2013)
- (k) Minimum Uniform Norms and Standards for Public School Infrastructure (2013)
- (l) Mental Health Care Act, Act 17 of 2002
- (m) Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)
- (n) Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (PEPUDA or the Equality Act, Act No. 4 of 2000).
- (o) Conceptual and Operational Guidelines for the Implementation of Inclusive Education: District-Based Support Teams (2005)
- (p) Policy on the Organisation, Roles and Responsibilities of Education Districts (2013)
- (q) Guidelines to Ensure Quality Education and Support in Special Schools and Special Schools Resource Centres (2014)
- (r) National Policy on HIV, STIs, and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (2017)
- (s) Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools (2019)
- (t) Personnel Administrative Measures, 4 No. 46879 Government Gazette, 9 September 2022.
- (u) National Mental Health Policy Framework and Strategic Plan (2023-2030)
- (v) SOPs for COVID-19
- (w) Basic Education Laws Amendment Act (Act No.32 of 2024)
- (x) Guidelines for Full Service / Inclusive Schools (2010)
- (y) Child Justice Act 75 of 2008

3.2 Regional Instruments

- (a) The Care and Support for Teaching and Learning (CSTL) Framework (2008)

3.3 International Instruments

- (b) Convention on the Rights of Persons with Disabilities (2006), specifically Article 24
- (c) Convention on the Rights of the Child (1989), specifically Article 23

4. Guiding Principles

These SOPs have been developed under the Care and Support for Teaching and Learning (CSTL) Framework ten priority areas (2008, pg.30) and in alignment with the Policy on SIAS (2014, pg. 25). These include the guiding principles as outlined in the Policy on SIAS, as follows:

4.1 Organising principles

4.1.1 The organising principle for the Screening, Identification, Assessment, and Support process is that every child should have the right to receive quality basic education and support within their local community.

4.1.2 Every learner has a right to receive reasonable accommodation in an inclusive setting.

4.1.3 Decisions about the child should always be in their best interests.

4.2 Principles of support

4.2.1 Support includes all activities in a school which increase its capacity to respond to diversity. Providing support to individuals is only one way of making learning contexts and lessons accessible to all learners.

4.2.2 Support also occurs when schools review their culture, policies, and practices regarding the extent to which they are inclusive centres of learning, care, and support.

4.2.3 Support must focus broadly on the learning and teaching process by identifying and addressing learner, teacher, and school needs.

4.2.4 A support package for a learner may consist of a range of additional support provisions that may not be equal in respect of their level of intensity.

4.2.5 Support can be provided along a continuum of intensity ranging from low to moderate to high.

4.2.6 Five specific support provision areas are identified:

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

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

- i. The existing resources or support available to the learner and the school
- ii. The additional support that is still required
- iii. What is available within the province or district that could reasonably be made available at the school level through various means.

4.3 Principles of assessment

4.3.1 Teachers, parents, and learners need to be centrally involved in the process.

4.3.2 Assessment must be multi-dimensional or systemic, located within the framework of barriers experienced at the individual (learner and teacher), curriculum, school, family, community, and social context levels.

4.3.3 Assessment procedures need to be guided by the principle of respect for all concerned.

4.3.4 The purpose of the assessment should be clear and open.

4.3.5 Assessment needs to be appropriate and relevant to the realities and context of the person or school concerned.

4.3.6 Assessment must be fair, bias-free, and sensitive to gender, race, cultural background, and ability.

4.3.7 Assessment needs to identify barriers to learning to improve the teaching and learning process.

4.3.8 Assessment needs to be a continuous process.

4.4 Guiding Principles for Decision-Making

4.4.1 Access to additional support, irrespective of the intensity range, is not site restricted.

4.4.2 Placement of a learner in a specialised setting to access support provisions is a last resort and should not be considered permanent.

4.4.3 Review processes to consider reintegration into an ordinary school should continually be conducted.

5. Scope

- 5.1 These SOPs apply to all public schools and all education districts across the country. Every school, including ordinary primary, high schools and all special schools, must establish an SBST and ensure its operating procedures align with these SOPs.
- 5.2 Nothing prohibits an SBST from doing more than is prescribed in these SOPs. For example, an SBST may elect to meet more regularly to coordinate support in a large school effectively.

6. Structure of the SOP

6.1 These SOPs are structured according to the following sections:

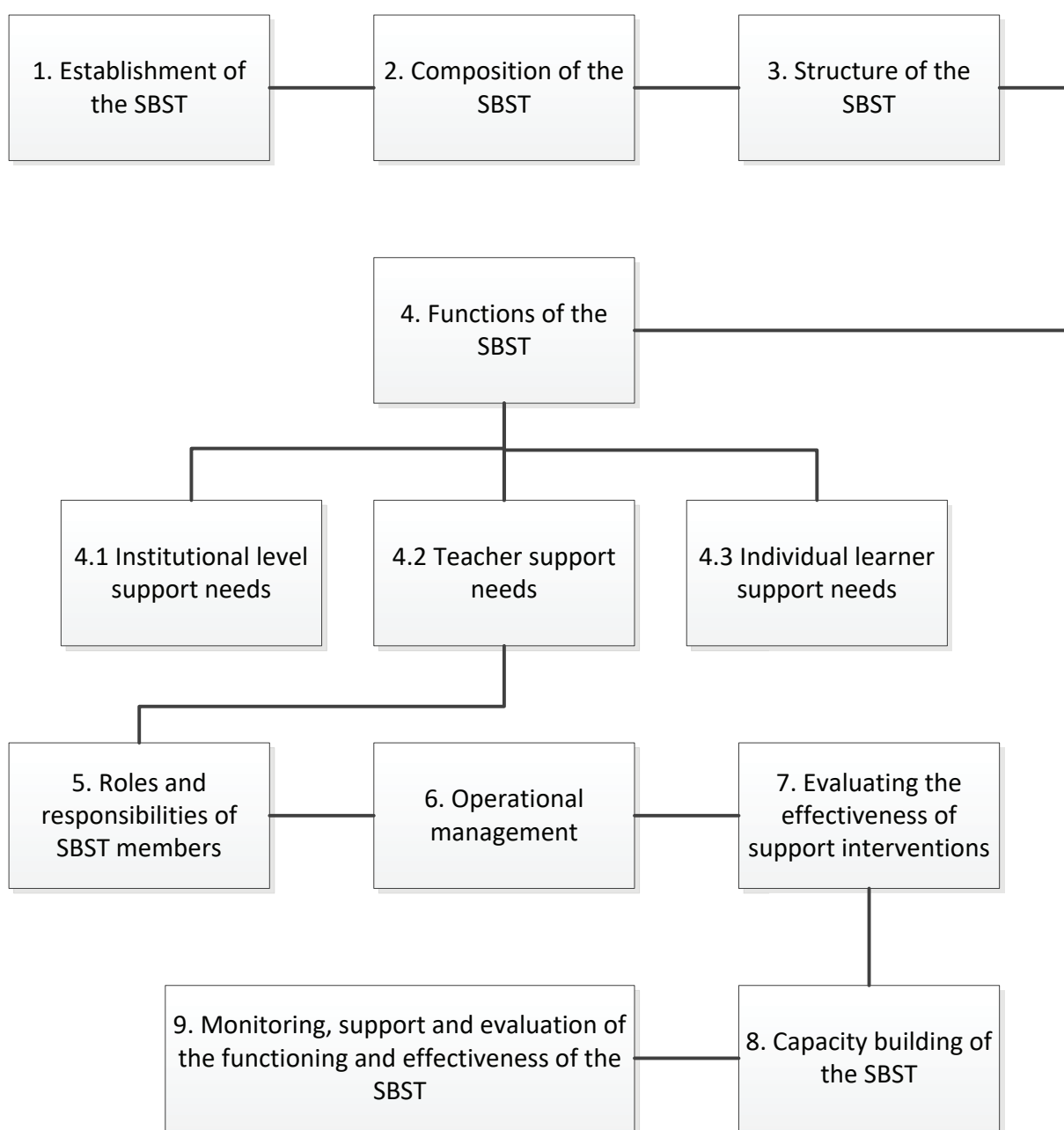


Figure 1: Structure of the SOP

SECTION B

7. Establishment of the SBST

7.1 Purpose

7.1.1 Every ordinary public and special school is required to establish a SBST. The SBST must be established according to the procedures set out in these SOPs.

