

HIGH SCHOOL DIE WILGE



ADMISSION POLICY

The admissions Policy for High school die Wilge as a school for learners with special educational needs.

PURPOSE OF THIS POLICY

The purpose of this Policy document is to promote and facilitate the admission of learners to our school. It reflects the constitutional responsibility of Government to provide quality schooling for all.

The fundamental principle of admission for basic education to all is guaranteed by the Constitution. Every child has the right to access basic education and the right to equal admission to an educational institution as determined by the Constitution, Educational Law, the South African Schools' Act and this policy which applies to High school Die Wilge. No learner will be discriminated on, turned away or refused admission to the school on the basis of race, gender, sex, ethnic or social origin, religion, colour, sexual orientation, age, disability, conscience, belief, culture or provable inability to pay school fees.

LEGISLATIVE FRAMEWORK

This Admissions Policy was determined, compiled and accepted by the SGB in accordance with the following legislation:

- South African Schools Act 84 / 1996
- Admission of Learners to Public Schools, General notice 4138 of 2001
- Constitution of SA 1996
- National Education Policy, Act 27 / 1996
- Educational Law Amendment Act 2002. The Amendment of section 5 of Act 84 of 1996

- Admission Policy for schools – North West Province, 1997
- Language in Education Policy (NEPA) Act, 27 / 1996
- Health Professions ACT, 1997 (Act no: 56 of 1974) as amended. Government Gazette no: 26497 of 2 July 2004
- Children’s Act, 38 / 2005 as amended. Government Gazette Volume 492
- Children’s Act, 38 / 2005 as amended. Government Gazette Volume 492, no 28944 of 18 June 2006
- Refugees Act, 130 / 1998
- Aliens Control Act, 96 / 1991
- White paper 6 Special needs education
- Departmental Circular nr 31 of 2004: Procedure in the placement of a learner in a public special school as directed by the HOD
- Admission procedures for special schools as directed by Me MO Morumo – DCES Inclusive Education and Mr Hartman – CES Professional Support Services – 10 April 2012
- Departmental Circular 20 of 2014: Learner registrations and admission, as directed by Dr IS Molale Superintendent General.

And whereas the School and its SGB defer to the relevant provisions of the enactments to the extent that they may be valid and binding upon them and take precedence over the power of the SGB to determine the admission policy of the School, whilst being determined to ensure the full implementation of the School’s admission policy within the parameters of the enactments and any other applicable enactments from time to time;

Now therefore the SGB, on behalf of the School, declares the School’s Policy for Admission of Learners to the School or different grades at the School, to be as follows:

1. APPLICATIONS FOR ADMISSION TO THE SCHOOL

1.1 It is acknowledged that –

- a. the Head of Department (Education) (hereinafter referred to as “the HOD”) and/or officials of the Department of Education (DOE), including the Principal, delegated by the HOD (hereinafter referred to as “the HOD delegate(s)”) is/are responsible for the administration for the admission of learners to the School; and
- b. the HOD/the HOD delegate(s) must determine a process of registration for admission to public schools in order to enable the admission of learners to take place in a timely and efficient manner.

- 1.2 It is emphasized that the HOD/the HOD delegate(s)/the School Principal must (and will be required to) take this policy into account demonstrably, fairly and in accordance with law at all times whilst acting in accordance with paragraph 1.1 above, or whilst engaged in the process of deciding upon applications for admissions. The School and its SGB will also require the HOD/the HOD delegate(s)/the School Principal to allow the SGB full access to and copies of any registers or files kept as part of the admission process.
- 1.3 The SGB require the HOD/the HOD delegate(s)/the School Principal to add to the prescribed application form, and ensure the completion by the Applicant of the Schedule of Information required by the governing body attached hereto.
- 1.4 The SGB require the School Principal to ensure that Applicants are informed of and in writing acknowledge having read and understood:
 - a. this Admission Policy
 - b. the School's language Policy
 - c. the Code of Conduct for Learners
- 1.5 The School and the SGB subscribe to the view that according to law, and in the absence of a Court Order directing otherwise, the legal guardian(s) of a minor learner has/have the exclusive right to decide upon the school where their child/ward is to be enrolled. Consequently, the School and SGB do not recognize and application as being valid, unless made by the guardian(s) or person(s) by order of Court entrusted with the custody of the minor learner, or a person or persons thereto authorized by them in writing. The School and the SGB also regard adherence to this approach as being essential in that it ensures that valid permission may be given for the treatment of the learner *in loco parentis*, for the learner to embark on excursions, and so forth. Consequently, the HOD/the HOD delegate(s)/the School Principal are required to ensure that this approach is strictly adhered to.
- 1.6 The SGB undertakes to support the HOD/the HOD delegate(s)/the School Principal in encouraging the persons referred to in paragraph 1.5 to apply for the admission of their children/wards before the end of the year preceding the next school year.
- 1.7 Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to co-ordinate the admission of learners to High school die wilge, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.
- 1.8 The School and the SGG require strict observance by the HOD/the HOD delegate(s)/the School Principal of the following provision of the Constitution as a prerequisite to any decision to be taken regarding the admission of a learner to the School –
“28 (2) – A child’s best interests are of paramount importance in every matter concerning the child.”

