Exploring the Impediments to the Implementation of Policy of Screening, Identification, Assessment and Support in Schools: Implications for Educational Evaluators

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Abstract
Effective schools are educationally inclusive schools, in which the teaching, learning, achievements, attitudes, and well-being of every person are of almost importance. However, it has been observed that some schools do not meet up the set standard for inclusiveness as a result of some implementation challenges. Thus, this study sought to explore the impediments/challenges faced by teachers in the implementation of the policy of Screening, Identification, Assessment, and Support (SIAS) in schools. The researchers adopted a participatory action research design using three schools selected from Motheo District. An interview guide was used to collect data from teachers and School-Based Support Team (SBST) coordinators, and district officials. Data were analysed thematically and it was found that SIAS as one of the Inclusive Education policies is not effectively implemented as a result of several challenges. Such challenges facing the implementation of SIAS policy include attitudes towards SIAS, lack of knowledge and understanding of SIAS, lack of support to learners and teachers, inadequate teacher training in SIAS policy. These implicate the expertise of educational evaluators in that they will use the findings of this study to come up with appropriate strategies to handle these existing impediments. The researchers, therefore, recommend that these identified challenges should be appropriately taken care of to ensure effective implementation of the policy of Screening, Identification, Assessment, and Support (SIAS) in schools.
Keywords: Explore, Impediments, Implementation, Policy of screening, identification, assessment and support

Introduction
Background and statement of the problem
The importance of training teachers for implementing Inclusive Education policies in mainstream schools has been widely emphasized in literature (Mbelu, 2011). To this end, the Initial teacher education (ITE) program has inclusive education as a compulsory component (Walton, 2017). In South Africa, teachers are required to follow the process of screening, identification, assessment, and support (SIAS), during the implementation of Inclusive Education (RSA DBE, 2001). The policy of SIAS was introduced in 2014 with a responsibility of effective improvement of Inclusive Education (RSA DBE, 2014). Despite that, teachers seem to be challenged at the course of the implementation of SIAS.

In South Africa, the implementation of Inclusive Education began more than two decades ago (Hodgson & Khumalo, 2016). In 2001, the Education White Paper 6 (EWP 6) was released with the sole purpose of building an Inclusive Education System (Englebreght, 2006; Mbengwa, 2007). The SIAS policy was launched in 2014 which was the strategy used to implement EWP 6 (RSA DBE, 2014). According to RSA DBE (2015), SIAS is defined as the policy that establishes the standard procedures for helping all learners to have access to quality education and achieve to their best of their ability. Majoko and Phasha (2018) opined that SIAS provides the policy framework for

the programmes of learners who require additional support. Objectives of the SIAS policy include early identification of learners with special education needs (RSA DBE, 2014).

Despite this laudable objective of SIAS, its implementation is hampered by teacher's lack of skills and knowledge in differentiating the curriculum to address a wide range of learning needs (Dalton et al., 2012). Dixon and Verenikina (2007) found that the in-service teachers do not have the required skills for LSEN in their classrooms as a result of lack of training. Implementation of the SIAS policy is always a difficult task for untrained teachers (Hodgson & Khumalo 2016; Majoko & Phasha, 2018). Teachers who lack training in inclusive demonstrate a negative attitude towards the implementation of SIAS (Majoko & Phasha, 2018). Besides, Dixon and Verenikina (2007) opined that the policy/practice divide has made teacher training for the implementation of inclusive policies to be difficult. Buttressing this, Hodgson and Khumalo (2016) found that there is no coordination of the conduct of teachers towards Inclusive Education policies and most of the teachers do not have the confidence, skill, and knowledge needed in providing for LSEN. However, lack of proper training to follow the SIAS process has made most teachers be unable to accommodate all learners and support LSEN (Ntseto, 2015; Hodgson & Khumalo, 2016). Based on the foregoing, the researchers explored the impediments to the implementation of the policy of SIAS in schools within the theoretical framework of Lev Vygotsky's social development theory (SDT).