7.2 Responsibility for establishing an SBST

7.2.1 The principal must establish the SBST and ensure it is functional and supported.

7.2.2 As the Chairperson of the SBST, the Principal must provide leadership to the SBST as part of his job description as outlined in **Annexure A.7** of the Personnel Administrative Measures (PAM) document.

7.2.3 The principal must:

7.2.4 Officially appoint the core members of the SBST in writing. Include appointment letters accompanied by the confidentiality form (see Annexure A), clearly outlining the specific roles and responsibilities of each member.

7.2.5 Appoint an SBST Coordinator from the School Management Team (SMT) who will serve for a minimum term of one year from the date of appointment.

7.2.6 Ensure the SBST Coordinator has sufficient time available to perform their functions effectively.

7.2.7 Ensure the role of SBST members is accommodated in timetabling to ensure the effective functioning of the SBST. (See the Policy on SIAS Chapter 7, Pg. 31)

8. Composition of the SBST

8.1 Purpose

8.1.1 To fulfil its functions adequately, the SBST must be constituted of members with the necessary skills, expertise, knowledge, and authority. The SBST comprises both core and non-core members, who are co-opted from time to time to problem-solve particular concerns and challenges in a school.

8.2 Core members

8.2.1 The core membership of the SBST must include:

1.1.1.1 The SBST Coordinator.

1.1.1.2 All members of the SMT.

1.1.1.3 Teachers with specialised skills and knowledge in learning support, life skills/guidance, or counselling.

1.1.1.4 Teachers who volunteer because of their interest.

1.1.1.5 Teachers from the school who represent various learning areas, e.g. language and communication and social sciences.

8.3 Other members

8.3.1 Non-educators from the school. These include administrative and care-taking staff, learner support agents (LSA) and social workers.

8.3.2 The core members' roles and responsibilities align with their job descriptions in the PAM document in **Annexure A.6** for the Deputy Principal, **Annexure A.5** for Departmental Head, and **Annexure A.2** for Post Level 1 Educator).

8.4 Non-core members

8.4.1 The non-core membership may include:

8.4.1.1 Teachers are involved with teaching the particular learner(s) who experience barriers to learning.

8.4.1.2 Interested and specifically skilled parents/ caregivers and relevant stakeholders.

8.4.1.3 Practitioners from early childhood development centres.

8.4.1.4 Learner representatives at senior and further education levels.

8.4.1.5 Specific members of the District-Based Support Team (DBST).

8.4.1.6 Representatives from special schools and special school resource centres.

8.4.1.7 Members of the local community, including higher education institutions, have a particular contribution to make regarding specific challenges.

8.4.1.8 Teachers from other schools, particularly full-service schools and those in a 'cluster' relationship with the school concerned.

9. Structure of the SBST

9.1 Purpose

9.1.1 Public schools vary in size and context; some are high schools, and others are primary schools. How the SBST is structured should best meet the school's requirements given its particular context. In all instances, the structure of the SBST should be clearly defined.

9.2 Structure of the SBST

9.2.1 SBSTs can be structured in the following ways depending on the needs and context of each school. In schools with learner enrolment exceeding 700, the SBST should choose either option 2 or 3 below, delegating some of the responsibilities of the SBST to sub-committees.

9.2.2 The role of the sub-committees will be to meet in between ordinary meetings, consider the business of the SBST they are tasked with, and then report back to the full SBST in ordinary meetings. In small schools, with learner enrolment less than 700, option one will be chosen.

9.2.3 Below are the options for SBST structures that schools must choose from:

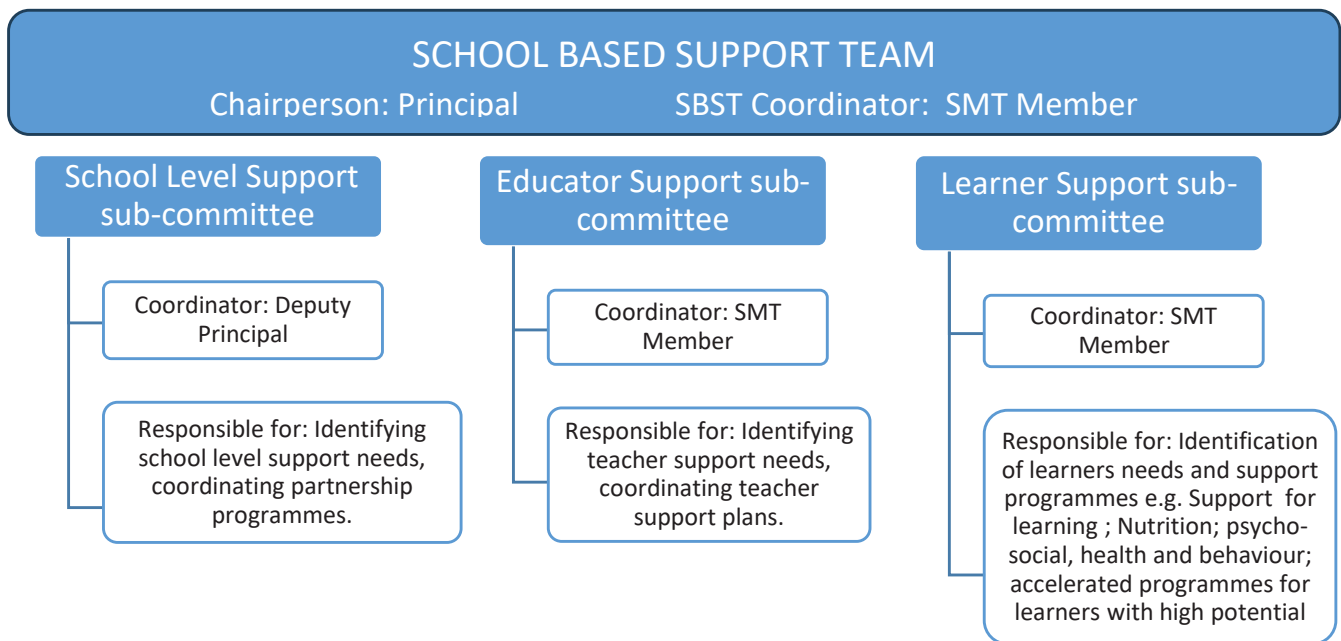
Structure 1:

SBST Chairperson

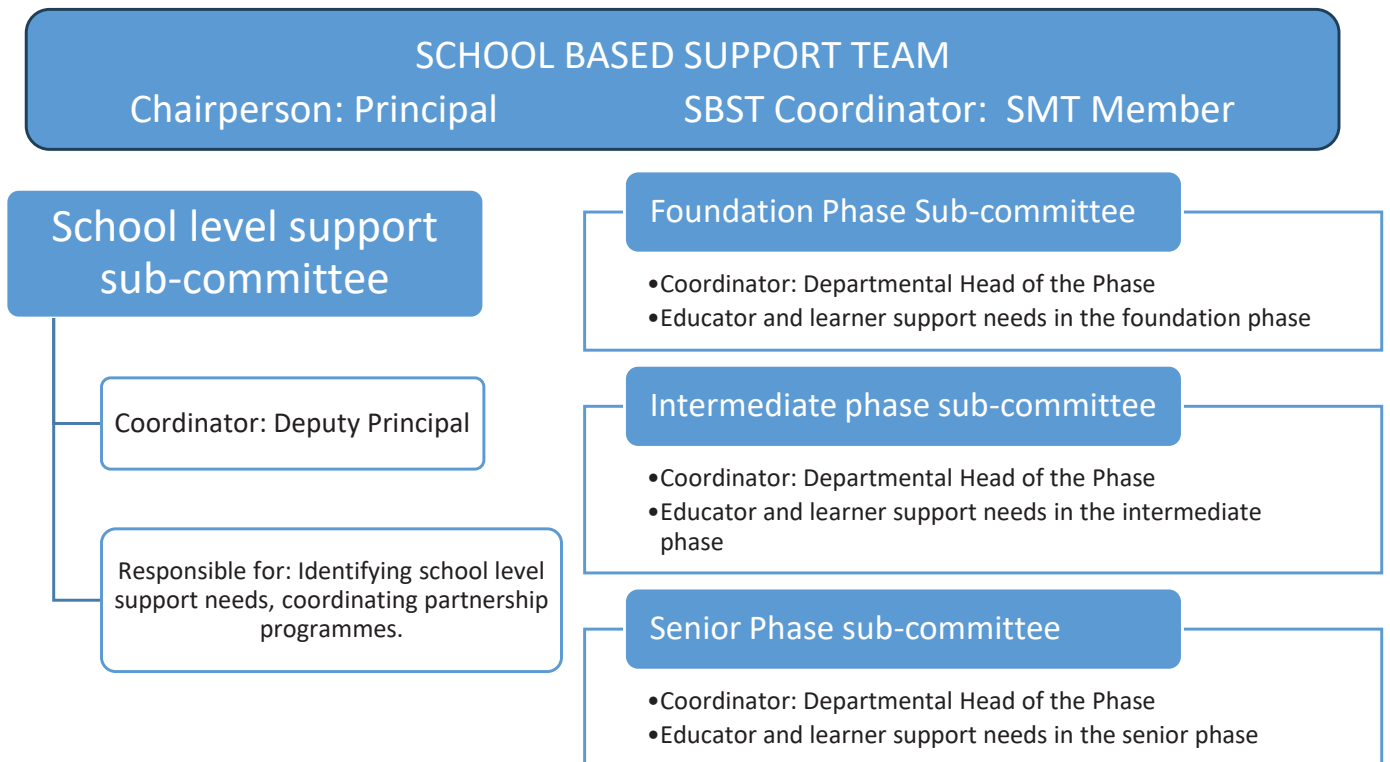
SBST Co-ordinator

SBST Members

Structure 2:



Structure 3:



The SBST must, at all times, respect the confidentiality of personal information relating to individual learners and educators.

10. Functions of the SBST

10.1 Purpose

10.1.1 The core purpose of this team is to support the teaching and learning process - collectively identifying the support needs of the school, teacher, and learners and collectively developing strategies to address these needs.

10.1.1.1 Additional functions of the SBST include:

10.1.1.2 Identifying school-based support assets and mobilising them.

10.1.1.3 Linking the SBST to other school-based management structures and processes or even integrating them to facilitate the coordination of activities and avoid duplication.

10.1.1.4 Ensuring all vulnerable learners who require specific support (psychosocial, academic support, health issues, and socio-economic issues), including progressed learners, receive support.

10.1.1.5 Coordinating all learner, teacher, curriculum, and school development support in the school is aligned with the Whole School Improvement Plan.

10.1.1.6 Accountability for the management of specialised LTSM and assistive devices.

10.1.1.7 Ensuring parents/caregivers are aware of their child's rights and responsibilities concerning support provisions.

10.1.1.8 Monitoring and evaluating the team's work within an 'action-reflection' framework.

10.2 School-level support needs

10.2.1 Purpose

10.2.1.1 The SBST should, on an ongoing basis, identify school-level support needs.

10.2.1.2 For example, all teachers and professional support staff should be trained on the Policy on SIAS or curriculum differentiation, infrastructural accessibility, school safety, and learner transport.

10.2.1.3 These also include identifying needs concerning culture, policies, and practices to ensure the school is a centre of learning, care, and support.

10.2.2 How does the SBST determine the school-level support needs?

10.2.2.1 Analyse trends emerging from referrals to the SBST;

10.2.2.2 Respond to identified school-level adaptations needed about particular individual referrals to the SBST;

10.2.2.3 Consider each of the 10 priority areas of CSTL as shown below:

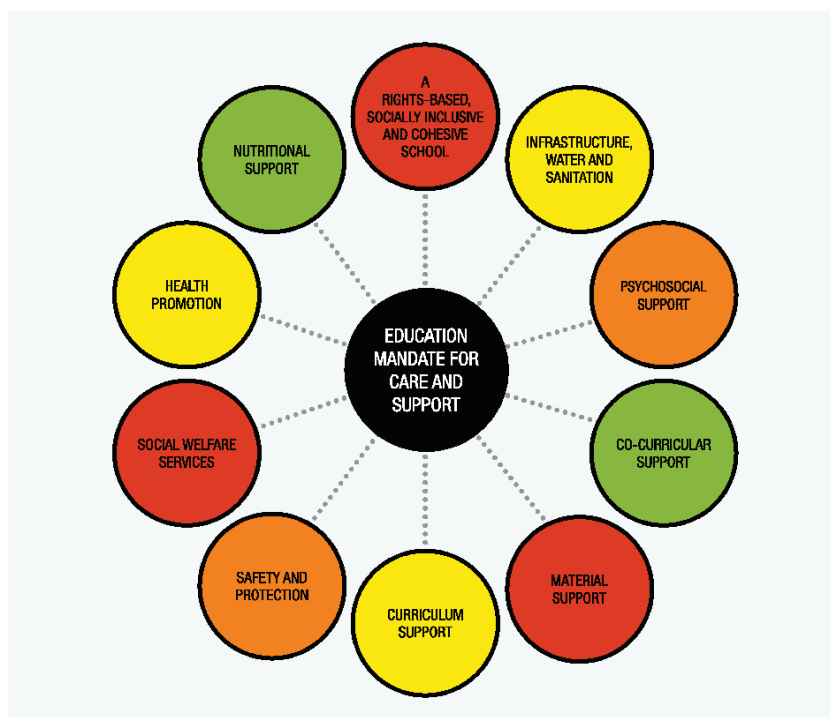


Figure 2: The ten Priority Action Areas of the CSTL SA Programme

- 10.2.2.4 Note: Should a school be identified as underperforming in terms of s58b of the South African School's Act (SASA), the principal, in developing the School Improvement Plan (SIP), must do so in consultation with the SBST.
- 10.2.2.5 When determining school-level support needs, the SBST should consider the diversity of learners in the school and the context of the school community.
- 10.2.2.6 The SBST must identify support providers within and outside the school, e.g., the school safety committee, professional learning community (PLC), School Governing Bodies (SGB), and all SGB sub-committees like the Quality Learning and Teaching Campaign (QLTC) and Representative Council of Learners (RCL).
- 10.2.2.7 The SBST must coordinate with relevant support providers to ensure the implementation of school-level support.

