

Examining the Extent to Which Learners with Special Educational Needs are Included in Regular Schools: The Case of Four Primary Schools in Cape Town, South Africa

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ABSTRACT This paper examined the nature and limit to which regular schools contain learners requiring special support in education. The study used the mixed methods approach and the post-positivist research paradigm was adopted. A sample of 80 teachers and 4 principals pooled from the four primary schools involved in the study were used to generate data. Questionnaires with closed items, interviews which are semi-structured, observations in classroom as well as documents were used to provide information. Many schools were moving towards inclusivity as established in the present study. In regular schools, there was relative prevalence of learners requiring special support in education. The study established as well, that in regular schools, learners requiring special support in education were faced with difficulties for example inadequately trained teachers, classroom shortages, class sizes, inappropriate equipment and materials. These affected the quality of access to education for these learners. Major recommendations were that schools are adequately resourced, class sizes be reduced and teachers quality be improved.