



Inclusivity & Integration Policy

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1 STATUTORY APPLICATIONS

The following pieces of Legislation applies:

1. The Constitution of the Republic of South Africa., Act 108 of 1996.
2. The South African Schools Act, Act 84 of 1996.
3. Department of Education, Language in Education Policy, 14 July 1997.
4. The Western Cape Provincial School Education Act, Act 12 of 1997.
5. The Revised National Curriculum Statement Grades R-9. Policy:
 - a. First Additional Language

2 Inclusivity and Integration Policy

2.1 Purpose of the Policy

To provide transparent information as to whom EduExcellence includes with respect to different learning styles, learners facing challenges to learning and learners that are not pursuing a formal regulated academic outcome.

2.2 Principles Governing the Policy

EduExcellence believes that it should reflect, as far as functionally possible while allowing for effective education, the society that our learners will have to function in.

As such, EduExcellence has chosen to include these learners within our Pre-primary, Primary and Secondary Schools as indicated below.

EduExcellence has also chosen to create a separate, yet integrated, EduSkills Centres to support learners that require a more specialized schooling environment.

2.3 Pre-primary, Primary and Secondary Schools

Learners wishing to follow a structured standardized academic programme but have been externally diagnosed with:

- ADD
- ADHD
- Dyslexia
- Dyspraxia
- Dysgraphia
- Asperger's syndrome
- Other mild unspecified barriers to learning

EduExcellence preference is to follow a chemical free approach to managing learners, however, we support parent's in their choice to follow a drug-free approach.

Learners will be expected to perform academically to the best of their ability with the understanding that EduExcellence Schools follows the Cambridge Curriculum.

EduExcellence does not follow a “pull out” approach to supporting these learners. Instead relying on our neurodevelopmental approach of performance optimization, small classes, sensory aware educational environment and brain based approach to learning.

2.4 EduSkills Centres

Learners that are best served with an educational programme that focuses on:

- Functional literacy
- Functional numeracy
- Practical or vocational skills training

These learners, while having their own facilities, will be integrated on the same campus as our academic programmes.

3 Document Classification

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