2. THE SCHOOL'S CODE OF CONDUCT FOR LEARNERS (INCLUDING DRESS CODE)

The Applicant is to note that whilst his/her refusal to subscribe to the School's Code of Conduct for Learners (including dress code) cannot be an obstacle to the admission of the learner to the School, the code is nevertheless binding on the learner. Section 8(4) of SASA provides as follows:

“Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.”

The Applicant is encouraged to support the School in familiarizing him/herself with the School's Code of Conduct for Learners and seeing to the observance thereof by the learner.

3. SCHOOL FEES

3.1 The Applicant is to note that the failure or refusal or inability of parents (as defined in Section 1 of SASA) to pay school fees cannot be an obstacle to the admission of the learner to the School.

A learner is admitted to the full school program and may not be suspended from attending class, refused entry to cultural, sports and social activities, refused a school report card or transfer certificate, or be victimized in any other way based on his/her parents' –

- a. inability to pay school fees or failure to have done so at any stage;
- b. failure to support the mission statement and code of conduct of the School;
- c. refusal to enter into a contract in terms of which the parents waive their right to claim for any consequential damage relating to the learner's education.

3.2 In terms of Sections 38-41 of SASA, a budget meeting of parents of learners enrolled at the School must be held on thirty (30) days' written notice to parents. At the meeting the majority of parents present decide whether or not to accept the budget prepared by the SGB for the next financial year. At the same meeting the majority of parents present and voting may decide that the payment of school fees is to be compulsory, what the amount of school fees per learner per year will be, and what criteria will be used to grant total or partial exemption to parents who are unable to pay the compulsory fees or the full compulsory fees. Parents who are unable to pay any of the fees or the full amount of the fees are entitled to apply to the SGB on the prescribed forms for total or partial exemption from the payment of school fees. Such applications must be dealt with in confidence by the SGB, which must act fairly and apply the abovementioned criteria and the provisions of the

applicable ministerial policy and Regulations Relating to the Exemption of Parents from Paying School Fees in Public Schools (Government Notice R1052), a copy of which will be furnished to parent(s) on request. Parents applying for relief may request an educator at the School or any other person to assist him/her/them with the application. A parent/Parents who feel aggrieved at the decision of the SGB may appeal to the HOD, following the procedure set out in the said Regulations.

- 3.3 It is important, however, for Applicant(s) for exemption to note that the **combined annual income of parents** is taken into account in the decision as to whether or not the parent(s) qualify for exemption. “Combined annual gross income of parents” is defined in Regulation 1 of the aforesaid Regulations as –

“the gross income of all the parents of a learner as defined in the Act, calculated together....”.

- 3.4 The Applicant’s attention is drawn to the following provision of SASA –

(Section 41) – “The governing body of a public school may by process of law enforce the payment of school fees by parents who are liable to pay.....”

- 3.5 Parents of learners are encouraged to support the high standard of education and the sound school facilities and environment by paying school fees and, where they are exempted totally or partially from the payment of compulsory school fees, to offer their services to the SGB for the benefit of the School.