10.2.3 Identify and coordinate external sources of support

- 10.2.3.1 The SBST must identify external support providers. These include non-governmental organisations (NGOs) and community-based organisations (CBOs), local churches, professionals, local clinics, other government departments, and ECD centres.

Table 1: Steps for identifying and coordinating external sources of support

Identify and coordinate external sources of support	Frequency
Carry out a community resource profiling exercise to identify potential support providers from the community surrounding a school	Ongoing
Make contact with identified providers and establish relationships for the provision of support to the school and monitor support provision from external providers	Ongoing
Refer learners to external support providers regarding the ISP drawn up for that learner.	As necessary
Update list of service providers	At least once per year

(See Annexure B: Template for External Service Provider Directory)

10.2.4 Evaluating the effectiveness of school-level interventions

10.2.4.1 As the Chairperson of the SBST, the Principal should consult with the SBST to evaluate the effectiveness of school-level support interventions.

10.3 Teacher support needs

10.3.1 Purpose

10.3.1.1 The SBST must, on an ongoing basis, identify and assess the professional development and other support needs of teachers in the school and develop and monitor a plan to address these needs.

10.3.2 How must the SBST identify teacher support needs?

Table 2: Steps to identify teacher support needs

Identify teacher development needs	Frequency
Analysis of individual teacher personal growth plans in QMS	Quarterly
Self-identified professional development and other support needs of teachers	Ongoing
Analysis of trends emerging from referrals to the SBST	Ongoing
Responding to skills and capacity needs emerging concerning particular individual referrals to the SBST	Ongoing

10.3.3A plan to address teacher development needs

10.3.3.1 Once support needs have been identified, the SBST should develop a plan to address these needs. This plan should be incorporated into the School Improvement Plan. (See Annexure C)

10.3.3.2 In developing the plan, the steps, as indicated in the Figure 3 below, should be followed:

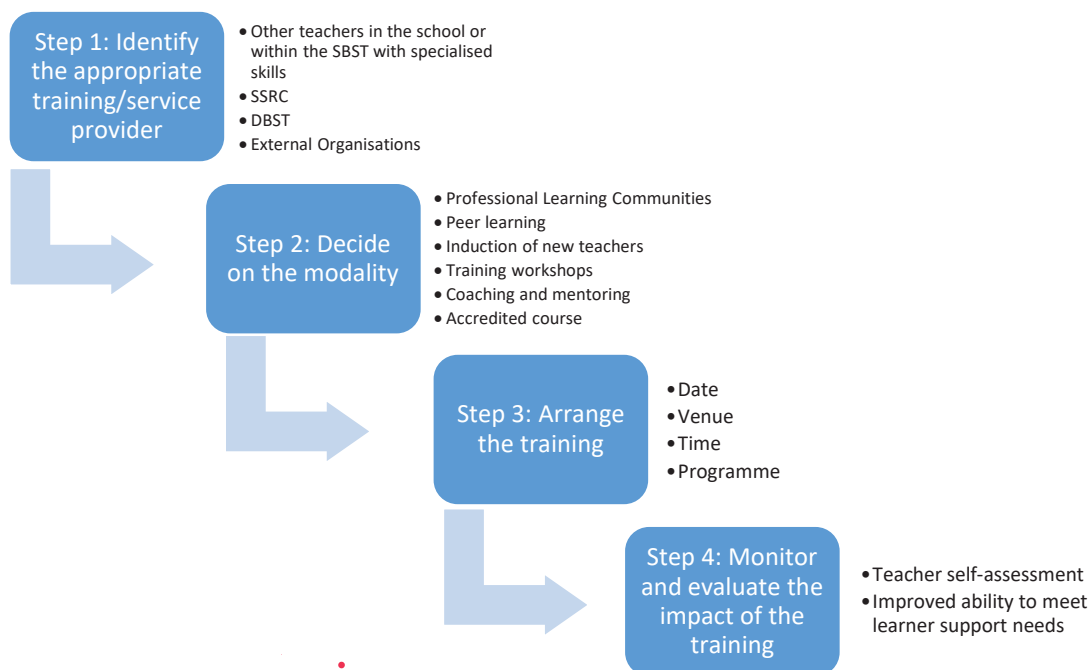


Figure 3: Steps to be included in a development plan

10.3.3.3 The professional development plan should have clear timeframes, roles and responsibilities.

10.4 Learner support needs

10.4.1 Purpose

10.4.1.1 One of the primary roles of the SBST is to support the class teacher in providing appropriate support to individual learners. The process for referral to the SBST is set out in the policy on SIAS and must be followed by the SBST.

10.4.1.2 The policy on SIAS outlines three stages of support to individual learners, as can be seen in the figure below:

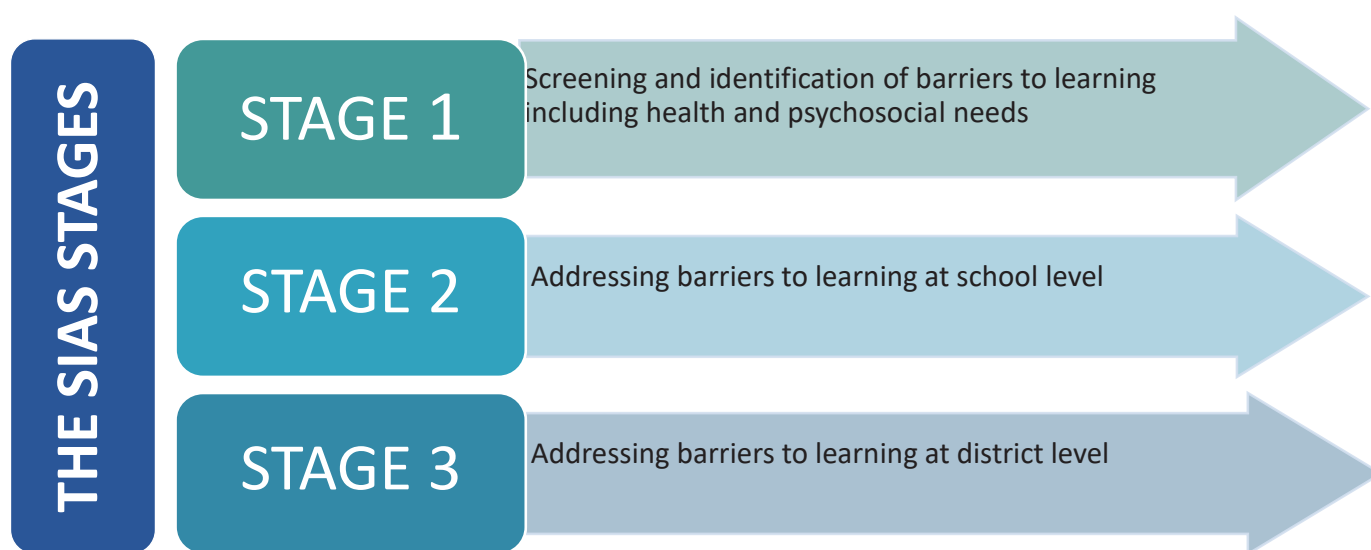


Figure 4 The 3 Stages of support

10.4.2 Identifying Learner Support Needs

10.4.2.1 It is the role of the class teacher to ensure that:

10.4.2.1.1 All learner profiles are completed for each child and are up to date.

10.4.2.1.2 Classroom-based screening, such as baseline assessment, classroom observation, etc., has been completed.

10.4.2.1.3 In-class interventions have been developed and documented for learners requiring specific support.

10.4.2.1.4 Parents have been consulted about in-class interventions.

10.4.2.1.5 Support Needs Assessment (SNA) Form 1 (Policy on SIAS) is completed by the class teacher and/or subject teachers before referral to the SBST for additional support.