Theoretical background

This study was anchored on the social development theory (SDT) by Lev Vygotsky. SDT assumes that the ability of knowledge and learning categories are created through social interactions (Vygotsky, 1978). This theory believes that there is an objective reality that is based on ontological and epistemological principles. SDT suggests that knowledge is something people construct together in communicative practice or social process. SDT which is an aspect of Inclusive Education theory is relevant in this study because SIAS is an Inclusive Education policy. SDT as a development theory involves the improvement of greater society. SIAS policy is also a well-planned policy that involves the development of the role players through training (RSA DBE, 2014). Both the SDT and SIAS policies indicate the importance of different and conducive learning environments for both the teachers and the learners. (Dixon & Verenikina, 2007; Kgothule, 2017). Vygotsky believes that maintaining learners in social and cultural environments is a way of preventing or remediating secondary (Vygotsky, 1993).

Review of related empirical studies

As a result of the challenges in the implementation processes of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the percentage of students with intellectual disability in mainstream settings did not increase as much (Buchner et al., 2021). One of the challenges of the effective implementation of inclusive education was the lack of communication between different parties involved (Martin et al., 2021). There are reduced opportunities for learners in the inclusive classroom because of the lack of full implementation of inclusive practices as a result of some impending factors (Tristani et al., 2021). Effective implementation of inclusive education in Ukraine cannot be achieved without placing the following factors in front: sufficient school funding, improvement of the regulatory and legal base, developing teaching and training teachers for realizing inclusive education in their teaching practice (Ubkovetska et al., 2016). Contrary to these findings, Mcgarrigle et al. (2021) found that Teachers in Australia were very confident in implementing inclusive practices in their classrooms. The implementation of inclusive education in South Africa is complex and inextricably as a result of historical injustices orchestrated by apartheid (Mckenzie, 2021).

Due to the dearth of literature on the subject matter, the researchers sought the challenges faced by teachers in the implementation of the policy of SIAS in South Africa. The researchers, therefore, posed the following research questions.

1. What are the challenges facing the implementation of the policy of SIAS?

2. What are the measures to overcome the challenges facing the implementation of the policy SIAS?

Method

Research approach and design

The researchers adopted a qualitative research approach for the study. This approach enabled the researchers to use participants' points of view to interpret and document phenomena in a natural setting (Maree, 2010; Thwala et al., 2020; Baloyi-Mothibeli et al., 2021; Thwala et al., 2021). Based on this approach, participatory action research (PAR) was adopted. PAR is a systematic process of collecting and analyzing data to take action and make the change as a result of information gathered through practical knowledge (Gillis & Jackson, 2002).

Participants

The study participants comprised 12 participants (3 SBST and 9 teachers) purposively selected from three schools of the Motheo District. Specifically, three SBST members from the three schools were selected to represent the SMT,

due to being responsible for the operation of inclusive policies like SIAS, co-ordination of the provision made for LSEN, working closely with staff, parents, and other agencies, among other criteria. Besides, three teachers represented three phases of each school, including Foundation Phase, Intermediate Phase, and Senior Phase, based on their teaching interests and experience making a total of nine teachers. Interviewing SBST coordinators together with teachers provided the researchers with relevant information about the challenges faced by the teachers during the implementation of the policy of SIAS.

Data gathering instrument, trustworthiness, and procedure
An interview guide was used for data collection. This enabled the researchers to have in-depth personal interviews with the participants to generate necessary data on the challenges faced by teachers during the implementation of the policy of SIAS. The trustworthiness of the interview guide was ensured by using the guide on different individuals before the actual data gathering. In the course of the interviews, a tape recorder was used to record participants' responses to ensure the credibility of the data. Focus group discussion was, conducted at the school level with one SBST coordinator and three teachers from each school. The discussions were achieved at optimal communication amongst all participants due to the small number of individuals. During discussions, the researchers created and encouraged a supportive environment for the discussions with the participants.

