



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

AUTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES



Let's Grow North West Together



NORTH WEST DEPARTMENT OF EDUCATION

AUTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES

The North West Department of Education has developed the Autism Specific Education Infrastructure Guidelines with the purpose to guide the Chief Directorate: Infrastructure Management and Inclusive Education on key requirements that will enable quality education for learners on the Autism Spectrum. Autism Specific Education will cater for children that experience difficulty with social communication and interaction with an understanding that each child has a unique behavioural pattern.

The guidelines aim to create culture of planning and constructing a high standard of facilities within the North West that are functional, economical and pragmatic with an emphasis on low maintenance finishes and systems. The schools will promote quality education and development for autistic children that are within the educational system and those that have been excluded due to the lack by the system due to the lack of knowledge in understanding Autism Spectrum Disorder as a neuro- developmental disability.

The Autism Specific Education Infrastructure Guideline is based on the knowledge and wisdom of various individuals; organisations and entities that have key expertise on the Autism Spectrum Disorder. The North West Department of Education acknowledges and expresses sincere gratitude to:

- Gauteng Department of Education
- Western Cape Department of Education
- Free State Department of Education
- Autism South Africa
- Fond Foundation
- North West University
- National Autism Symposium
- North West Department of Health

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DEFINITIONS

Autism Spectrum Disorder: Is a neuro- developmental disability characterised by difference in social communication and social interaction, repetitive or restricted patterns of behaviours, Interests, or activities, which can include hyperactivity to sensory inputs.

Early Childhood phase: Early childhood comprises of a number of life stages, marked by developmental milestones. It is a stage in a human development following infancy and preceding middle childhood, and spans up to the age of 8 years.

Foundation phase: It is the first three years of schooling, and the medium of instruction is the learner's home language. The language of teaching and learning then switches to English in the Intermediate Phase and for the remainder of the schooling system.

Intermediate Phase: It is addressed from learning areas of grade 4 to 6. During this phase specific subject content is developed and enormous emphasis is placed on the holistic development of the child meaning that social, emotional, intellectual and physical development are all equally important.

Senior Phase: The Senior Phase (Grade 7 to 9), is an important time for learners aged 13 to 15. Individuals start the transition from child to young adult. Young and acquiring minds begin to think more complex and abstract terms. This creates opportunity for more in-depth learning, critical thinking and the further development of problem solving skills.

Heavy Vocational Phase: A phase that prepares people to a skilled craft as an artisan, trade as a trade's person, or work as a technician. It prepares an individual to be gainfully employed or self-employed with requisite skill.

Neuro-typical: It is a formal term used to describe a person whose brain functions are considered usual or expected by the society. This term is often applied to people who do not have a developmental disorder like autism, differentiating them from those who do. It is neither a mental disorder nor even an official diagnostic term.

Gross motor treatment area: It is an area that is used to treat the skills and the abilities that allow individuals to do tasks that involve large muscles in their torso, legs and arms.

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Snoozelen room: It is a room that provides relaxing spaces that help reduce agitation and anxiety, but they can also engage and delight the user, stimulate reactions and encourage communication. The snoozelen room should be used under supervision of an occupational therapist. Otherwise one risks causing overstimulation which can lead to dysregulation.

Sensory room: It is a controlled intentionally created space that provides multi-sensory resources to support a learner's sensory needs to enable them to engage in learning. It is a special room designed to develop a person's sense, usually through special lighting, music and objects. Sensory room should be used under supervision of an occupational therapist. Otherwise one risks causing overstimulation which can lead to dysregulation.

Vestibular equipment: The vestibular system, in vertebrates, is a sensory system that creates the sense of balance and spatial orientation for the purpose of co-coordinating movement with balance."

