

NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 2855.

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 30/05/2025

INTERNAL QUESTION PAPER: 24/2025

2855. Mr M Shikhwambana (EFF) to ask the Minister of Basic Education:

[654] [Question submitted for oral reply now placed for written reply because it is more than quota (Rule 137(8))]

Following the parliamentary adoption of the Portfolio Committee on Basic Education's oversight report on Setotlwane Learners with Special Educational Needs Secondary School in Mankweng, Limpopo, what are the details of the (a) progress made in the implementation of the recommendations, particularly the actions that have been taken to improve infrastructure, access to learning materials and support for learners with special educational needs and (b) outcomes of the engagements with the Limpopo Department of Education to address identified capacity gaps?

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Response

(a) The Department of Basic Education (DBE) acknowledges the recommendations made by the Portfolio Committee on Basic Education following its oversight visit to Setotlwane Secondary School for Learners with Special Education Needs in Mankweng, Limpopo. In response, the DBE engaged the Limpopo Department of Education (LDoE) to assess and track progress on issues of infrastructure, learning support materials and specialised services.

In terms of infrastructure, the LDoE has confirmed that a technical assessment was conducted at the school to determine the scope of required upgrades. Priority needs identified include renovations to hostel facilities, improvement of sanitation infrastructure and repairs to existing classrooms. A phased infrastructure improvement plan is under development, subject to funding availability under the Education Infrastructure Grant (EIG).

On access to learning materials, the LDoE has committed to ensuring that learners with special education needs at the school receive curriculum-aligned materials suited to their individual needs. This includes the provision of Braille textbooks, large-print materials and assistive devices.

(b) The DBE continues to provide support and monitoring to the LDoE through quarterly progress reviews and intergovernmental coordination structures, such as the Inclusive Education Forum and the Heads of Education Departments Committee (HEDCOM).

The DBE remains committed to working with the LDoE to ensure that learners with special education needs are supported in a manner that upholds their dignity and their constitutional right to access basic education in an inclusive and enabling environment.