Ethical Considerations
Approval to conduct this research was obtained from the ethical clearance committee from the University of the Free State. The approval number is UFS-HSD 2018/0060. The following ethical issues in the research were observed by the researchers: maintaining the anonymity of the participants, presenting informed consent forms to the participants before the commencement of the discussion, maintaining confidentiality, and enhancing the quality of discussion.

Data Analysis
The qualitative data obtained were analysed using critical discourse analysis (CDA). The choice of CDA was informed for the fact that it is an interdisciplinary approach to the study of discourse that views spoken language as a form of social practice. CDA enabled the researchers to interpret and understand the spoken language of the participants about the purpose of the study through the data analysis.

Results
Based on the analysed data, two themes emerged based on study objectives.

Theme 1: Challenges facing the implementation of the policy of SIAS

Based on this theme and the responses of the participants, the following subthemes emerged.

Subtheme 1.1: Inadequate teacher training
Below are the excerpts from the responses of the participants. The names used below are pseudonyms.
Motaung: *For me, the training of teachers is not adequate, if for example…., SIAS was also provided in 2014, but before then it was used as the process. And also, for me, if you take teachers during a week or school Holidays…they must also be marking. Like in October, they have only five days, they spent five days in training of SIAS and they were thinking pass and puzzle. If trained at tertiary level, it could be…"*

Bush: *The five-day one was very good, and the three day one was not so good because the people there were not prepared. And because I had the five days one already, I gained much already, but the five day one was very good, I have learned a lot from it.*

Khutsana: *More or less effective, but not so effective because we were given too much information in a short space of time. It was, they call it CSL, Care and Support for Learners with Learning Problems, something like that.*

Metsi: *Yah... from my point of view I think even those that are trained, they need constant refresher training because even those that are trained they don't implement SIAS as it should.*

Summarising the views of the participants, the LSF asserted that teacher training for SIAS policy implementation is not adequate due to timing and the duration involved in it. For example, it was found that their trainings are mostly during holidays and that could be inconveniencing, as teachers might be covering some of their administrative duties.
Subtheme 1.2: Lack of knowledge and understanding of SIAS
Based on this subtheme, the following excerpts were obtained

Motaung: *So we feel there is that lack of that saying learners can learn but on different paces.*

Leoto: *Sorry, can I ask, Mme nna I don't understand what is SIAS? Can you say it in full?*

Nku: *Eh... I think.... for now because most of us, most of the teachers except for those who went for training don't know what SIAS is all about and how to start the... Yes, filling in the forms and staff, so I think we need training.*

Maduna: *After a bit understanding of what SIAS is in terms of the educators, we did not understand exactly what SIAS is, therefore we cannot implement what we do not understand.*

Leoto: *Mme, do you say it was about SIAS? These questions cannot be answered because we have not been there.*

Khutsana: *No, it was not training, it was a workshop of Care and Support and not SIAS. No, and also me, we have not been trained. Only next week, here is the invitation. Not yet been trained. Hmm, it was not a training it was a workshop on Learner Support, it was not SIAS.*

Motaung: *But for me my gripe was, the issue is working in isolation. If Curriculum Section can acknowledge that I'm also the SA and my job is to support. But now the district will only focus on me to accounting as the LSF. Now when the SAs, reach school level they can't support, they don't know how to support. But if we were also in the same platform with them, if I book a car I must get it just like the SA, now Ntate has told me that I must prioritise.*

In summary, the participants confessed that there are some teachers with a lack of knowledge and understanding of SIAS policy implementation. This was attributed to the fact that the coordinators do not associate the workshop of Care and Support they attended with SIAS. Besides, lack of knowledge could be caused by a limited number of invited trainees as reported by the participants.