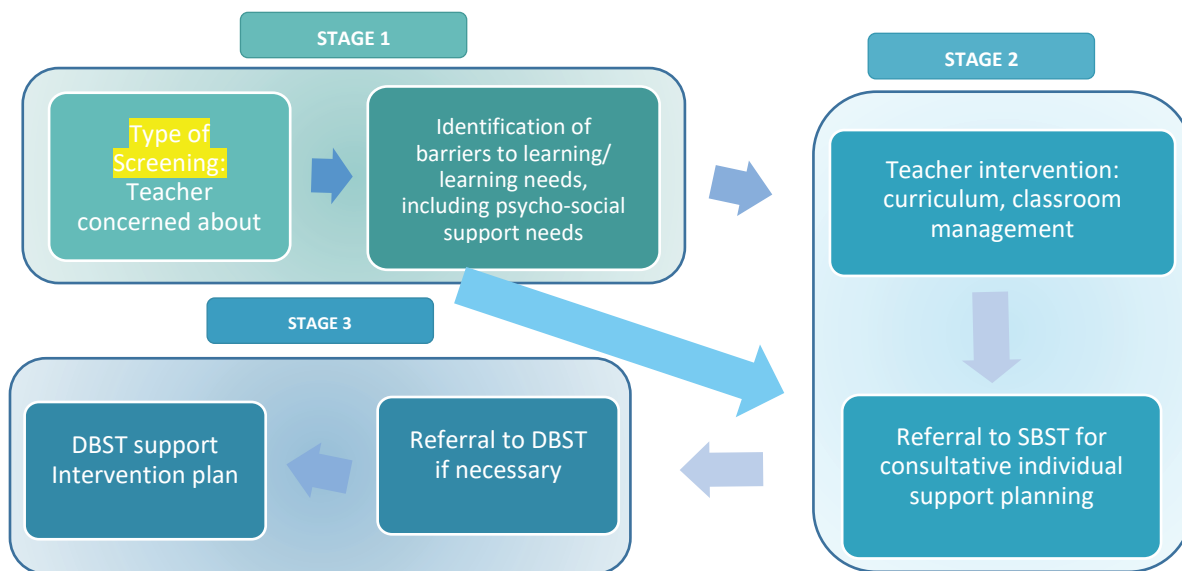


Figure 5: The process for support provision as outlined in SIAS

10.4.2.2 Should the teacher require additional support to address learner needs adequately, a referral should be made to the SBST.

10.4.2.3 The SBST should complete the following steps once a referral has been made to the SBST:

10.4.2.3.1 Step 1: The SBST must study the report provided by the teacher (SNA 1 and other supporting documentation) on the barriers identified and support provided/ implemented up to that point and the impact of the support.

10.4.2.3.2 Step 2: Assess further support needed and, through SNA Form 2, provide suggestions for alternative in-class support.

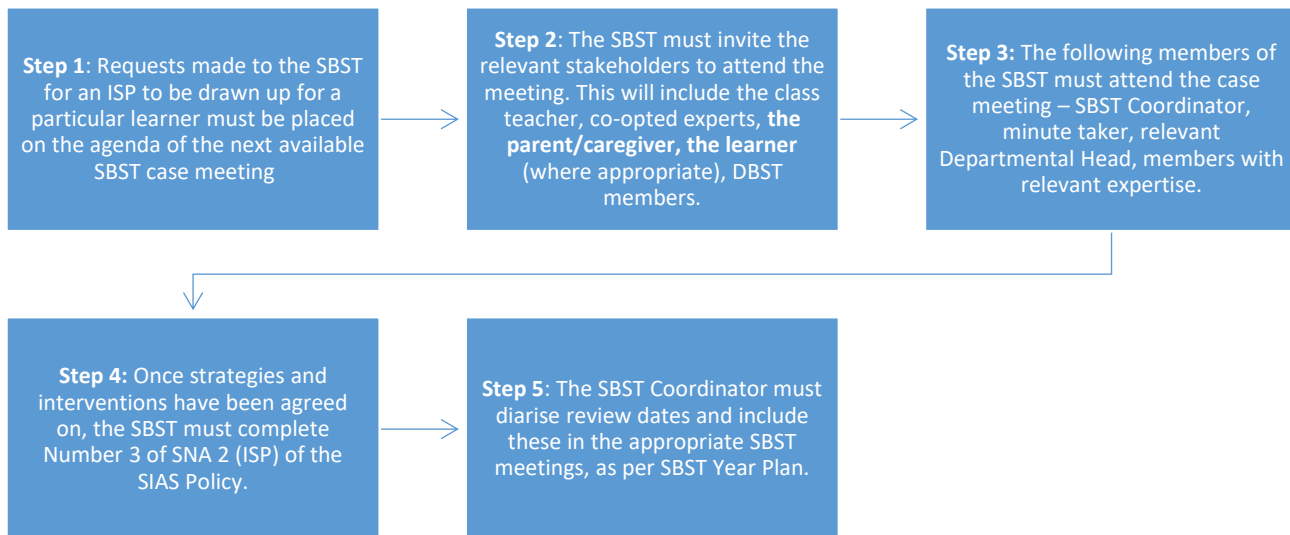
10.4.2.3.3 Step 3: Where necessary, set up a meeting to develop an individual support plan for the learner.

10.4.2.4 Note: There are circumstances where a direct referral may be made to the SBST. Should the identified need require immediate school-wide, external, or District support, the teacher may immediately refer the learner to the SBST—for example, trauma counselling, and assistive devices.

10.4.3 Development of individual support plans

10.4.3.1 Note: For urgent cases or crisis interventions relating to child protection, legislative requirements should be adhered to and will supersede regular SBST processes. The SBST must be informed as soon as possible about the case and processes followed to follow up and develop further support interventions.

10.4.3.2 The SBST should adhere to the following process in developing an ISP for individual learners:



10.4.3.3 Note: Strategies and interventions considered should adhere to SMART principles. They should be Specific, Measurable, Achievable, Relevant, and Time-Bound.

10.4.3.4 Review dates must be realistic and allow sufficient time to implement the intervention.

10.4.4 Requests for support from the DBST

10.4.4.1 Where support is required from the DBST:

10.4.4.1.1 Step 1: The SBST must complete Form DBE 120 of the Policy on SIAS.

10.4.4.1.2 Step 2: The SBST Coordinator, parent/caregiver, and Principal must all sign Form DBE 120 before sending it to their respective DBST.

10.4.4.1.3 Step 3: The DBE 120 Form must be accompanied by copies of the learner profile, SNA 1 and 2, and all other relevant documents. Form DBE 120 should be attached to the front of all other documents.

10.4.4.1.4 Step 4: The principal must deliver the documents to the DBST Coordinator within five school days. Delivery may be made via email or hand-delivered hard copy.

10.4.4.1.5 Step 5: The SBST Coordinator must follow up on requests for support to the DBST.

11. Roles and responsibilities of SBST members

11.1 Purpose

Each role player in the SBST has particular roles and responsibilities that they must perform. The section sets out these roles and responsibilities.

