	PAROW INCLUSIVE SCHOOL	
	POLICY:	ADMISSIONS
		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">DATE UPDATED AND REVIEWED:</td> <td style="text-align: center;">FEBRUARY 2026</td> </tr> </table>
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Whereas **Parow Inclusive School** (hereinafter referred to as “the School”) is a public school, having juristic personality by virtue of the provisions of Sections 15 of the South African Schools Act, No. 84 of 1996 (as amended) (hereinafter referred to as “SASA”), the governance of which is entrusted to its School Governing Body (hereinafter referred to as “the SGB”), referred to in Section 16 of SASA;

And whereas the SGB is empowered in terms of Section 5 of SASA to determine the school’s policy regarding the admission of learners to the School and grades at the School, subject to the provisions of SASA and any applicable Provincial Law; the SGB must make a copy of the Admissions Policy available to the HOD

And whereas the SGB is mindful of the following enactments (hereinafter referred to as “the enactments”) relating to the question of the admission of learners to the school or different grades at the school, namely:

- (i) The Constitution of the Republic of South Africa 1996 (hereinafter referred to as “the Constitution”);
- (ii) the South African Schools Act, No. 84 of 1996 (as amended);
- (iii) Section 3(4)(i) and 5 of the National Education Policy Act, No. 27 of 1996 (“NEPA”);
- (iv) The Admission Policy for Ordinary Public Schools, published by the Minister of Education in Government Gazette No. 19377 dated 19 October 1998 (Notice No. 2432/98) (hereinafter referred to as the “Ministerial Policy”);
- (v) WCED Circular 0121/2003 Managing learner pregnancy in Public School
- (vi) applicable provincial laws; and
- (vii) The Promotion of Access to Information Act (PAIA), 2000 (Act No. 2 of 2000).

See SCHEDULE A for Information required by the SGB

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;

The purpose of the policy is to:

- meet the objectives of the Bill of Rights as contained in the *Constitution of the Republic of South Africa Act, 1996 (Act 108 of 1996)* as amended;
- support schools in developing admission policies within the prescripts of national and provincial legislation, including public and private law;
- afford all children access to public schools within the prescripts of the law;
- facilitate the admission of learners of ordinary public schools in the Western Cape in a timely and efficient manner;
- ensure the lawful administration of learner admission and registration in schools;
- enable effective teaching and learning to commence on the first day of the school year and the first day of successive school terms; and
- align the admission processes with the WCED CEMIS.

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 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 as follows and 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 of 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 to enable the admission of learners to take place in a timely and efficient manner.
- 1.2 **It is emphasised 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 always 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 HOD, in consultation with the School Governing Body (SGB), holds the final authority to admit a learner to the school. This authority is subject to the appeals process outlined in this policy and must be exercised in accordance with the principles of fairness, equality and the best interests of the learner.
- 1.4 The School and 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.
- 1.5 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to ensure that Applicants are informed of and in writing acknowledge having read and understood:
- (a) the SGB Constitution;
 - (b) the School's Language Policy;
 - (c) the Code of Conduct for Learners; and
 - (d) this Admission Policy.
- 1.6 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 recognise an 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 authorised 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.

- 1.7 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.
- 1.8 Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to co-ordinate the admission of learners to public schools, including the school, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.
- 1.9 Where a learner or prospective learner is three (3) years or more above the normal, legally prescribed grade age for the grade in which he/she is, or for the grade to which admission is sought on his/her behalf, the School Principal must consult with the **Circuit Manager at MNED** regarding whether the learner must be admitted to an appropriate grade in the school.
- 1.10 The School and the SGB 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.”

APPLICATION FOR ADMISSIONS:

- As per Circular 63/2021, dated 08 October 2021, the SGB and Parow Inclusive School will not use our own admission form or any other hard copy or online forms for admission purposes.
- Therefore, the online admissions system is the **ONLY** official system used for admission to Parow Inclusive School.