4. PROCEDURE IN THE IDENTIFICATION, REFERRAL AND PLACEMENT OF A LEARNER IN A PUBLIC SPECIAL SCHOOL / IN HIGH SCHOOL DIE WILGE

- 4.1 The parent/guardian of the learner or a school on behalf of the parent/guardian of the learner may apply for placement in a public special school.

- 4.2 Before placement:

The Institutional Level Support Team needs to follow the next procedure:

- 4.2.1 Interviews must be conducted with the parents/guardians of the learner.

Requirements from parents:

- Together with the application form, the parent must submit to the principal an official certified copy of the **birth certificate** of the learner. Should the parent be unable to furnish a birth certificate, the learner may be provisionally admitted until a copy of the certificate has been obtained from the regional office of the

Department of Home Affairs. The principal is required to inform the parents that any false statement with regard to the age of the learner constitutes a crime.

- Medical history reports of the learner (clinic card / doctor's report/ etc.) The parent must also produce evidence that the learner has been immunized against the following illnesses: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B.
- Copy of Marriage Certificate (if name of child differs from parent).
- Copy of ID of parents of the child.
- Proof of residence / employment
- Copy of Foster parent documents (if applicable)
- Previous school records / most recent progress report.
- Intervention that the learner has received from previous schools
- Previous interventions that the learner might have received from a therapist, health care professional, etc.
- Copies of referral forms (if applicable)

4.2.2 Screening of a learner

- Identify the type and degree (mild, moderate or severity) of barriers.
- Level of support needed for the learner.
- Need for assistive devices.

Examples of screening:

Screening the following aspects of the learner (*Making use of the available assessment tools and checklists*):

- Physical abilities – balancing, running, skipping, hearing, sight, etc.
- Cognitive abilities – following instructions, reasoning, communicating, and scholastic skills: Knowing basic concepts (numbers, shapes, colours, cutting, writing, reading, spelling, etc.)
- Social circumstances – poor socio-economic background, late enrollment at school, does the learner receive a grant, level of support at home, within the community, etc.
- General health condition of the learner – Any medical problems/diagnosis for example: diabetes, allergies, epilepsy, chronic medication, etc. The purpose of this is to give support to the learner when needed. (*However it is optional for the parent to disclose the ailment of his/her child*).

- **Language – The language policy of the school state; that the language of teaching and learning will be in AFRIKAANS or ENGLISH. The learner should thus be screened to make sure that he/she understand; one of the two languages. The learner should be able to communicate, read and write in one of the two languages.**

4.2.3 Learner age requirements for admission

- Learners should be 13 or 12 turning 13 during the year of admission.
- The age norm is the year plus 8 years. The child should have failed twice during his time in mainstream.

GRADE	NORM	CAN ALSO BE
Orientation 1	13	13/14
Year 1	14	14/15
Year 2	15	15/16
Year 3	16	16/17
Year 4	17	17/18

- **No learner will be admitted when he or she is 16 turning 17 years during the year of admittance.** Only learners that are coming from other special schools – learners with a ELSEN number that need to complete the program / curriculum or grade will be excepted.
- Due to the vulnerability of learners it is impossible to handle severe behavioral problems; extreme hyperactivity; aggression; etc. High school Die Wilge is not a school for severe behavioral challenged learners and will thus not admit them.
- In the case of transfers of learners from other LSEN schools admission will be for all the relevant age groups, provided that parents request a transfer because they are moving into our area and not because the behavior problems of the learner forces them to look for an alternative school.

4.2.4 **NB:** Explain to the parents the nature of the school and the highest qualification the learner can obtain at the school.

4.2.5 If the learner meets the admission criteria of the school, the parent and learner has to take the application form to the relevant Inclusive Education officials. He/She will do a final evaluation and make the recommendation for placement at High school Die Wilge.

- 4.2.6 When approved and admitted to the school, the school has to send the relevant documents to the Inclusive Section to allocate an LSEN number. As soon as this number is allocated the number will be captured on the LSEN Register and this number also has to be captured on the learners profile at the school.
- 4.2.7 In the case where a particular special school is full, learners must be placed on a waiting list (according to the date of application). The placement of learners on waiting lists must be controlled and monitored by the Division Inclusive Education on a regular basis in collaboration with other special schools/LSEN Units to ensure that learners do not stay too long on waiting lists.