Subtheme 1.3: Inability to differentiate curriculum

Metsi: *Yah, from my point of view I think even those that are trained, need constant refresher training because they also don't implement SIAS as it should. And in most disadvantaged schools, I think because of the large number of learners, teachers can't properly screen those children.*

Setho: *I think Subject Advisors are still not yet well conversant with curriculum differentiation. So we still have that thing of taking them through that training of curriculum development in their respective subject, so that when they go to teacher campaign that they should do curriculum differentiation, then they can demonstrate to the teachers if the topic is like this, this is how to approach it.*

Motaung: *Learner profile, expanded opportunities and how to go about all those things, it talks about concessions and accommodation, but teachers don't go through that chapter of CAPS Document. But you will find now in one school there is one case or two. Within a month Ntate (CM) will come for promotion, teachers will be saying (no, Mr Motaung is aware of these learners).Is obvious when I ask for evidence of support... in other words learners who have been referred are those that teachers are not going extra-mile.*

Summarily, the participants agreed that lack of knowledge and understanding of curriculum differentiation should be seriously handled because even teachers who have attended training, are still not particularly conversant with curriculum differentiation.

Subtheme 1.4: Wrong referrals, reports and placement

Motaung: *We have that challenge with schools as Inclusive Sections, when they refer the learners to us we need the latest report, you find that in this report the learner has maybe the raw marks of thirty eight, the class, the average maybe is forty five. Because they have no clue that the grade average talks a lot. You know I could pick it up Ntate Setho in the referral, in the report whether there was no teacher of the subject at that time, is either the teacher was ill, was either incompetent in terms of assessing learners in that subject. I could pick up during that whether the learner was taught or not and then he has been referred.*

Setho: *Because it seems even at school level, scientifically so, is not all learners who's supposed to be referred. Sometimes you may find that it's just the teacher who's not capacitated on curriculum differentiation. So, if he is not able to differentiate the subject matter he will end up saying no those learners cannot cope whereas he just have to*

follow that curriculum differentiation for him to reach that learner. And they end up making the whole thing a referral to the SBST and really it's not supposed to be like that.

Metsi: *You see, when you touch on the point that Ntate said about progressed learners, not all progressed learners are candidates. You know some of the learners are very brilliant, because just play some truancy because of other reasons they end up being progressed.*

Motaung: *And it's coming up and up, SIAS also talks to schools about those learners with high level of support that need to go to special schools. And you will find that some learners' ISPs in schools if ever you can read the report why this learner has been referred you will find that it's by default because of the wrong process. This learner was manufactured, but after placing him to special school the learner gets better. Now it still goes back to Mainstream.*

Participants agreed that some of the teachers are unable to fill in SNA 1 honestly and properly and wrong information simply proves that curriculum differentiation has not been applied. Being unable to support identified LSEN by applying curriculum differentiation also leads to wrong reports, referrals, and default placement.

Subtheme 1.5: Negative attitudes towards SIAS

Setho: *And they laugh these teachers if I tell them that even you teachers you might sometimes be barriers to these learners. You always blame the learners but if you yourselves as the teacher you unable to reach all these learners, then you become a barrier to these learners.*

Motaung: *And also, under the realisation of chapter nine of that Subject Advisors' Policies, it talks about learners who are progressed, learners who are repeating, but teachers ignore that chapter nine.*

Metsi: *The other thing you know I was the principal of the school and, honestly speaking, as principals we are not very clued up with what we need to do in terms of this course. And I think principals must be empowered so that they can support the SBST and be hands-on to support those children.*

Motaung: *And also, under the realisation of chapter nine, it talks about learners who are progressed and who are repeating. Teachers ignore that chapter nine of CAPS Document talking about learner profile, expanded opportunities and how to go about all those things, it also talks about concessions and accommodation.*

