



Accredited Africa Training Institute for Capacity Development

Unit FO409, Hatfield Plaza · 1122 Burnett St, Hatfield 0028 · Pretoria, Gauteng · South Africa

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COURSE BROCHURE

Inclusive Education Legislation and Policy Analysis

Education, Training and Development / Adult Learning

Unit Standard 252491 · NQF Level 5 · 12 Credits · 9 Days

COURSE OVERVIEW

This course equips education professionals with the skills to critically analyse and apply South African legislation, policies, and theoretical frameworks that promote inclusive education. Participants will learn to interpret key legal instruments and translate them into practical strategies that ensure equitable access and participation for all learners, including those with diverse needs.

Category	Education, Training and Development
Subfield	Adult Learning
Unit Standard	252491
Accreditation	SAQA Accredited · NQF Level 5 · 12 Credits
Duration	9 days
Training Method	Online, On-Campus, In-House
Certificate	Issued via AATICD LMS – verifiable online

LEARNING OUTCOMES

- Analyse the key provisions of South African legislation and policies related to inclusive education, including the Constitution, the South African Schools Act, and the National Policy on Inclusive Education.
- Apply theoretical principles of inclusion (e.g., social model of disability, universal design for learning) to real-world educational contexts.
- Evaluate existing school policies and practices against legislative requirements to identify gaps and areas for improvement.
- Design an inclusive education implementation plan that addresses barriers to learning and participation.
- Demonstrate the ability to advocate for inclusive practices by communicating policy requirements to stakeholders.

WHO SHOULD ATTEND

- Educators, school administrators, education support staff, and policy developers working in South African primary, secondary, or special needs education settings who need to implement inclusive practices aligned with national legislation.

COURSE OUTLINE

Day 1: Introduction to Inclusive Education and the South African Context

- What is inclusive education?
- Historical context of exclusion in South African education
- Overview of Education White Paper 6 (2001)
- The Constitution of South Africa (1996) and equality
- Key concepts: barriers to learning, reasonable accommodation
- The role of the Department of Basic Education
- International influences: UNCRPD, SDG 4
- Introduction to the SIAS (Screening, Identification, Assessment and Support) policy

Day 2: Key Legislation: Constitution, SA Schools Act, and Employment Equity Act

- Section 29 of the Constitution: right to basic education
- Section 9: equality and non-discrimination
- South African Schools Act (84 of 1996): admission, discipline
- Employment Equity Act (55 of 1998) and reasonable accommodation
- Policy on the Management of Learner Pregnancy
- Legal duties of educators and SGBs
- Case studies on discrimination and exclusion
- Interaction between legislation and school policies

Day 3: White Paper 6 and the SIAS Policy Framework

- White Paper 6: vision, principles, and strategic goals
- The SIAS policy: purpose and process
- Screening, identification, assessment, and support steps
- Levels of support: ordinary, additional, high
- Role of district-based support teams (DBSTs)
- Full-service schools: characteristics and responsibilities
- Special schools as resource centres
- Challenges in implementation and funding

Day 4: National Curriculum and Assessment Policy (CAPS) and Differentiation

- CAPS and inclusive education principles
- Curriculum differentiation: content, process, product, environment
- Strategies for differentiating instruction
- Adapting assessments: accommodations and modifications
- Individualised Education Plans (IEPs) and their legal basis
- Universal Design for Learning (UDL) principles
- Practical examples across subjects
- Monitoring and reporting progress

Day 5: Disability Legislation and the Rights of Learners with Disabilities

- PEPUA (Act 4 of 2000) and disability discrimination
- UNCRPD and its implications for South African education
- Definition of disability in legislation
- Reasonable accommodation: physical, communication, curriculum
- Accessibility standards and building regulations

- Assistive technology and support devices
- Case law on disability and education
- Role of advocacy organisations

Day 6: Policy Analysis Tools and Frameworks

- Introduction to policy analysis: definition and purpose
- Frameworks: Kingdon's multiple streams, Sabatier's advocacy coalition
- Stakeholder mapping in inclusive education
- SWOT analysis of White Paper 6 implementation
- Identifying policy gaps and contradictions
- Budget analysis and resource allocation
- Monitoring and evaluation mechanisms
- Writing a policy brief

Day 7: Comparative Analysis of International Inclusive Education Policies

- Inclusive education in the UK: SEN Code of Practice
- United States: IDEA and Section 504
- Finland: comprehensive support model
- Developing countries: Uganda, Kenya, India
- Role of UNESCO, UNICEF, and the Global Partnership for Education
- Lessons learned for South Africa
- Cultural and contextual considerations
- Case study analysis

Day 8: Practical Application: Developing an Inclusive School Policy

- Components of an inclusive school policy
- Steps in policy development: research, drafting, consultation
- Incorporating the SIAS process into school policy
- Roles of SGB, teachers, and support staff
- Budgeting for inclusive resources
- Handling complaints and appeals
- Group work: policy drafting
- Peer review and feedback

Day 9: Implementation, Monitoring, and Advocacy

- Implementation challenges: capacity, resources, attitudes
- Monitoring frameworks: data collection and reporting
- Indicators of success: enrolment, retention, achievement
- Advocacy strategies: community engagement, media, lobbying
- Role of teacher unions and professional bodies
- Ethical considerations in policy advocacy
- Action planning for participants
- Course review and feedback

ASSESSMENT & CERTIFICATION

Delegates are assessed through exercises and a final test. A mark of **50% or above** earns an **AATICD Certificate of Completion**, issued digitally with a unique verification code. This course carries **12 NQF credits** at **NQF Level 5**.

PRICING (PER DELEGATE, EX-VAT)

Delegates	Training Method	Price per Delegate	Total
1	Online	R 35,000.00	R 35,000.00
1	In-House	R 45,500.00	R 45,500.00
1	On-Campus (Pretoria)	R 52,500.00	R 52,500.00

UPCOMING SESSIONS

Start	End	Method	Venue
07 Aug 2026	19 Aug 2026	On-Campus	Johannesburg, South Africa
10 Aug 2026	20 Aug 2026	On-Campus	Cape Town, South Africa
11 Aug 2026	21 Aug 2026	On-Campus	Dubai, UAE
12 Aug 2026	24 Aug 2026	On-Campus	Pretoria, South Africa
13 Aug 2026	25 Aug 2026	On-Campus	Abu Dhabi, UAE
14 Aug 2026	26 Aug 2026	On-Campus	Durban, South Africa
14 Aug 2026	26 Aug 2026	On-Campus	Mauritius
17 Aug 2026	27 Aug 2026	On-Campus	Dubai, UAE

Contact us if no suitable date is listed – on-demand sessions can be arranged for groups.

HOW TO GET A QUOTE OR APPLY

1. **Get an instant quotation online:** visit www.aaticd.co.za, open the page for this course (Unit Standard 252491) and click **Get A Quote / Apply**. Select your training method and number of delegates – your quotation is generated immediately and emailed to you with the course brochure attached.
2. **Apply by email:** send the course title, your preferred training method (Online, In-House or On-Campus Pretoria), the number of delegates and your preferred dates to apply@aaticd.co.za – our team will reply with a formal quotation.
3. **Apply by phone or WhatsApp:** call **+27 12 004 8389** or WhatsApp **+27 65 077 6310** and we will prepare your quotation and reserve your seats.
4. **Confirm your booking:** accept the quotation and settle the invoice. As soon as payment is confirmed your delegates are enrolled and receive their AATICD LMS login details by email, along with joining instructions for their chosen training method.

Group discounts apply automatically – the more delegates you enrol, the lower the price per delegate. No payment is required to request a quotation.

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