Records of applications must be kept at the school, Regional Office and Head Office.

- 4.2.8 Should a learner move from one public school to another, the principal must complete a transfer card and either hand it to the parent or forward it to the other school.
- 4.2.9 Other Documents – See schedule A to this policy for a full list of documents required for admission.
- 4.2.10 Learners from the North West Province staying inside the feeder area will be considered first.
- 4.2.11 Admission to any public special school of any learner cannot be denied should the above mentioned documents not be available. However, every effort must be made to obtain these documents.

5. LEARNER REGISTRATIONS / REGISTRATION PERIOD

The South African Schools Act (SASA) 84 of 1996 makes provision for compulsory attendance, every parent must cause every learner (of the school going age) for whom he/she is responsible to attend school from the first day until the last day of the school year in which such a learner reaches the age of 15 years or the ninth grade, whichever ever occur first.

The North West Department of Education deems it important that learner registration should be concluded before the commencement of the following academic year to ensure that teaching takes place on the first day of the reopening of schools at the beginning of the year. This will enable schools to be ready, resourced and with informed plans that will allow smooth operations at the start of the year.

5.1 Registration Period

5.1.1 Currently Enrolled Learners

A parent of a learner currently enrolled at High school Die Wilge must confirm in writing – thus complete the re-admittance forms before the end of September of the current year, if the parent intends to retain the learner in High school Die Wilge (School and Hostel).

Parents have to remember – admission will be on a first-come-first-served basis for all learners who meet the admission requirements as set out in SASA.

5.1.2 First Time Enrolments

- The registration process continues throughout the year. However, it is recommended that the majority of learners be registered during the period July to September preceding the school year to which the learner's application for admission pertains.
- An admissions register of all admissions of learners to the school will be kept. This register must contain the name and address of learner, date of birth, age, identity number (if applicable), and names of learner's parents and name of current school (if of school going age).
- Admission forms are made available to parents on request. When assistance is required, parents are assisted in completing these forms.
- Learners that are currently in the school will be placed first, then first time enrolments.
- The learner's parents will receive a SMS, phone call or written notice of the acceptance or refusal of their application, within a reasonable time.
- All unsuccessful applicants will then be waitlisted in chronological order and advised to apply at other Special Schools as well (if applicable).
- Waiting lists for all learners who are not placed will also be submitted to the Circuit Manager.

6. **APPEALS PROCEDURE**

It is a national mandate to ensure that all learners of school going age are admitted in schools and their rights to education are protected. Parents and/or guardians experiencing difficulty in enrolling their children may approach Circuit Manager for assistance and contact details may be obtained from the school.

7. ADMISSION OF NON-CITIZENS

For a learner who is not a South African citizen of our country to be enrolled at our school one of the following documents must be made available to the school:

- Permit for temporary or permanent residence issued by the Department of Home Affairs.
- A study permit
- Prove of application to the Department of Home Affairs to legalize their stay in the country.

Where the required documentation is not available, the child will be admitted to the school conditionally, while the parent obtains the required documentation.

8. TRANSFER OF A LEARNER

- Learners, not of school leaving age, leaving the school, need to request, in writing, permission to transfer to enable them to proceed to be admitted at a new school.
- A Transfer Certificate will be provided to the learner and the Learner profile forwarded to the new institution.

9. SCHOOL PROPERTY

The Applicant's attention is drawn to the following:

- Every learner of a public school shall take good care of the property of the school which is placed at his/her disposal, and shall return it to the school on or before a date specified by any educator employed at the school.
- The parents of a learner at a public school shall be liable for any damage to or loss of school property in respect of which the learner concerned is liable to the school,
- It is the duty of every parent to assist the State and the governing body of a school to promote a culture of respect for the school property.

10. RISK OF DAMAGE OR LOSS

The Applicant is notified that the School accepts no liability for the damage to, or destruction or loss of any property brought on the School premises by the learner or his/her parents(s). It matters not who causes such damage, destruction or loss, how it is caused, whether it is caused by someone's act or failure to act, or whether it is caused by someone's intention or negligence. The School accepts no liability. Learners are encouraged to safeguard property brought onto the School premises,

and Applicants and parents of learners are encouraged to take out their own insurance against such damage, destruction or loss.