11.2 Role of the Principal

- 11.2.1 Establish the School-Based Support Team.
- 11.2.2 Assume the role of Chairperson of the SBST and provide leadership to the SBST.
- 11.2.3 Monitor the functionality of the SBST (Ensure meetings take place as per required frequency, agenda items are covered, all processes and forms are completed)
- 11.2.4 Evaluate the effectiveness of the support interventions of the SBST.
- 11.2.5 Ensure the team is supported through induction, capacity building, and motivation.
- 11.2.6 Appoint the core members of the SBST.
- 11.2.7 Review the membership of the SBST on an annual basis.
- 11.2.8 Fill vacancies on the SBST within a reasonable period to safeguard services to learners, educators and schools.
- 11.2.9 Appoint an SBST Coordinator, who must be a member of the Senior Management Team.
- 11.2.10 Ensure the SBST Coordinator has sufficient time available to perform their functions effectively.
- 11.2.11 Keep all learner profiles in a locked and safe place. Establish a system for teachers to sign out and return all learner profiles.
- 11.2.12 Ensure that once per month, the agenda of the staff meeting includes an item for feedback from the SBST.

11.3 Role of the SBST Coordinator

- 11.3.1 Plan the SBST schedule for the year.
- 11.3.2 Allocate duties to specific members of the team.
- 11.3.3 Develop and circulate the agenda for each meeting.
- 11.3.4 Assign a minute taker for each meeting.
- 11.3.5 Circulate minutes to the SBST.

- 11.3.6 Check that each referral received by the SBST has all necessary and completed supporting documentation, including SNA 1.
- 11.3.7 Coordinate reporting and interventions in the event of child abuse.
- 11.3.8 Liaise with the DBST.
- 11.3.9 Liaise with external support providers.
- 11.3.10 Follow up on referrals.
- 11.3.11 Send details of learners to be captured on SA-SAMS to the school administrator.
- 11.3.12 Check the accuracy of capturing learner details on SA-SAMS.
- 11.3.13 Review and sign Form DBE124 (application for accommodation, concession, exemption of endorsed NSC).
- 11.3.14 Prepare and keep an SBST file.
- 11.3.15 Ensure the SBST File is stored in a secure location and the confidential and personal information of learners, parents, and teachers is protected by the Protection of Personal Information Act.
- 11.3.16 Delegate responsibilities to members of SBST for specific tasks, such as developing and maintaining the database of external service providers.

11.4 Role of SBST Members

- 11.4.1 The core members of the SBST must identify and co-opt non-core team members as and when necessary.
- 11.4.2 Attend SBST meetings, both ordinary and case meetings.
- 11.4.3 Provide input and participate in the functioning of the SBST based on their specific expertise and competencies.
- 11.4.4 Maintain the confidentiality of all matters and individual cases discussed in meetings.
- 11.4.5 Department Heads, as members of the SBST, must ensure teachers have exhausted all in-class interventions and completed forms adequately before referral to the SBST.
- 11.4.6 Department Heads, as members of the SBST, must monitor support provided to progressed learners and report to the SBST termly. Reports should detail the number of progressed learners, the number receiving

support, types of support, and additional support needs that may have arisen for the SBST to consider.

12. Operational management of the SBST

12.1 Purpose

12.1.1 The purpose of this section is to outline the operational requirements relating to the functioning of the SBST. It sets out the requirements for the different types of SBST meetings and the requirements for record keeping.

12.2 SBST meetings

12.2.1 All SBSTs must meet regularly to discuss, plan, monitor, and evaluate the activities of SBST.

12.2.2 The Table below details the different types of meetings of the SBST and its sub-committees, how often they should be held, who should attend, and what should be included in the agenda at these meetings.

Table 3: Different types of SBST meetings

Type of meeting	Frequency	Who should attend	Agenda items to be covered
Ordinary	<ul style="list-style-type: none"> At least once per month. Urgent meetings need to be called should a need arise. 	<ul style="list-style-type: none"> All core members of the SBST must attend ordinary meetings. Non-core members may be invited to attend certain meetings depending on what is being covered in the agenda. 	<p>The following items should be included in the agenda of ordinary meetings:</p> <ul style="list-style-type: none"> (i) Monitoring the year plan. (ii) Reviewing activities undertaken by the SBST since the last meeting. (iii) Review new cases referred to the SBST to determine the next steps – either SNA 2 suggestions for alternative support to the teacher or referral for a case meeting. Case meeting must happen within two weeks of the ordinary meeting. (iv) New support needs are identified at the school/teacher level. Develop a plan to address these needs. (v) Feedback on cases – number of cases received, resolved, ISPs developed, pending, referred to DBST, learners referred for accommodations, concessions, exemptions, or endorsed NSC. <p>(See Annexure D – Ordinary meeting agenda template)</p>

Type of meeting	Frequency	Who should attend	Agenda items to be covered
Sub-committee meetings	At least once per month before the ordinary meeting.	Members of the sub-committee and the coordinator	Agenda items should include items relevant to the sub-committee's role depending on the SBST structure in place at the school, as indicated in 3.2 above.
Case meetings	At least once per month, in addition to the ordinary meetings, unless there are no individual cases for consideration. The development of ISPs and case discussions should not be delayed, as this will mean that valuable time is lost before support is put in place. This can have detrimental long-term consequences for learning outcomes.	Class teacher(s), SBST Coordinator, teachers with relevant specialist knowledge and skill, co-opted members, and officials from the Special School Resource Centre (SSRC) or DBST as required. Where an Individual Support Plan (ISP) is being developed, the parents/ caregivers and learners should also be present.	Agenda items should include: (i) Review the teacher's identification and assessment of support needs and in-class interventions provided for individual learners, making further suggestions for in-class interventions. (ii) Development of ISPs where necessary. (iii) Review of ISPs. (See Annexure E – Case meeting agenda template)

12.3 Record keeping

12.3.1 The SBST Coordinator must keep an SBST file. The file should contain the following documentation:

12.3.2 Composition of SBST.

12.3.3 Year plan (See **Annexure F**);

12.3.4 Signed minutes must be kept for each meeting and circulated to all members, and a hard copy must be kept in the SBST file. (See **Annexure G**).

12.3.5 SBST meeting attendance registers.

12.3.6 List of learners referred to SBST (supporting documentation – SNA1), including details of barriers to learning and support provided (See **Annexure H**).

12.3.7 List of learners referred to DBST (supporting documentation – SNA 2 and 3, Form DBE 120, Form DBE 121, Form DBE 122, Form DBE 123a and 123b, Form DBE 124, Form DBE 125, Form DBE 126) (See **Annexure H**).

12.3.8 List of support providers (see **Annexure B**).

12.3.9 Copy of the teacher development plan

12.3.10 Specialised LTSM and assistive devices procured and loaned.

12.3.11 Training programmes for the SBST.

12.3.12 In addition, the SBST coordinator must keep a file with all relevant policies, guidelines, and circulars.

13. Evaluating the effectiveness of support interventions

13.1 Purpose

13.1.1 The SBST must evaluate the extent to which support interventions in place at the school have met the identified support needs.

13.1.2 This section outlines this procedure, including the responsible person(s) and timeframes.

14. Responsible person(s)

14.1.1 As the Chairperson of the SBST, the Principal must, in consultation with the SBST members, evaluate the effectiveness of support interventions two times per year - a mid-year and an end-of-year evaluation.

14.1 Process

14.1.1 Reflection meeting (Self-assessment)

14.1.1.1 An ordinary SBST meeting should be set aside mid-year (in June) and at the end of the year (in November) for the evaluation. At this meeting, the following agenda items should be included:

14.1.1.1.1 Review of the SBST year plan.

14.1.1.1.2 Review of school-, teacher- and Individual learner-level interventions.

14.1.2 Evaluation approach

14.1.2.1 When reviewing and evaluating the effectiveness of support interventions, the SBST should follow an Action–Reflection approach, as illustrated in Figure 6 below.