ABBREVIATIONS AND/OR ACRONYMS

ASD: Autism Spectrum Disorder

BMS: Building Management System

ECD: Early Childhood Development

GDE: Gauteng Department of Education

LSEN: Learners with Special Educational Needs

PABX: Private Automatic Branch Exchange System

PAM: Personnel Administration Measures

TABLES: -

- Table 1: Disability classification weighting
- Table 2: Post provisioning per disability
- Table 3: Provision of posts of education therapists
- Table 4: Technical Occupational Curriculum Electives
- Table 5: D-CAPS Electives
- Table 6: Accommodation Requirements

GRAPHS: -

- Graph 1: Low to medium Autism Spectrum Disorder (ASD) learners
- Graph 2: High Autism Spectrum Disorder (ASD) learners

1. Background

Learners on the Autism Spectrum have extensive learning and interaction challenges which may include behavioural, medical, sensory, communication and intellectual difficulties. The type and severity of each challenge differs in each learner. Many learners on the Autism Spectrum are unable to access the education system, due to their high support needs which might include aggressive or disruptive behaviour. They are often even refused access to ECD centres, which limits their ability to attend formal education. An Autism Specific Education environment will assist in addressing the specific challenges for those learners on the Autism Spectrum Disorder, which often cannot be addressed in ordinary mainstream schools or even special schools for learners with intellectual disability.

The purpose of the Autism Specific Education Infrastructure Guidelines is to guide the Chief Directorate: Infrastructure Management and Inclusive Education on key requirements that will enable quality education for learners on the Autism Spectrum. Autism Specific Education will cater for children that experience difficulty with social communication and interaction with an understanding that each child has a unique behavioural pattern.

A specific objective is to achieve a high standard of facilities that should be simple yet functional, economical, and pragmatic with an emphasis on low maintenance finishes and systems. Lifecycle costs should be low and any options to achieve this should be considered.

2. Policy and Legislation

This section outlines the policies which govern the built environment and education. The list is not exhaustive and reference can be made to additional legislation which can be deemed to be appropriate.

2.1. Infrastructure Policies and Legislation

- South African Schools Act (Act 84 of 1996)
- Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure
- Guidelines for the Provision of Boarding Facilities in Public Ordinary Schools
- Framework for Infrastructure Delivery and Procurement Management (FIDPM)
- Government Immovable Asset Management Act (Act 19 of 2007)
- Spatial Planning and Land Use Management Act (Act 16 of 2013) and Respective Municipal By-Laws
- National Heritage Resource Act (Act 25 of 1999)
- National Environmental Management Act (Act 107 of 1998)

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- Traffic Impact Assessment in accordance with the respective Local, Provincial or National Roads Authorities provisions.
- Occupational Health and Safety Act (Act 85 of 1993)
- National Water Act (Act 36 of 1998)
- National Building Regulations and Building Standards Act (Act 103 of 1977)
- South Africa's National Building Regulations (SANS) 10400
- National Healthcare Waste Management (NHCWM) Regulations

Core Focus: Site Clearance is undertaken to ensure that the project site is available to the State and is feasible for the intended use.

2.2. Learner Social Support Services Legislation and Policies

- Draft National Guidelines for Resourcing an Inclusive Education System March 2018
- The White Paper on the Rights of Persons with Disabilities, December 2015
- Policy on Screening, Identification, Assessment and Support (SIAS) 2014
- Personnel Administration Measures (PAM) 2022
- White Paper on the Rights of Persons with Disabilities (WPRDP) 2015
- UN Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
- Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014)
- School Resource Centers 2007
- National Learner Transport Policy 2015
- All staff and volunteers are to have their names cleared against the National Child Protection Register (NCPR) and the Sexual Offences Register as being suitable to work with children in terms of The Children's Act, Act 38 of 2005 (as amended)

2.3 Curriculum

- National Education Policy Act (Act 27 of 1996)
- South African Schools Act (Act 84 of 1996)
- National Curriculum Statement, Grades R to 12 (2011)
- Differentiated Curriculum and Assessment Policy Statement Section 1 Generic Section
- National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009)

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- Section 11 of the Children's Act (Act 31 of 2005)
- Chapter 5, section 76 of the Children's Act as amended (2007)
- Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)
- Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013)
- Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013)
- Guidelines for Responding to Diversity in the Classroom (2012)
- National Protocol on Assessment (2011), specifically Chapter 9
- National Policy Pertaining to Promotion and Progression Requirements (2011)
- Department of Basic Education Curriculum and Assessment Policy Statement: Technical Occupational Curriculum (TOC 3 stream model)

3. Learner Enrolment

- Children's age ranges will be classified according to Early Childhood phase, Foundation phase, Intermediate Phase, Senior Phase and Heavy Vocational.
- The age ranges are from 3 years to 18 years. The admission from 3 years of age is to ensure the early intervention and support for learners and parents. Learners requiring further support from the age of 19 years to 21 years require special approval in accordance with the provisions of the South African Schools Act of 1996 (Act 84 of 1996).
- The Autism Schools will cater for both daily learners and hostel dwellers.
- Daily learners will be enrolled from 3 years to 18 years of age. Hostel Admissions will be from 6 years to 18 years of age.

