

Assessment Strategies Adapted for Implementing Inclusion of Learners with Special Education Needs in Selected Primary Schools in the Amathole West District, South Africa

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KEYWORDS Classroom. Good Practice. Inclusive Education. Qualitative Research Approach. Teachers. Training

ABSTRACT This study investigates pockets of good practice in assessment methods adopted to ensure inclusion of learners with special education needs (SEN) in selected primary schools in the Amathole West District, South Africa. The study was conducted within the interpretivist paradigm. It used a qualitative research method and a case study design. Eight teachers and eight principals from eight purposively selected primary schools, including one provincial and two district officials, were interviewed. Thematic analysis was utilised for data collected using semi-structured interviews. It was found that both formal and informal assessment strategies were used. The study also revealed that due to lack of qualifications and training, some teachers did not know how to adapt assessment strategies. The study found pockets of good practice in assessment strategies adapted and recommends effective in-service training programmes on assessment modification for teachers.