- This is according to Section 5(7) of the South African Schools Act (SASA), 1996 (Act 84 of 1996), stating that an application for the admission of a learner to a public school must be made 'to the education department in a manner determined by the Head of Department'.
- Furthermore, the SASA and the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), are clear that 'the administration of the admission of learners is the responsibility of the Head of the WCED in the manner prescribed by him'.
- The online system or a hard copy of the online application form is therefore the only valid application forms which may and will be used by Parow Inclusive School.

APPLICATION PROCESS:

- Parents need to register online on the WCED [website wcedonline@westerncape.gov.za](mailto:wcedonline@westerncape.gov.za)
- Therefore, parents who wish to enrol their children at the School for the first time must register the learner at the School in the year preceding the school year to which the learner's application for admission pertains.
- School admissions open from *10 March to 14 April* for **Grade R & Grade 1**.
- Apply to at least 3 schools. Indicate order of preference on the system.
- In the case that the learner is accepted at more than one school, the parent must make a choice by the due date. Failing to act timeously will result in the first school where the application was successful, as ranked by the parent, will be activated automatically. All other successful applications will be removed to resolve learners blocking places.
- Certified copies of supporting documents **MUST** be submitted to our school within 14 days from the date of the online application (see list below)
- Parents must e-mail supporting documents to admin@parowpps.co.za
- Applications are considered **INCOMPLETE** until **ALL** the relevant supporting documents have been submitted to the school.

- By submitting false or misleading information or forged documents during the admission applications, is punishable by a fine of up to 12 months imprisonment. The application may also be rejected.
- Parow Inclusive School will confirm on the WCED admission system if parents have submitted all supporting documents.
- Applications do not work on a first-come-first-serve basis.

DOCUMENTS REQUIRED FOR ADMISSION:

- WCED application – online only
- Certified copy of unabridged birth certificate of 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. A grace period of 3 months will be given to provide the correct documents. The principal is required to inform the parents that **any false statement regarding the age of the learner constitutes a crime**

- The last official school report card/results of the learner, if the learner attended a school previously
- Permit of parents or proof that they applied for foreigners (or Affidavit)
- Immunisation card (*Road to Health* Chart) of the learner
- Identity document/birth certificate/passport of learner;
- OR
- Birth certificate/passport of the learner;
- OR
- In case of foreign learners, a copy of parent's/guardian's/caregiver's refugee or asylum seeker permit on which the learner's name should appear;
- OR
- If the learner was not born in South Africa (SA), a refugee or asylum seeker permit issued in the learner's name;
- OR
- If the learner of foreign parents/guardians/caregivers was born in South Africa: a handwritten birth certificate.

- Certified copy of proof of residence – (municipal or rates account/lease agreement/affidavit confirming residence.
- Certified copy of study permit issued by Dept. of Home Affairs for foreign learners.
- Parents of learners with *special need* must supply the school with copies of all relevant medical and assessment reports. Details of any notifiable disease or chronic illness must be brought to the attention of the school and supported by medical reports.

The principal of the school must advise the parent/guardian/caregiver to furnish the required documents within 30 days. If the parent/guardian/caregiver is unable to furnish the required documents within 30 days, they must inform the principal of the delays or difficulties encountered.

Where the parent/guardian/caregiver does not have the required supporting documents, a signed affidavit from the parent/guardian/caregiver deposed before a commissioner of oaths, such as the police official of the South African Police Services (SAPS), is required.

An application is INCOMPLETE until ALL the relevant supporting documents required by the WCED have been submitted to the school.

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.

See Annexure A 8 to this policy for a full list of documents required for admission.

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 of Mission (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 familiarising 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 programme 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 victimised 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 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 the full amount of the fees are entitled to apply to the SGB on the prescribed forms for 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.

"Parent" is defined in SAS to mean:

- a) the biological or legal guardian of the learner
- b) the parent legally entitled to the custody of the learner, or
- c) a person who undertakes to fulfil the obligations of the persons referred to in (a) and (b) towards the learner's education at the school.