3.1 Autism School Capacity

The Policy on Screening, Identification, Assessment and Support (SIAS, 2014) divides disabilities into "Categories of disability". These categories have been weighted and categorised as: multiple disabled; deaf; hard of hearing; blind; partially sighted; deaf/blind; cerebral palsy; specific learning disability; behavioural disorder; mild or moderate intellectual disability; severe intellectual disability; profound intellectual disability; physical disability; autistic spectrum disorders; epilepsy; attention deficit disorder and with/without hyperactivity (Department of Basic Education, 2014).

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The disability classification of learners is allocated in terms of the Personnel Administration Measures (PAM, 2022). It assigns the following weightings to disabilities:

Table 1: Disability classification weighting

Disability	Weighting
Autism Spectrum Disorder (ASD)	6
Epilepsy	3
Cerebral palsy	4
Physical Disabled (PD)	4
Severe Behavioural Problems (SBD)	5
Severe Intellectually Disability (SID)	3
Mid to Moderate Intellectual Disability (MID)	2
Head of Hearing	5
Partially sighted	5
Blind	5
Deaf	5

Source: Personnel Administration Measures (PAM, 2022)

The 1998 Post Provisioning Model as published in the Government Gazette No. 119627 on 18 December 1998 indicated the weighting of learners on the Autism Spectrum as 6.0. This implies that one learner with Autism Spectrum Disorder equals 6 neuro-typical learners. For example, if a learner with the Autism Spectrum Disorder (ASD) is considered with a weighting of 6 assigned to them, the care and attention and space required equals the needs of 6 neuro-typical children. Instead of the 40 neuro-typical learners per class, on a ratio of (40/6) ASD Classrooms can therefore accommodate ASD learners amounting to 6-8 learners per class (GDE Guideline).

A school that solely supports autistic learners will have a typical enrolment of approximately 80 to 120 learners classified as follows:

- The maximum number of learners in a classroom that require low support will be eight (8) learners per classroom with a Teacher and Teacher Assistant.
- The maximum number of learners in a classroom that require medium support will be five (5) to seven (7) learners per classroom with a Teacher and Teacher Assistant.

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- The maximum number of learners in a classroom that require high support will be for five (5) to seven (7) learners per classroom with a Teacher and Teacher Assistant.

Learners living with disabilities require additional support from various categories of personnel. The norms with regard to the provisioning of educator posts, including teaching staff, therapists and psychologists still need to be determined. Until new norms have been determined, the norms for the allocation of educator (teaching staff) posts that applied in terms of the 1998 Post Provisioning Model, as published in Government Gazette No. 119627 on 18 December 1998, as well as the norms that applied in respect of therapist and psychologist posts, will continue to apply except in schools where the allocation is done in terms of a field testing of norms that are in the process of being developed. The weightings that apply to learners for purposes of allocating educator posts in terms of the Post Distribution Model are as follows:

Table 2: Post provisioning per disability

Disability	Number of posts per learner
Specifically Learning Disabled	3.0
Severely Intellectually Impaired	3.0
Epileptic	3.5
Cerebral Palsied	3.5
Physically Disabled	4.0
Severe Behavioural Problems	5.0
Hard of Hearing	5.0
Partially sighted	5.0
Blind	5.0
Deaf	5.0
Autistic	6.0

Source: Personnel Administration Measures (PAM, 2022)

In accordance with specific circumstances in a department, each of the above weightings may be increased, after consultation with trade unions who are members of the ELRC, by between 0% and 20%. It is important to note that the weightings that apply to learners based on the: curriculum, school phase, medium of instruction or the fact that both primary and senior secondary phases are provided for do not apply to ASD learners. Learners with moderate learning disabilities are weighted in terms of the curriculum and not in terms of their disability. Learners

accommodated in special schools that provide vocational training, the weighting is deemed as 2.5 weighted learners each.