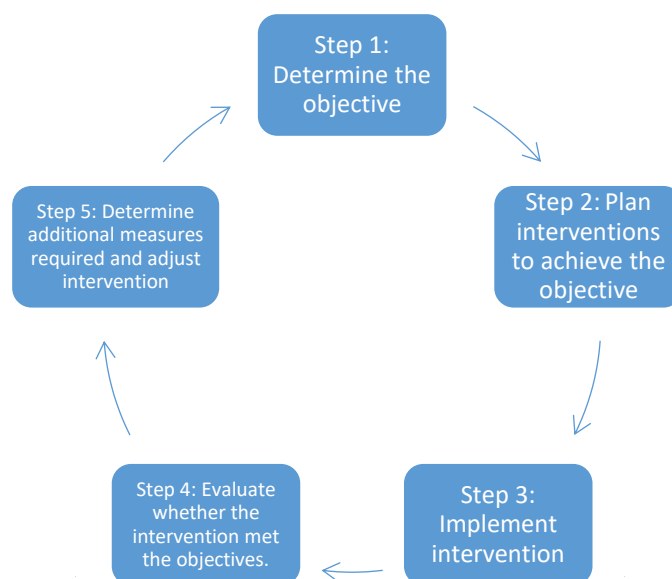


Figure 6: Action-reflection evaluation approach

14.1.2.2 The intervention should be assessed by determining the objective/goal and how the planned intervention achieved the goal.

14.1.2.3 Additional measures should be considered and implemented if it has not been successful or only partially successful.

15. Capacity building of the SBST

15.1 Purpose

15.1.1 To ensure the optimal functioning of the SBST, the training and development needs of SBST members must be identified.

15.1.2 It is compulsory for all SBST members to be thoroughly trained on the Policy on SIAS and to receive training on the roles and responsibilities of the SBST.

15.1.3 Training should also include relevant policies and guidelines, such as the protocol for managing and reporting sexual abuse and harassment in schools and the guidelines for responding to learner diversity.

15.2 Process

15.2.1 In building the capacity of the SBST, the following steps should be followed:

15.2.1.1 Step 1: Determine the development needs of the SBST members

15.2.1.2 Step 2: Identify training providers with the DBE and external providers.

15.2.1.3 Step 3: Develop a training programme. Programmes should include different modalities, as described in Figure 2 above

15.2.1.4 Step 4: Monitor the impact of training on SBST members' ability to perform their roles.

16. Monitoring, support, and evaluation

16.1 Purpose

16.1.1 The DBST is responsible for regular monitoring and evaluation of the functioning and effectiveness of SBSTs.

16.1.2 This section sets out the indicators for a functioning SBST against which they should be evaluated, as well as the monitoring, support, and evaluation process.

16.2 Process

16.2.1 The DBST should perform a monitoring visit to the SBST at least twice per year.

16.2.2 For this purpose, the DBST must use the monitoring tool (see **Annexure I**).

16.2.3 Where an SBST is identified as requiring additional support, the DBST must identify strategies for feedback, review, and continuous improvement of SBSTs.

16.3 Indicators for a functioning SBST

16.3.1 Composition complies with requirements for core and non-core membership.

16.3.2 Frequency of meetings – at least one monthly for ordinary meetings, sub-committee and case meetings.

16.3.3 Agenda – covers all items that should be considered in ordinary and case meetings.

16.3.4 SBST File – include all docs as per SOPs.

16.3.5 Requests for support from educators are reviewed and acted on.

16.3.6 ISPs are developed, implemented, and reviewed.

16.3.7 Requests for support from DBST are followed up.

16.3.8 A list of external support providers is kept and updated at least annually.

16.3.9 Referrals for support to external support providers are followed up.

16.3.10 A year plan is drawn up, implemented, and evaluated.

16.3.11 Accurate statistics are collated by SBST – including:

16.3.11.1 Number of learners screened (Learner Profiles).

16.3.11.2 Number of learners identified as experiencing barriers to learning/requiring additional/specific support (SNA 1 forms).

16.3.11.3 Number of cases referred to the SBST (SNA 2).

16.3.11.4 Number of ISPs developed (supported at school level by SBST).

16.3.11.5 Number of learners receiving concessions and accommodations (Form DBE 124).

16.3.11.6 Number of cases referred to DBST (Form DBE 120).

16.3.11.7 Number of cases resolved and retained to their current schools (SNA 3 forms).

16.3.11.8 Number of cases resolved and referred to other schools (SNA 3 Forms).

Annexure A: SBST Member Confidentiality Agreement

School: _____

SBST Member Name: _____

In accepting my role as a member of the SBST, I, _____, acknowledge that I will have access to and become aware of personal confidential information of learners and their families. I agree to refrain from discussing this personal and confidential information, including the learner's health status and psychosocial or mental health condition, with unauthorised persons. Unauthorised persons include:

- those outside the SBST who are not directly involved in the well-being of the learner or
- who are not directly attending to a matter that affects a learner.

I agree to always respect the personal and confidential information of learners and their families. I am aware that I can, however, disclose confidential information of a learner to the relevant persons to further assist/ intervene in the matter under the following circumstances:

- When a learner is a danger to themselves (e.g. suicidal tendencies)
- When a learner is a danger to others (e.g. infringes on the rights of others)
- When you have permission from a learner of an appropriate age to give consent or their parent/ caregiver if they are below the age of consent. (Child Justice Act)

If the above conditions apply, the affected learner and their parent, guardian or caregiver should be duly informed.

Signed: _____

Date: _____

Annexure C: Teacher Development Plan

SBST TEACHER DEVELOPMENT PLAN							
SCHOOL:	DISTRICT:						
Identified area/ topic for development	Educator(s) requiring professional development	Training provider (Internal/ External)	Budget required?	Modality (workshop, coaching, PLC)	Date, Time, Venue	Who is responsible for arranging the training?	Feedback
e.g. Curriculum differentiation	All Foundation Phase Educators	District Learning Advisor	No	Workshop	23 March 2024, District Office, 14h00-16h00	SBST Coordinator	Training was well received; learners feel more confident to differentiate lesson plans for learners experiencing barriers

PRINCIPAL

SIGNATURE

DATE

SCHOOL STAMP

Annexure D: SBST Ordinary Meeting Agenda

SBST ORDINARY MEETING AGENDA			
SCHOOL		MEETING DATE	
MEETING VENUE		MEETING TIME	
TIME	AGENDA ITEM		FACILITATOR
(+/- 5 mins)	1. Welcome, apologies and appointment meeting scribe		SBST Chairperson (Principal)
(+/-5 mins)	2. Adopt previous minutes		Chairperson
(+/-10 mins)	3. Review of activities since the last meeting		SBST Coordinator
(+/-10 mins)	4. Review activities on the year plan		Chairperson
(+/-15 mins)	5. Review new cases received		SBST Coordinator
(+/-15 mins)	6. Feedback on case meetings		SBST Coordinator
(+/-15 mins)	7. Feedback on referrals		SBST Coordinator
(+/-10 mins)	8. New support needs identified		SBST Coordinator
(+/-10 mins)	9. AOB		Chairperson
(+/-5 mins)	10. Meeting closed		Chairperson