If a parent is unable to obtain the income details of the other parent, they may submit an affidavit as proof that the other parent is untraceable, unwilling, or unable to provide accurate information. Alternatively, a parent may provide a court order or other supporting documentation. The School Governing Body (SGB) will review such applications fairly, confidentially, and in accordance with the law.

By submitting false or misleading information or forged documents during the exemption applications, is punishable by a fine of up to 12 months imprisonment. The application may also be rejected.

- 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. LEARNER AGE REQUIREMENTS FOR ADMISSION TO THE SCHOOL OR VARIOUS GRADES OF THE SCHOOL

In accordance with the South African Schools Act, Grade R is now a compulsory part of basic education. The admission age for Grade R is six (6) years old in the year that the child is in Grade R/in the year of Admission.

Compulsory school-going age for Grade 1 is seven (7) years in the year that the child is in Grade 1/in the year of Admission.

A learner who falls outside the age norm by more than two years will not be considered for admission. The age norm is the grade plus 6 years.

5. APPEAL PROCEDURE

Should a parent or guardian be dissatisfied with the school's decision not to admit a learner to the school, such parent may appeal against the decision to the Member of the Executive Council (MEC) for Education in terms of section 5(9) of the South African Schools Act (SASA). The appeal must be lodged online within 14 days of receiving notification of the refusal of admission to the public school. The principal must address the appeal online within the given timeframe.

While the MEC considers the appeal, the school's admission policy shall remain valid and applicable. Once the provisions that are the subject of the appeal shall be suspended pending the finalisation of the appeal process.

6. CAPACITY

The school's capacity will be calculated using **The Infrastructure Gazette 37081 of 23 November 2013**. The school will cater for learners only one (1) Language of Instruction from Grade R - 6. Where the number of applicants exceeds the number of places available at the school or in a particular grade, applicants who meet the criteria for admission set out in number 11 below.

To eliminate any factors that might result in unfair discrimination regarding class sizes, the following factors will be considered in determining the school's capacity:

Educational and Curricular Considerations:

- The curriculum and subjects offered by the school.
- The language of learning and teaching (LoLT), including dual and parallel medium instruction.
- The ability of the school to maintain or improve its academic performance.
- The extracurricular and co-curricular activities offered to learners.
- The impact of additional learners on all learners' right to receive quality education.

Infrastructure and Facilities:

- The number, size, and condition of classrooms.
- The availability and suitability of specialised spaces such as laboratories, libraries, and computer rooms.
- The allocation of classrooms for specific grades, subjects, and activities.
- The adequacy and availability of sanitation and ablution facilities.
- The physical space required for sports, cultural, and recreational activities.
- Compliance with national health and safety standards, including considerations of crowding and overall capacity.

Operational and Resource Factors:

- The utilization of available classrooms and other facilities.
- The space required for administrative functions and staff operations.
- The workload of educators and the availability of departmental job posts.
- The impact on school operations, including efficient use of resources and management of learners.

Overarching Principles:

- The learners' best interests, ensuring that their right to quality education is prioritized.
- Preventing overcrowding to maintain a conducive learning environment.

- Regular analysis of the schools' current capacity to accommodate additional learners while ensuring compliance with applicable regulations and safety standards.

The SGB is committed to periodically reviewing the schools' capacity to ensure it aligns with legal requirements, infrastructure availability, and the schools' operational needs. These reviews will guide decisions on learner admissions and ensure that all admissions uphold the school's commitment to quality education and equitable access.

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

Minimum number of learners per class = 25 – not more than 30 learners in a Grade R class.

Despite the Department requiring an educator/learners ratio of 1:33 in Grade R, we cannot do so as learners have to move from three (3) classes in Grade R to two (2) classes in Grade 1, which make it difficult regarding the numbers.

Minimum number of learners per class = 35 – not more than 40 learners in Grades 1 to 6.