In summary, the participants reported that mainstream schools display negative attitudes towards inclusion, and most teachers lack confidence, skills, and knowledge in providing for the individual needs of their learners. Besides, it was indicated that negative attitudes towards Inclusive Education are also displayed by leaders, especially school principals who should be the chief implementer of SIAS

Theme 2: Measures to overcome the challenges facing the implementation of the policy SIAS

Subtheme 2.1: Teamwork

Motaung:

But for me, the issue is working in isolation. If Curriculum Section and I'm the Subject Advisor my job is to support but now the district will only focus on accounting as the LSF. Now, when the SAs reach school level, they don't know how to support. If we were also in the same platform with them, if I book a car I must get it just like the SA, but I'm told that I must prioritise.

Moletsane:

Teamwork, where there is remedial teacher also parent must also take part. Because parents will tell you this and when you tell them your child behaves like this, she will tell you another different story. Lefa's dad once came to me and he doesn't understand that we as teachers experience problem with Lefa. Then he said to me at home he can speak English fluently, he can write, read and even let it show immediately to back up what he said. So, I was asking him, are we speaking about the same child, because what we are experiencing here at school is bad.

Motaung:

There is also one issue I raised up there in one of the meetings that the Chief Director is working with SAs in terms of Curriculum, in terms of resources and schedules. But now the problem is that we only found out in July or in August that there are 2000 learners who have been progressed. And if we knew by March we should have profiled those learners in our section.

Subtheme 2.2: Recruitment of Professional Specialists

Nku: *I think we need more teachers who studied this course? Yah Remedial Education or Inclusive Education, I think that way. Yah I think that way there will be teamwork.*
Setho: *From there, the other thing is that, at schools I think if we can make sure that each phase actually has specialist teachers.*
Motaung: *Again, just to add, Ntate, that is one of the criteria for SBST, there must be a Specialist teacher in the SBST.*
Nku: *I think we need more teachers who studied this course.*
Bush: *Remedial teacher and remedial class. I mean, there is one child in grade seven.*
Metsi: *Advantages in the previously Model C schools they have their own Psychologists, their own you know manpower and Support Teachers to deal with those children. So, we are still... you know… in this country's imbalances where the past are still haunting us.*

All of the above participants believe in professionalism as the component for improved implementation of SIAS to demonstrate behaviour that portrays the knowledge and skills of the profession that distinguish specialists from other workers.

Subtheme 2.3: Adopting professional roles and responsibilities

Monke:
Eh...I think teachers should be able to apply what SIAS is all about, so that they must be able to assist learners and be able to realise that on day to day basis in their classes, some of the challenges that they are experiencing need them personally to be able to address them so that learners can be able to learn.

Segoe:
I think, Mme, I don't know, let's say the improvement may also come as a result of if all the stakeholders are being involved, so that at least everybody will be sure that now this policy is realised.

Metsi:
Yah, you know in management and governance point of view, Circuit Management and so on we have a role to play in terms of supporting, especially in these referrals.

Setho:
Yah, I think SAs we have a role, I will go back to what I said before that our teachers seemed to be referring learners on their whole same basis, whereas if they were well trained in terms of curriculum differentiation they would not have an influx of learners being referred. I think as SAs we should make sure that we train our teachers in terms of curriculum differentiation as Subject Specialists, especially on particular topics that seem to be problematic so that they can be able to cover with the requisite of curriculum coverage. Also, to make sure that at the end the learners have acquired the requisite skills and knowledge in terms of the time or the tracker that is there."

All participants have confessed their professional roles and responsibilities as far as improving implementation of SIAS with teacher training is concerned. As professionals, participants acknowledge that they must adhere to the local, state, and federal laws about education and instructional issues, meaning they should all be involved in the implementation of SIAS policy and adhere to Inclusive Education laws.

Subtheme 2.4: Networking for professional support
Phoka:
I think, if they can bring the Social Workers, especially Psychologists because I think they will ex-pantiate more on the strategies that the teachers can use, to identify all those learners that have learning barriers. It is not only on their academic side, but even the behaviour of the learners hamper their progress. Some of them need the specialist, the psychologists and the social workers.