3.2 Stakeholder Participation

All relevant stakeholders and community are to be properly engaged throughout the entire project life-cycle. This includes but is not limited to

- Department of Health
- Department of Social Development
- Department of Public Works and Roads
- Department of Agriculture, Land Reform and Rural Development
- Department of Public Works and Infrastructure
- Department of Human Settlements
- Local and District Municipalities
- Local community

4. Staff Component

Typical Staff Component will comprise of:

- Experienced Management (I.e.: Principal; Deputy Principal; Hostel Managers, and Complex Managers etc.)
- Educators
- Teacher Assistants
- Administration Support (Admin Officer and Assistant)
- Nurse and Assistant(s)
- Remedial Therapist(s) and Assistant(s)
- Social Worker(s) and Assistant(s)
- Speech Therapist(s) and Assistant(s)
- Occupational Therapist(s) and Assistant(s)
- Educational Psychologist(s)
- Drivers and Mechanics
- Grounds persons
- Cleaners
- Hostel Parents

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- Kitchen Staff
- Laundry Staff
- Hostel Assistants
- Education Therapist(s)

In terms of the Provision of Posts of Education Therapist (ELRC Resolution No. 5 of 1997) the post provisioning norms for special schools in respect of education therapists are additional to post provisioning in respect of other categories of educators, namely those with teaching or psychological responsibilities. The following post provisioning norms apply in respect of education therapists:

Table 3: Provision of posts of education therapists

Disability	Number of posts per learner
Cerebral palsied	0.050
Physically disabled	0.040
Specifically learning disabled	0.033
Visually impaired	0.010
Hearing impaired	0.010
Epileptic	0.020
Autistic	0.033
Severely intellectually impaired	0.010

Source: Personnel Administration Measures (PAM, 2022)

In order to determine the number of therapist posts to be provided to a school, the number of learners in each disability category is multiplied by the applicable norm in terms of Table 3. Each learner may only be counted once even though they may have multiple disabilities. Learners who have multiple disabilities are counted under the category of disability that is, for purposes of post provisioning, more dominant. The allocation of therapists is done in accordance with the specific needs of the school.

5. Provision of Autism Schools in the Province

The Autism Specific Education Schools roll-out plan for the North West Province is as follows:

5.1. Short to Medium Term

Planning and construction of One Autism School per District in the Province will be implemented within the next five-year period (Medium Term Strategic Framework 2025-2029) with the support of Resource Centres. The identification of project areas within the respective districts must be strategically and centrally located in order to ensure that the Schools benefit the children in the Province.

5.2. Long Term

Planning and construction of Autism Specific Schools in each Local Municipality are based on the statistical data from the Department of Health and Department of Social Development and needs requests emanating from Districts in the Province. This data should also guide the location of each proposed facility.

5.3. Location of Projects and Radius to Socio-Economic Amenities

The identified project areas for the Autism Schools must be accessible, strategically and centrally located in suitable areas in order to benefit the learners and to minimise the travelling distance for daily learners and learners residing in hostels. The allowable traveling distance and time from learners' residential areas to school facility should be equal/ less than 30km or 45 minutes. The Autism Schools must be within a 1km – 30km radius from the following amenities:

- District Hospital
- Police Stations
- Emergency Services (Fire Services)
- Special Schools that have been identified as Resource Centres
- Local Education Office or District Office
- Nearest Town
- Transport Facilities

Land identified for the schools should not be allocated close to or adjacent to: cemeteries; business centres; liquor stores; railway stations; taxi ranks; sewerage treatment plants; landfill sites; factories; public hostels and busy roads/ arterial roads in accordance with the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure.

5.4. Hostel Accommodation

The Autism Schools will also provide hostel accommodation for learners that will require the service where practical and possible, as a means to mitigate travelling distances. Hostel accommodation will be provided in the following manner:

- Hostel Accommodation Block(s): Foundation Phase
- Hostel Accommodation Block(s): Intermediate Phase
- Hostel Accommodation Block(s): Senior Phase and (Heavy) Vocational

The number of learners to be accommodated on the hostels will be determined by the enrolment of learners in the school. The hostel typology must be a home environment that takes cognisance of safety measures should emergency situations occur. Key factors the hostel building and hostel area should have: sick bay; emergency/ambulance vehicle parking; cameras; strip lighting in case of power outages.