Taken the above-mentioned factors into consideration, the maximum capacity of Parow Inclusive School is as follows:

Total number of learners in school (Excluding Grade R) is: **420**

Total number of learners <i>per grade</i>		Maximum of learners <i>per class</i>
Grade R	75	30
Grade 1 – 3	210	35
Grade 4 – 6	210	35

In certain cases, as determined by the SGB, the number of learners per class may be restricted to ensure quality education.

See SCHEDULE B regarding determining capacity.

7. SCHOOL PROPERTY

The Applicant's attention is drawn to the following:

- (1) 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.

- (2) The parents of a learner at a public school shall be liable for any damage to or loss of the school property in respect of which the learner concerned is liable to Parow Inclusive School.
- (3) 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 school property.

8. 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 parent(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.

9. ORDER OF PREFERENCE REGARDING APPLICATIONS FOR ADMISSION

Please note:

- Unless and until the HOD, after consultation with the SGB, decides otherwise, the natural feeder area of the school is PAROW.
- The school is currently equipped and trained to cater only for instruction in English. Those in respect of learners genuinely residing with their parents (as defined in SASA) and whose chosen medium of tuition (the choice being exercised by the parent(s) in the application of admission) is English (Grade R – 6) and only Afrikaans as a Second Additional Language will receive tuition at Parow Inclusive School
- Whilst the School and SGB know that they may not unfairly discriminate against a learner on whose behalf an application is made for admission, and have no intention thus to discriminate, and whilst they are desirous of playing their part in the education of learners in partnership with the State, they appreciate that the School cannot accommodate all learners

and that some process of (fair) discrimination regarding admission of learners is inevitable.

NB - Therefore, and in view of the foregoing, it is the school's policy that the following preference be afforded to applications –

- (a) *First*, those in respect of learners *bona fide* (genuinely) residing with their parents (as defined in SASA) within the natural feeder area of the school, and whose mother tongue is the medium of tuition of the school.
- (b) *Second*, those in respect of learners *bona fide* (genuinely) residing with their parents (as defined in SASA) within the natural feeder area of the school, and whose chosen medium of tuition (the choice being exercised by the parent(s) in the application of admission) is the medium of tuition of the school.
- (c) Third, those in respect of learners whose parent or parents is/are genuinely employed at an address within the natural feeder area of the school, and whose mother tongue is the medium of tuition of the school. Parents must provide written proof of place of employment.
- (d) Lastly, the SGB reserves the right to afford overriding preference to:
 1. siblings of learners already enrolled at the school providing that there is a space available in the preferred grade.
 2. learners whose parents has moved into the immediate area within the year providing that there is a space available in the preferred grade.

10. REQUIREMENTS

Save where the provisions thereof will not serve the best interest of a learner or other learners, the SGB and the School refer to the Ministerial Policy.

11. ADMISSION OF NON-CITIZENS

Applications for admissions of non-citizens will be dealt with in accordance with paragraphs 19-21 of the ministerial policy and:

- The South African Schools Act, 1996 and this policy apply equally to learners who are not citizens of the Republic of South Africa and whose parents are in possession of a permit for temporary or permanent residence issued by the

Department of Home Affairs or whose parents have been recognised as refugees and are in possession of a permit issued in terms of Refugees Act (No. 130 of 1998, as amended) may apply for admission to Parow Inclusive School as these asylum seeker children are entitled in terms of the Refugee Act to obtain the same permit as their parents.

- A learner who entered the country on a study visa must present the study visa on admission to the public school.
- All documents listed below must be submitted as part of the admission application, as well as a certified copy of the parents' residence permit(s).
- According to **Circular: 0053/2021**, *"If the parent/guardian does not have any of the following required documentation, the learner must be enrolled at the school provided that the parent/guardian submits sworn written affidavit which confirms the learner's details, the parent's details, and date of birth."* **This is applicable to learners without a:**
 - ✓ **South African birth certificate/identity document**
 - ✓ **Foreign passport (in the case of a foreign learner)**
 - ✓ **Asylum seeker permit**
 - ✓ **Refugee permit**
 - ✓ **Study permit**
- Learners who are not citizens of South Africa, who are not in possession of a study permit and whose parents are not in possession of a permit for temporary or permanent residence issued by the Department of Home Affairs or whose parents have been recognised as refugees and are in possession of a permit issued in terms of the Refugees Act (No 130 of 1998, as amended) may apply for admission to Parow Inclusive School, provided that all documents listed above are submitted as part of the admission application with proof that the parents have taken formal steps to legalise their stay in South Africa as per regulation in the Constitution Act (No. 108 of 1996).