Segoe:
I think is when teachers start to be concerned about the learners faced with barriers around the classes. Then follow the process of SIAS and not just signing any learner who is having any certain behaviour without the performance

been known, just step by step until they are sure that now such a learner will have to be referred or need assistance of some sort.

Motaung:
Maybe to support you, last week I went to collect referrals from one school, and then with screening we check the learners how did you go with gender, age, grade etc. This learner is seven years, first year in grade one. This child is referred, he never repeated so I said to the schools, I don't test because I will come back to assess the learner and our recommendation is to let the child repeat. Is obvious and I would say where is the evidence of support.

Summarily, participants agreed that there is, therefore, a need for schools and districts to network with other departments for professional support. Although there was no direct question about commitment to SIAS policy teacher training, some of the responses addressed it indirectly. And the question that was addressed was whether teachers should be trained on SIAS policy.

Subtheme 2.5: Commitment to in-service training of SIAS at the school level

Mofokane, *Maduna,* Moletsane, Bush, Monke responded thus: *SIAS opens the eyes for you to understand what the child is going through, so if training is there for the teachers, then everything will be solved, everything will be fine, everyone would know how to tackle a child with the challenges. And about teacher training for SIAS, when learners are... I wouldn't say be referred but when learners are not supported from Primary School there will also be problems at High School Level. So SIAS is tackling that problem in order for you to support the child at the younger age so that the problem wouldn't increase at High School Tertiary Levels.*

Moletsane: *All of us are part of those children, not certain teachers, not those who are in SBST or the ones who are there for the special education.*
Segoe: *At first we thought mainly that SIAS is strictly meant for members of the SBST, only to find that now it is everybody's business at school level. So teachers also must take part and ensure that now they are adhering to the policy itself.*

Nku: *Yah I think that teachers need training because I have done little reading research about what SIAS is all about, and then this policy doesn't only include learners in the class. It goes as far as ... maybe some of them would have problems at home like social problems. So we need training so that we can be able to help children so that at the end of the day we don't end up passing or do transfer learners who do not need to be transferred.*
Motaung: *Yes, it was a strategy and also for me if teachers can be trained at tertiary level, where they get exposed. Let us say teacher training where you come to a school and say I am inclusive teacher on an ad-hock it will only be done after confession, Diploma or ACE. Is then we gonna be exposed to SIAS, but if I can say I'm trained as a remedial teacher, I'm a Support Teacher. But now if you take teachers during a week it is not going to benefit them.*
Bush: *We should learn a lot from that training.*

Summarily, the participants agreed that in-service training of SIAS seems to be what participants accept as the need to improve implementation of SIAS implementation.

Subtheme 2.6: Commitment at the district level
Setho:
I think as SAs we should make sure that we train our teachers in terms of curriculum differentiation as Subject Specialists, especially on particular topics that maybe seem to be problematic so that they can be able to cover with the requisite of curriculum coverage. We should also make sure that at the end learners have acquired the requisite skills and knowledge in terms of the time or the tracker. So, that will make it easier in terms of curriculum and pedagogy and it will also make the work of the LSA much easier.
Metsi:
From my side I think Ntate made a point that this SIAS training of teachers should be done on the part of an Ad-hock basis. It is not given the attention it deserves, because teachers are not trained at tertiary level. I agree with that because if it is done as a specialisation, that will help. The district must be communicating with tertiary institutions to find out how best we can do that, but maybe your research will help us with that.
Setho:
Yah... maybe again on training like what you were saying that our teachers are not trained from the institutions of Higher Learning. Perhaps what we can do also we can train them on quarterly basis, maybe term one we train them

on this, then term two on that. By the end of the year, at least they will have got recovered a lot, but if you just pick them for just two days or five days or one in a year then... Maybe you can say let's start here, and then the SAs also push on the other side with curriculum differentiation. You start this side on something so that we go on. From there the other thing is that, at schools I think if we can make sure that each phase actually has specialist teachers. In the Foundation phase we have three teachers who are special teachers, then three in the Intermediate phase specialising with Languages and then package NST with Maths, Science and Technology.