5.5. Land Extent

The extent of the schools will have a minimum of 7.5Ha with a maximum of 10Ha based on the statistical need for the school in relation to the weighting allocated of one learner on the Autism Spectrum Disorder (ASD) having a weighting of 6 neuro-typical learners (Ratio: 1:6). For new infrastructure in areas not proclaimed the applicable extent should range from minimum of 7.5Ha with a maximum of 10Ha, and for proclaimed areas the applicable extent should be equal or as close as possible to 6.8Ha.

5.6. Land Allocation and Ownership

The North West Department of Education will only accept land donations with the required land allocation letters and proof of ownership in the form of a Title Deed or Deed of Donation from public and private entities, inclusive of but not limited to: Local Municipalities, Traditional Authorities, National Departments, State Owned Enterprises and private companies. The Department will only resort to land acquisition of private land, if no alternative land can be sourced or identified with the guidance and facilitation by the Department of Public Works and Roads (Custodian) and Provincial Treasury. Due diligence must be undertaken in the land acquisition process in accordance with respective legislation and policies.

In light of Donor funded projects a Memorandum of Understanding must be signed between the Department of Education and the respective donor, in accordance with the Departmental legal provisions and guidance from the Legal Services Chief Directorate.

5.7 Built environment sustainability objectives

The environmental, social and economic context and sustainable development legislation and policy indicate that sustainability must be addressed in the built environment. It also makes it clear that many of the conventional practices in the planning, design, construction and management of buildings must be substituted with more sustainable approaches. In order to develop practical measures that can be integrated into the built environment, it is useful to set out built environment objectives that together, support sustainable development. These objectives are outlined below.

a. Environmental objectives

- Energy: The building is energy efficient and uses renewable energy
- Water: The building minimises the consumption of mains potable water
- Waste: The building minimises emissions and waste directed to landfill
- Materials: The negative impacts of construction materials are minimised
- Biodiversity: The building supports biodiversity

b. Economic objectives

- Transport: The building supports energy-efficient transportation
- Resource use: The building makes efficient use of resources
- Management: The building is managed to support sustainability
- Local economy: The building supports the local economy
- Products and services: The building supports use of more sustainable products and services

c. Social objectives

- Access: The building supports access to facilities
- Health: The building supports a healthy and productive environment
- Education: The building supports education
- Inclusion: The building is inclusive of diversity in population
- Social cohesion: The building supports social cohesion

6. Curriculum

6.1 Autistic School Curriculum

Mainly differentiated CAPS (D-CAPS) will be offered at schools for learners with ASD, with differentiation and adaptations according to individual support plans. CAPS or the Learning Programme for LSPID learners might also be offered, depending on the learners attending the school's academic needs. Where appropriate, focus should be on a meaningful range of life skills (daily living activities). However, it is imperative to note that learners with low and sometimes moderate support needs can potentially cope with support in a mainstream or remedial environment. Therefore, screening and diagnosis with ASD should not result in automatic referral to an Autism Specific School. Learners with low support needs should and can be kept within the mainstream schools, as the learners can cope academically but require support for their autism related challenges.

6.1.1. Table 4: Technical Occupational Curriculum Electives

1. Subject	2. Subject
Agricultural Studies	Personal Care: Beauty and Nail Technology*
Art and Crafts	Personal Care: Ancillary Health Care *
Office Administration	Service Technology: Upholstery
Early Childhood Development *	Technology: Maintenance
Mechanical Technology: Motor Mechanics	Consumer Studies: Food Production
Mechanical Technology: Body Works/ Panel Beating and or Spray Painting	Consumer Studies: Needlework (Sewing)
Mechanical Technology: Welding	Hospitality Studies
Mechanical Technology: Sheet metal work	Wholesale and Retail *
Electrical Technology: Electrical	Civil Technology: Bricklaying and Plastering
Service / Civil Technology: Woodworking and Timber	Civil Technology: Plumbing
Personal Care: Hairdressing *	Not aligned to FET in Basic Education

6.1.2. Table 5: D-CAPS Electives

Agricultural Studies
Art and Crafts
Civil Technology: Bricklaying and Plastering
Civil Technology: Plumbing
Civil Technology: Woodworking and Timber
Consumer Studies: Food Production
Consumer Studies: Sewing
Hospitality Studies
Mechanical Technology: Body Works: Panel Beating and or Spray
Painting
Mechanical Technology: Motor Mechanics
Mechanical Technology: Sheet Metal Work
Mechanical Technology: Welding
Office Administration
Personal Care: Ancillary Health Care
Personal Care: Beauty and Nail Technology
Service Technology: Maintenance