11. THE SGB AND THE LEARNERS OF THE SCHOOL

The SGB considers itself to be in duty bound to protect the educators, learners, parents and on-educators of the School from physical or mental violence to the full extent of its power to do so and further, to foster the physical, mental and moral welfare of learners. To this end, the SGB:

- reserves the right to scrutinize the disciplinary and behavioral record of any prospective learner of the School, and to take all steps within its power to prevent the admission of a learner whose conduct or behavior may endanger the very interest the SGB considers itself to be in duty bound to protect;
- may enquire from and take issue with the HOD concerning the wisdom of admitting a learner to any grade in the School when the learner will be severely prejudiced by reason of the inability of the learner to communicate or be communicated with at the level required for proper tuition to take place in that grade;
- may take whatever steps may be reasonably practicable, given the resources and circumstances of the School, to assimilate a disabled prospective learner into the School; and
- requires a member of staff or a learner or any learner's parent(s) to report to it any matter relating to the abuse of the rights or invasion of the interests which it seeks to protect.

12. THE PARENTS AND THE SCHOOL/SGB

- 12.1 The parents(s) of learners are requested to complete the prescribed consent form to enable the School staff to act in the best interest of the learner in cases of emergency or to relieve the learner's pain or discomfort until the parent(s) can intervene.
- 12.2 Parents of learners at the School have, apart from their duties, several rights. *Inter alia*, they have the right to be consulted regarding the formulation of the School's language and religious policies and code of conduct, or any amendments thereto. They are also invited to submit recommendations and proposals to the SGB regarding the supplementation or amendment of existing policies or the existing Code of Conduct for consideration by the SGB.
- 12.3 Parents are encouraged to become involved in all the activities of the School, to offer to serve in the governance structures and support groups serving the interests of the School community, and to support the education process by interacting constructively with educators and ensuring that set work and homework is done by

the learner conscientiously and punctually. Parents are also required to ensure that their children are properly equipped to participate fully in the tuition process and that they attend school punctually and regularly.

13. THE EXIT OF LEARNERS AT HIGH SCHOOL DIE WILGE

- 13.1 Learners exit when they succeeded to finish and pass Year 4 LSEN.
- 13.2 Learners exit when the school can prove that the particular learner reached his/her ceiling and that he/she will not be able to cope in the next year or that he/she will keep on failing because of the learner's inability.
- 13.3 In conjunction with 13.2 when the learner is too old for the year that he/she currently can't pass, eg – 16 year old in a class with 13 year old learners.
- 13.4 Learners can also specialize in a specific skill after completing his/her Year 4 LSEN
- 13.5 The SGB may at its discretion also decide to refuse a Year 4 LSEN learner who applies for readmission, on the grounds of the School's capacity, infrastructure, size of the Year 4 group to which the learner wishes to be admitted and the ability and behavior of the learner.

14. CAPACITY

The SGB has determined the School's maximum capacity for learner admission as follows:

- 14.1 The following factors were considered in determining the School's capacity"
 - That learners' best interests have preference
 - The number of educators available
 - The space available for administrative needs
 - The number of appropriate classrooms available
 - Space needs for sports, cultural and recreational activities
 - The available space in the current computer centers, workshops and school hall
 - The sanitary facilities available
 - Parking facilities
 - Safety measures – very important issue at the workshops where learners work with dangerous machines.
 - The maximum number of learners permitted per class
 - Internationally recognized best practice with regard to class size in order to deliver effective and efficient quality education

14.2 Maximum number of learners in High School Die Wilge: 670

14.3 Maximum number of learners per class: Year 1 - Year 4 = 20
Orientation 1 = 15

WE, THE UNDERSIGNED, HEREBY DECLARE THAT THIS POLICY DOCUMENT IS THE OFFICIAL ADMISSION POLICY OF HIGH SCHOOL DIE WILGE.