Annexure E: SBST Case Meeting Agenda

SBST CASE MEETING AGENDA			
SCHOOL		DATE	
VENUE		TIME	
TIME	AGENDA ITEM		FACILITATOR
(+/- 5 mins)	1. Welcome, introductions, apologies, and appointment meeting scribe		SBST Coordinator
(+/-10 mins)	2. Presentation of the case for discussion		Class Teacher/s
(+/-15-30 mins)	3. Case discussion		SBST Coordinator
(+/-15 mins)	4. Complete ISP		SBST Coordinator
(+/-5 mins)	5. Set dates for the review meeting		SBST Coordinator
(+/-5 mins)	6. Meeting closed		SBST Coordinator

Annexure F: SBST Year Plan

SCHOOL: _____ DISTRICT: _____

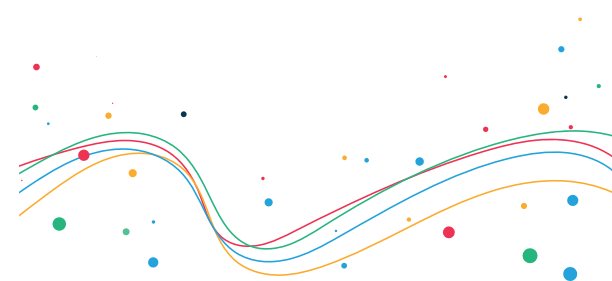
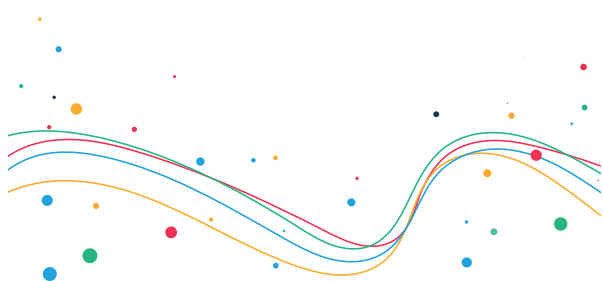
NO	ACTIVITY	PROPOSED DATE	RESPONSIBILITY
FIRST QUARTER ACTIVITIES – JANUARY -MARCH			
SECOND QUARTER ACTIVITIES – APRIL - JUNE			
THIRD QUARTER ACTIVITIES – JULY - SEPTEMBER			
FOURTH QUARTER ACTIVITIES – OCTOBER - DECEMBER			

PRINCIPAL

SIGNATURE

DATE

SCHOOL STAMP



Annexure G: SBST Meeting Minutes

SBST MEETING MINUTES			
SCHOOL		DATE	
VENUE:		TIME	
PRESENT		APOLOGIES	
	AGENDA ITEM	DISCUSSION AND DECISIONS TAKEN	
Meeting opened at			
AOB			
Meeting closed at			
SIGNED BY PRINCIPAL:		DATE:	
SIGNED BY SBST COORDINATOR:		DATE:	

Annexure H: Learners Referred to SBST

LIST OF LEARNERS REFERRED TO SBST

Name of Learner	Grade	Date Re-ceived	Types of Bar-riers (as per Domains)	Type of support required	Action taken/ com-ments on progress	Re-ferred to DBST? Yes/No	Date of referral	Progress/update from District

SCHOOL STAMP

PRINCIPAL

SIGNATURE

DATE

SBST COORDINATOR

SIGNATURE

Annexure I: SBST Monitoring Tool

NAME OF SCHOOL			
EMIS NO.		DISTRICT	
NAME OF PRINCIPAL AND CONTACT DETAILS			
NAME OF SBST COORDINATOR AND CONTACT DETAILS			
NUMBER OF EDUCATORS		NUMBER OF LEARNERS	

ITEM	RATING					COMMENTS
	1	2	3	4	5	
1. SCHOOL-BASED SUPPORT TEAM - COMPOSITION						
a) Composition complies with requirements (core and non-core members)						
b) Principal acts as Chairperson of SBST						
c) SBST Coordinator is an SMT member						
SUB-TOTAL	/15					
2. SBST - MEETINGS						
a) Monthly ordinary meetings of SBST						
b) Case meetings held frequently						
c) Agenda covers all necessary items						
d) Signed Minutes kept						
e) Attendance at meetings is satisfactory (attendance register)						
SUB-TOTAL	/25					
3. SBST – FILE CONTAINS						
a) All necessary docs as per SOPs up to date						
b) All policies and guidelines listed in SOPs						
c) Record of acquisition of assistive devices/ LTSM						
d) Training programmes for SBST members						
SUB-TOTAL	/20					
4. SBST RESPONSIBILITIES						
a) Evidence of identification of school-level support needs and relevant programmes.						
b) Evidence of training and support of educators (attendance register & agenda).						
c) Individual Support Plans developed and reviewed						
d) SNA Forms properly completed						
e) Evidence of cases successfully resolved by SBST						

ITEM	RATING					COMMENTS
f) Evidence of cases referred to DBST						
g) Evidence of follow up on cases referred to DBST						
h) Applications for accommodations and concessions made and followed up on						
SUB-TOTAL						/40

ITEMS	TOTALS FOR EACH SECTION
1. SBST - composition	/15
2. SBST - Meetings	/25
3. SBST - file	/20
4. SBST - responsibilities	/40
GRAND TOTAL	/100

RATING SCALE

0	No evidence provided
1	Very poor
2	Poor
3	Average
4	Good
5	Very Good

FINAL RESULT OF ASSESSMENT (PLEASE TICK THE FINAL SCORE)

COLOUR CODING		SCORING
RED	SBST requires significant improvement	0- 49%
ORANGE	Moderately Functioning SBST	50-69%
GREEN	Fully functional SBST	70-100%

REFERRAL STATS

DESCRIPTION	NUMBER	GENERAL COMMENTS/PROGRESS
Number of learners screened (Learner Profiles)		
Number of learners identified as experiencing barriers to learning/requiring additional/specific support (SNA 1)		
Number of learners referred to SBST (SNA 2)		
Number of learners referred to DBST (Form DBE 120)		
Number of learners supported through an ISP		
Number of learners identified for accommodations and concessions.		
Number of learners receiving accommodations and concessions (Forms DBE 124)		

Remarks by official: _____

PRINCIPAL:

SIGNATURE:

DATE:

SBST COORDINATOR:

SIGNATURE:

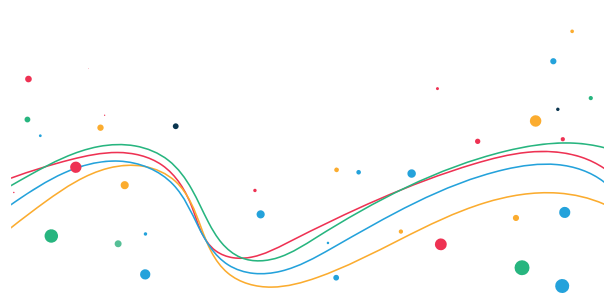
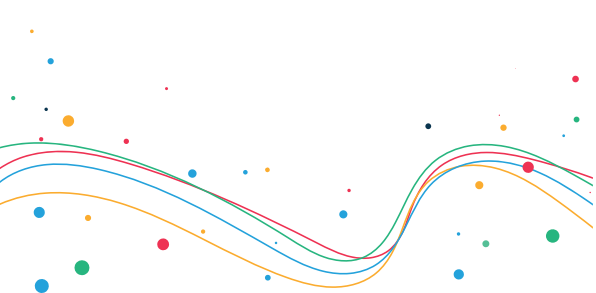
DATE:

DISTRICT OFFICIAL AND DESIGNATION:

SIGNATURE:

DATE:

SCHOOL STAMP



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