6.2. Classroom Layout

- Supporting Positive Playground interactions
- Developing Workstations
- Assistive Technology
- Developing supportive routines and schedules
- Separation of phases as a "unit"
- Adaptive spaces which enable the separation of areas according to need of the educator

6.3 Curriculum: Classrooms - Creation of Adaptive Spaces

- Mini sensory room in the classroom and centralized sensory room per Phase
- TV to aid with learning
- Communication boards (This can be very individualized in the form of a visual schedule or daily routine displayed. There should be different alternative and augmentative communication methods available)
- Individual learning tables / Workstations
- Activities for Daily Living Centre can be part of the classroom/learning block or a dedicated centre can be constructed to serve the entire school
- Snoozelen room in all phases
- View room and Observation room
- Resources (Well-resourced classrooms) for Grade R Classes
- Store Room for all the classes, well stocked with Learning and Teaching Support Materials (LTSM). NB. Any specialised resources – consumables, assistive devices (communication), Life Skills resources (hygiene maintenance), music – musical instruments
- Library/Classroom Libraries
- White boards/Smart boards
- Facilities for nappy changing

6.4. Curriculum: Play-Based Learning (Indoor and Outdoor Playing/Learning Areas)

- Large open areas in playgrounds should be avoided, especially for children who tend to orbit as a way of maintaining control of their bodies, as these easily become dead space.
- There should be good legibility and visual organisation, with clearly defined boundaries.
- Areas for playing alone, as well as for various mixed groups should be provided.
- Provide an area that is quiet and protected but accessible to the main area so that autism children can be apart from the noise and excitement.
- Perimeter fence to include play areas.
- The distance between school & outdoor areas should be kept to a minimum, with the ability for easy teacher supervision Playgrounds to be a mixture of soft and hard surfaces.
- Play area should not be restricted and should be spacious enough to enable group as well as individual activities
- Shade provision, trees or shade cloth
- Seating should be provided for those that cannot or do not want to participate in activities.

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- Play areas should be kept away from parking areas and roadways.
- Indoor play area to cater for inclement weather
- Colour and shapes for all installations to enhance learning
- Large outdoor Communication boards
- Sensory play areas/rooms
- Gross motor play
- Gardening
- Swimming
- Outdoor gym and obstacle courses
- Playground equipment - Swings, Jungle Gym, Trampoline, Sandpits
- Indoor and Outdoor musical equipment
- Crafts Centre
- Sports Fields
- At least a play area for each phase: ECD/ Foundation phase and Intermediate/ Senior. The individual phases can take turns using the playground. Depending on the level of functioning, low support needs learners might need to be separated from high support needs learners within a phase.
- Ideally the Intermediate/Senior phase play area could be linked to the hostel rather than foundation phase play area as most of the learners in the hostel will be older and will either break or not fit onto small play equipment.

NB: The indoor and outdoor planning/learning areas should be designed to enable adaptable spaces where Training Programmes for educators can be developed to enhance their skills to work with learners with ASD.

7. Therapy and Wellness Centre

A centre can be constructed to house the therapists and medical practitioner, but cognisance needs to be noted of the functional spaces each professional requires to execute their duties in the form of individual office spaces with consultation rooms/areas. The centre should have access to natural light, be well resourced with air conditioning and centralised resourcing room. The following space norms must be considered per professional:

7.1. Therapists and Medical Spaces

7.1.1. Nurse

- Office (25sqm) must have close access to the emergency/ambulance bay
- Sick bay with 2 beds
- Resuscitation room
- Store room/medical store/strong room
- Oxygen/trolley
- Emergency equipment
- Washing area

7.1.2. Physiotherapist

- Office (25sqm)
- Therapy room
- Store room
- Washing area

7.1.3. Occupational Therapist

- Office (25sqm)
- Therapy room/Gross motor area
- Store room
- Assessment room
- Washing area

7.1.4. Speech Therapist

- Large Office (25sqm)
- Store room

- Washing area

7.1.5. Social worker (s)

- Large Office (25sqm)
- Store room
- Washing area

7.1.6. Education psychologist

- Large Office (25sqm)
- Store room
- Observation room
- Washing area

7.1.7. Admin and waiting area

- Staff ablution
- Kitchenette
- Learner wash area
- Strong room for Medical records

7.2. Key infrastructural elements that are required for optimal functionality of the Therapy and Medical services.

The gross motor treatment area needs re-enforced beams within the ceilings from which to hang sensory and vestibular equipment.