**MR. A.B. RUDD
PRINCIPAL**

**MR. L.W. MOJAPELE
CHAIRPERSON – SGB**

HIGH SCHOOL DIE WILGE



ADMISSION POLICY

SCHEDULE A

Information required by the SGB in addition to the required to be furnished in terms of Ministerial Policy or Provincial Policy or Law:

1. The name, residential address, work address and all telephonic, telefax or e-mail contact details of each person falling under the definition of "Parent" in SASA
2. A certified copy of any Court Order or testamentary document confirming guardianship or custody or any similar right of the person ("Parent" claiming such right.
3. An affidavit, employer's certificate, electricity or other account or any other proof reasonably required by the SGB to verify the place of residence of a learner and his/her "parents" or the fact and place of employment of the "parents" of the learner.
4. A copy of the identity or other document confirming the identity of each person falling within the definition of "parent" in SASA to the reasonable satisfaction of the SGB.
5. Written authority of the parent(s)/guardian(s)/person(s) referred to in paragraph 2, to any person to represent him/her'/the in applying for the admission of the learner to the School or in any other matter affecting the learner.
6. The language of tuition chosen on behalf of the prospective learner.

HIGH SCHOOL DIE WILGE



ADMISSION POLICY

SCHEDULE B

POLICY: LEARNER NUMBERS (determining physical capacity)

1. OBJECTIVE

In order to create an ideal learning environment for maximum learning by each learner. This is achieved by optimally utilising facilities with a view to successful knowledge transfer and a positive learning experience.

2. DOCUMENTS USED/CONSULTED

- The constitution of the Republic of South Africa, No. 108 of 1996
- The South African Schools Act, No. 84 of 1996
- The Occupational Health and Safety Act, No. 85 of 1993
- SABS 0400 building regulations
- Curriculum statements and other distributed policy documents (such as the National curriculum statements Grade 10-12: Hospitality Studies, January 2008)

3. DETERMINING LEARNER CAPACITY

3.1 Classrooms (provided by state)

TYPE	NUMBER
Permanent	

3.2 Capacity

3.2.1 Learners per classroom

Formula: $\text{Class size (m}^2\text{) minus total number of learner desk (m}^2\text{) and teacher's desk (m}^2\text{) and other furniture/equipment such as cabinets, minus 2,25 m}^2\text{ (space for educator) } \div 0,9 \text{ m}^2\text{ (space per learner) = learner capacity per classroom.}$

(SABS 0400 standards determine that each learner must have 0,9 m² room to move, and each educator 2,25 m².)

3.2.2 Learners per school

Total number of classrooms x maximum learner capacity per class = school capacity

Other facilities not appropriate as classrooms

- Computer centres
- Media centre
- School hall
- Offices
- Staff room
- Meeting room
- Storerooms

3.3 Dressing rooms

Number of boys: _____

BOYS	ACTUAL NUMBER	SABS NUMBER
Toilets		
Urinals		
Washbasins		

3.4 Dressing rooms

Number of girls: _____

GIRLS	ACTUAL NUMBER	SAB NUMBER
Toilets		
Washbasins		

(See attached SAB 0400 building regulations for the calculation of the number of facilities according to the number of persons)

4. EXPLANATORY NOTES

4.1 The SGB has made a contribution to the benefit of learners and has facilitated class sizes of _____ for purposes of efficient education, and not to increase school capacity.

4.2 In terms of the National Curriculum Statement (January 2008) on Hospitality Studies, Hospitality Studies classes should not exceed 20 learners.

The Hospitality Study classes at Oom Paul can only handle _____ learners per class because of the size of the classes and the amount of stations (stoves/workplace)

4.3 Boys Workshops are already over utilised and this is very dangerous. At this moment there is only one teacher per workshop and this alone is a dangerous situation. All the learners can't participate at once and this thus create disciplinary problems.

4.4 • Toilets and washbasins are already over utilized

• Sports grounds are already over utilized

4.5 Special Schools – like High school die wilge – was build to accommodate lesser learners in the classes than main Stream Schools. They need individual help and can't afford to be in overcrowded classes.

THE SGB OF HIGH SCHOOL DIE WILGE WANT THE BEST FOR THE LEARNERS IN THE SCHOOL, THEREFORE THEY WILL DO THEIR BEST TO CREATE POLICIES THAT WILL BE IMPLEMENTED TO CREATE AN INVIRONMENT THAT WILL PROMOTE A CHILD'S BEST INTEREST.