Discussion of the results

The findings of this study have revealed the challenges teachers face in the implementation of the policy of SIAS and measures to overcome such challenges. Such challenges include inadequate teacher training, lack of knowledge and understanding of SIAS, inability to differentiate curriculum, wrong referrals, reports and placement, negative attitudes towards SIAS among others. The following measures were identified to take care of the identified challenges: teamwork, recruitment of professional specialists, adopting professional roles and responsibilities, networking for professional support, commitment to in-service training of SIAS at the school level, commitment at the district level.

In line with the findings of the study, the literature confirmed that untrained teachers find it difficult to implement inclusive policies, and these policies faced difficulties due to policy-practice divides in special education (Shaddock Report, 2005; Ryan, 2006; Dixon & Verenikina, 2007). Besides, Walton (2017) concurs that in SA and internationally, lack of teacher training is often impeding the achievements of Inclusive Education because teachers just learn theory and not practice. Further to that, Majoko and Phasha (2018) strongly believe that if teacher training is inadequate, the graduate teachers cannot meet the needs of diverse learners. Therefore, as SA policy, the non-implementation of SIAS is attributed to insufficient professional development, hence the need to improve implementation with teacher training by SBST, DBST, SAs, and CMs, collaboratively. Supported by literature, teacher training of SIAS is important to address any lack of knowledge and skills affecting how teachers engage in inclusive classrooms (Shaddock Report, 2005; Ryan, 2006; Dixon & Verenikina, 2007; Florian & Linklater, 2010; Mudzingwa, 2018). Untrained teachers find it difficult to implement inclusive policies, and these policies also face difficulties due to the policy-practice divide in mainstream schools. Khanya et al. (2019) that a lack of Individual ISPs to support LSEN is one of the indications of SBSTs that are not functional at some of the schools. According to participants, information resources about learners will be accessed when teachers communicate and actively take part in departmental training, professional committees, seminars, and courses that contribute to an updated set of professional views and standards.

One of the challenges of the effective implementation of inclusive education was the lack of communication between different parties involved (Martin et al., 2021). There are reduced opportunities for learners in the inclusive classroom because of the lack of full implementation of inclusive practices as a result of some impending factors (Tristani et al., 2021). The implementation of inclusive education in South Africa is complex and inextricably as a result of historical injustices orchestrated by apartheid (Mckenzie, 2021). On the contrary, Mcgarrigle et al. (2021) found that Teachers in Australia were very confident in implementing inclusive practices in their classrooms. Effective implementation of inclusive education in Ukraine cannot be achieved without placing the following factors at the front: sufficient school funding, improvement of the regulatory and legal base, developing teaching and training teachers for realizing inclusive education in their teaching practice (Ubkovetska et al., 2016). These findings point to the fact that a lot of efforts need to be put in place to ensure adequate implementation of the policy of SIAS in the Republic of South Africa. These implicate the expertise of educational evaluators in that they will use the findings of this study to come up with appropriate strategies to handle these existing impediments.

Conclusion and recommendations
The challenges surrounding the implementation of SIAS policy include support to learners and teachers, teacher training in SIAS policy, knowledge and understanding of SIAS, attitudes towards SIAS, involvement of other officials in SIAS has been identified. These challenges surrounding the implementation of SIAS policy have led to infringement on the educational rights of many learners, especially at numerous disadvantaged schools. These schools end up being categorised as underperforming schools, due to the poor results of learners. The findings of this study indicate that SIAS policy implementation needs urgent attention so that all the stakeholders can be on board and support each other to achieve the aims of the policy.

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