7.3. Medical waste

Medical waste to be discarded in accordance with the applicable National Healthcare Waste Management (NHCWM) Regulations. No separate room is needed for medical waste. It can be kept in sealed containers in the store room. A contract or arrangement with an authorized waste contractor to dispose of the waste to the appropriate landfill site/treatment facility in a timely manner will be important. **NOTE:** Medical waste/medical waste areas must not be accessible to the learners, as some autistic learners have what is known as PICA and will eat objects they are not supposed to.

8. General Specific Considerations for Infrastructural Space Norms

These general specifications influence the infrastructural design of the schools. These items need to be considered by the Design Team:

8.1. Acoustics

Learners with ASD can be highly sensitive to sounds and noise. External and internal sources of noise should be considered to reduce sound pollution and minimised through windows, flooring, walls, roofing and electrical material.

8.2. Spatial Sequencing

Demarcated areas within a teaching space need to be practical and logical. Transition between spaces need to support sequencing of daily routines in order to facilitate learning and coping with transitions in everyday life situations.

8.3. Escape Space

A small area is needed for the learner to retreat from over stimulating situations, e.g.: sensory spaces. This should ideally be enclosed to reduce light, sound and other visual stimuli.

8.4. Compartmentalization

An architectural opposite of the universal open-plan space, this approach tries to reduce the sensory and social input an autistic user has to deal with to the minimum required to carry out their activity. These compartments can be defined using various means from complete enclosure using walls and partitions, to moderate enclosures using carefully placed furniture and variances in levels; to a minimalistic definition using perhaps colour; pattern; finishing material; signs and numbers to define each space. **NOTE: The use of compartmentalisation should not make learners feel confined when utilising spaces inside and outside the classroom.**

8.5. Transition Space

Working hand in hand with Spatial Sequencing and Sensory Zoning, this criterion allows for the sensory shift from one activity to another, or one sensory level to another, and helps avoid abrupt changes in function and stimulation. It helps to ensure the seamlessness required when circulating from one zone to the next.

8.6. Sensory Zoning

Areas with different sensory experiences should be grouped together in order for ease of transitioning as well as avoiding overstimulation e.g. a foundation phase classroom next to a senior phase play/sport ground.

8.7. Safety

Behavioural problems are also frequent in children with ASD and may lead to aggressive conduct, meaning that the elements in the built environment have to be designed, so safety considerations should be taken with all building systems. Special attention should be given to: material choices; surfaces; bathroom fittings; electrical devices; fittings; railings; furniture; fixtures etc. Ensure that most places are visible to allow for safe monitoring of children.

8.8. Personal Space

Other considerations include providing sufficient space for activities, as autistic children are wary of their personal space. Be generous in space allocation of: classrooms; entrance lobbies; passages; ablutions, etc. Mobility impaired disabilities and visual impairments also require sufficient space to move without interferences.

8.9. Community

Offer opportunities for community participation in everyday occupations, parent participation and opportunities allowing them to interact with peers in the school grounds (Altenmüller-Lewis, 2017).

8.10. Accessibility (To accommodate all likely disabilities)

Maximize accessibility: impairments in movement coordination and balance, epilepsy, restricted attention span and other difficulties demand that the building be physically accessible.

8.11. Support Areas

The facility will be dependent on various support systems that need to be considered during the finalisation of its design, and these are described individually in this section of the document where applicable linkages to specific items in the accommodation schedule are listed.

Provide specific support areas in order to overcome learning barriers. These range from low to high as laid out in the SIAS document and include facilities for Specialist support staff, storage for assistive devices, specialised equipment and teaching and learning support materials, curriculum differentiation to meet the individual needs of

learners (workshops, activities of daily living), facilities for mentorship and guidance and inclusion of parents, society, environmental access, transport programs, etc. (SIAS Document)

8.12. Way Finding (To accommodate all likely disabilities)

It is a way of orientating oneself in space or time. Measures include Signage, tactile strips (for visually impaired), colour, shape of buildings, logical layouts, etc. Communication boards can be installed in courtyards or at identified areas throughout the building. **NOTE:** Tactile strips can also act as a sensory element and as a visual aid.