Furthermore, the Constitution and The Immigration Amendment Act 13 of 2011 states that the best interest of the child is of paramount importance when dealing with children.

- The National Education Policy Act (No. 27 of 1996) requires Parow Inclusive School to assist the child to obtain documentation where there is none, as 'all children in South Africa are equally entitled to education regardless of their status or documentation'. The Schools Act prohibits discrimination of any form when it comes to admission to school'

12. AGE REQUIREMENTS FOR THE ADMISSION OF A LEARNER TO AN ORDINARY PUBLIC SCHOOL OR DIFFERENT GRADES OF A SCHOOL

Learners are to be admitted to public schools and placed in different grades in the school according to the age requirements.

The admission age of a learner to a public school to Grade R is age six (6) in the year of admission. Grade R is now a compulsory part of Basic Education.

The admission age of a learner to a public school to Grade 1 is age seven (7) in the year of admission.

The statistical age norm per grade is the grade number plus 6.

Example: Grade 1+6=age 7.

If a learner has been admitted to a public school at an age above the age norm for a grade, such learner must, as far as possible, be placed in a fast-track facility, or with his or her peer group, unless it is not in the educational interest of the learner. In the latter case the learner must be placed in a suitable lower grade, and an accelerated programme must be worked out for the learner to enable him or her to catch up with the peer group as soon as possible.

The age-grade norm does not apply to a learner who is already enrolled at a public school on 1 January 2000, except that the previous paragraph may apply if it is deemed to be in the best interests of the learner.

A learner who is 16 years of age or older and who has never attended school and who is seeking admission for the first time or did not make sufficient progress with his or her peer group, must be advised to enrol at an Adult Basic Education and Training (ABET) centre.

13. LEARNERS WITH SPECIAL EDUCATION NEEDS

The rights and wishes of learners with special education needs must be taken into account at the admission of the learners to an ordinary public school. The South African Schools Act, 1996 requires ordinary public schools to admit learners with special education needs, where this is reasonably practical. Schools are encouraged to make the necessary arrangements, as far as practically possible, to make their facilities accessible to such learners.

The principal, educators and other support personnel concerned will determine if the school can provide the necessary support which would facilitate the integration of a learner in our school.

Where the necessary support which would facilitate the integration of a learner in a particular educational context, cannot be provided, the principal of the school must refer the application for admission to the Head of Department to have the learner admitted to a suitable public school in that province or to a school in another province. Before the Head of Department refers a learner as contemplated in the previous paragraph, the Head of Department must arrange for consultation with parents, principal, educators and other support personnel concerned.

14. THE SGB AND THE LEARNERS OF THE SCHOOL

16.1 All learners will be required to observe their duties and are entitled to exercise their rights and require the observance of their rights as set out in the Code of Rights and Duties of Stakeholders of the School.

16.2 The SGB considers itself to be in duty bound to protect the educators, learners, parents and non-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 -

- (a) reserves the right to scrutinise the disciplinary and behavioural 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 behaviour may endanger the very interest the SGB considers itself to be in duty bound to protect;
- (b) 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;

(c) 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

(d) 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.

15. THE PARENTS AND THE SCHOOL/SGB

15.1 The parents(s) of learners are requested to complete the prescribed consent form (indemnity) 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.

15.2 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.

15.3 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.

16. REPEATING GRADES

Repeating grades very seldom leads to a significant increase in the learner's abilities. In fact, the opposite often occurs. The norm for repeating grades is one year per school phase, where necessary. A learner will not be permitted to repeat a grade more than once.

Repetition

A learner who has repeated one or more years at school in terms of this policy is exempt from the age grade norm, except that, if a learner is three years older than the norm age per grade, the Head of Department must determine whether the learner will be admitted to that grade.

In principle, learners should progress with their age cohort. Repetition of grades seldom results in significant increases in learning attainment and frequently has the opposite result. The norm for repetition is one year per school phase where necessary. Multiple repetition in one grade is not permissible.

The norm is not to be construed as promoting the practice of automatic promotion. A learner's needs must be attended to through the efforts of the learner, and his or her teachers, with support from the learner's family and peers.

17. RIGHTS AND OBLIGATIONS OF PARENTS

The governing body of a school must inform all parents of learners admitted to a school of their rights and obligations in terms of the South African Schools Act, 1996, any applicable provincial law. Parents must specifically be informed about their rights and obligations in respect to the governance and affairs of the school, including the process of deciding the school budget, any decision of a parent meeting relating to school fees, and the Code of Conduct for Learners.

Parents have an obligation to support their children to attend school regularly.

18. SCHEDULE

Information required by the SGB in addition to that required to be furnished in term of Ministerial Policy of Provincial Policy of 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 confirming guardianship of 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 that place of employment of the 'parents' of the learner.
4. A copy of the identity of other document confirming the identity of each person failing 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/them 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.
7. Details of any noticeable disease from which the learner is or may be suffering and proof that the learner has been immunised against the following communicable diseases:
 - Polio
 - Measles
 - Tuberculosis
 - Diphtheria

- Tetanus
 - Hepatitis B
8. Details of any other serious misconduct of which the learner may have been found guilty of by a Court of Law or an SGB at any school where the learner may previously be rolled.
 9. A Certificate of Conduct completed by the school where the learner is presently enrolled.
 10. Details of any condition in the learner which may endanger the physical welfare of any of the learners or staff members of the school.
 11. Details of any specific needs the learner may have, and which may require attention to maximise the learner's school experience or promote his/her best interests.
 12. Details of any condition or circumstances of which the school should be aware of to protect the best interest of the learner and/or other learners of the school.
 13. Any specific subjects the learners may want to study, and which are not offered by a school closer to the learner's place of residence.

19. ROLES AND RESPONSIBILITIES

The Administrative Staff of Parow Inclusive School, under the authority of the SGB of the school, will ensure the effective and fair implementation of this policy.

20. DISPUTE RESOLUTION

Parents who do not agree with aspects of the policy have the right to appeal in writing to the SGB of Parow Inclusive School. It is expected that the SGB will respond in

writing to a written appeal within one month as the SGB traditionally only meet once or twice a term.

21. REVIEW of POLICY

This Policy may be amended, supplemented, modified, or altered from time to time by the SGB of Parow Inclusive School who represents all the role-players of the school, should a WCED Gazette be published; and/or reviewed once a year.

During review, the impact of the policy on the admissions of the school must be considered and adjusted to eradicate any possible negative effects it might lead to.

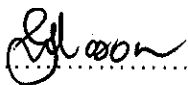
22. HISTORY of POLICY SIGN OFF'S:

<u>DATE:</u>	<u>SGB CHAIRPERSON</u>	<u>PRINCIPAL</u>
7 November 2019	Mrs R Ilunga	Mrs C Stopforth
6 April 2021	Mrs R Ilunga	Mrs G Mason
10 March 2022	Mrs R Ilunga	Mrs G Mason
27 February 2024	Mrs E Adams	Mrs G Mason
18 February 2025	Mrs E Adams	Mrs G Mason
26 February 2026	Mrs E Adams	Mrs G Mason

23. DATE of EFFECT

The Policy will come into effect in March 2026 and will remain in effect until amended.

Signed at Parow Inclusive School.




CO-ORDINATOR: G MASON



PRINCIPAL: G MASON

2026-02-26

DATE



CHAIRPERSON OF THE SGB:

E ADAMS

26.02.2026

DATE