9. Accessibility, Safety and Security

- Access and security onto the school property is vital from the traffic to the drop-off zone; points of ingress and egress; emergency assembly points; emergency/ambulance vehicle parking; entrance to classrooms and entrance to hostels and other buildings or areas on the property.
- Accessibility is essential and sites with an excessive gradient should be avoided when a site is being identified for the school.
- The school must promote safety and visibility of children at all times.
- Perimeter fence around the school and hostel for the safety of children
- Surveillance cameras along the streets surrounding the school
- Safety related to electronic equipment
- Strip lighting in case of power outages
- Fencing off certain areas within the school such as swimming pools, borehole water tanks, play areas for learners on the high Autism Spectrum etc.
- Strong rooms required for learners' medical information and medicine
- Take cognisance of all other general safety requirements

10. Statutory Requirements and Space Norms

In terms of the statutory requirements and space norms, reference must also be made to the Regulations Relating to the Minimum Uniform Norms and Standards for Public School Infrastructure and Hostel Policy.

10.1 Building Statutory Requirements

- Single storey buildings are recommended for accessibility and safety reasons.

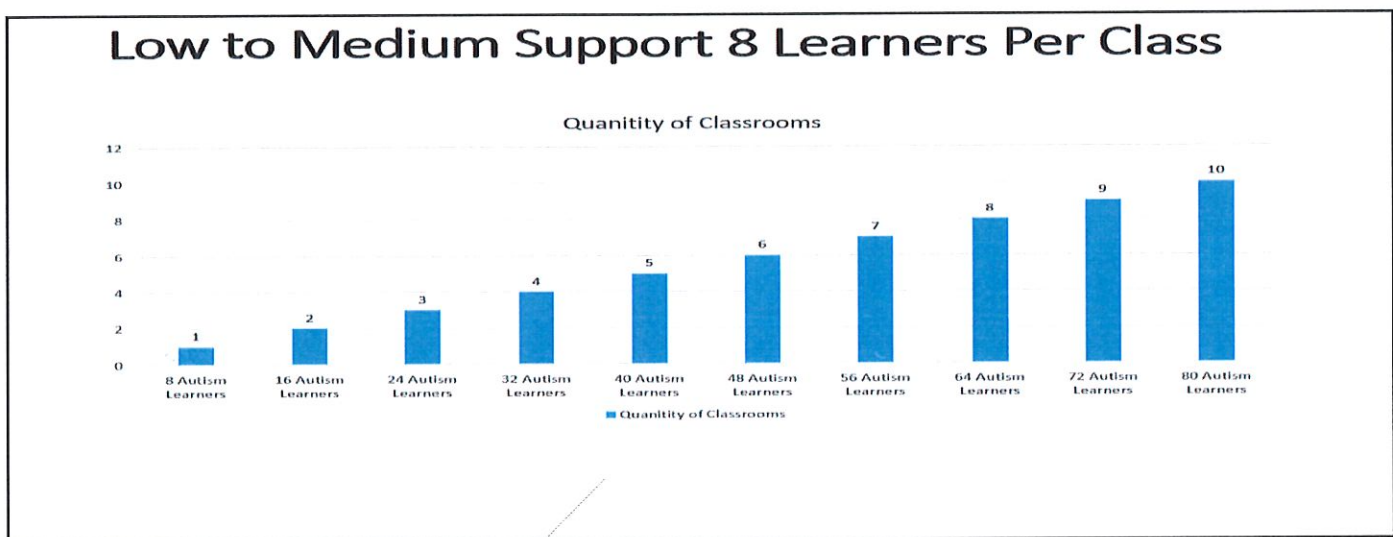
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- The Autism Schools must comply with the provisions of the National Building Regulations and Building Standards Act 103 of 1977 and Municipal By-laws (i.e.: approved Site Development Plan and approved Building Plans). Occupational Health and Safety Act 85 of 1993 and Fire regulation.

10.2 Quantity of Classrooms in Relation to Learner Enrolment

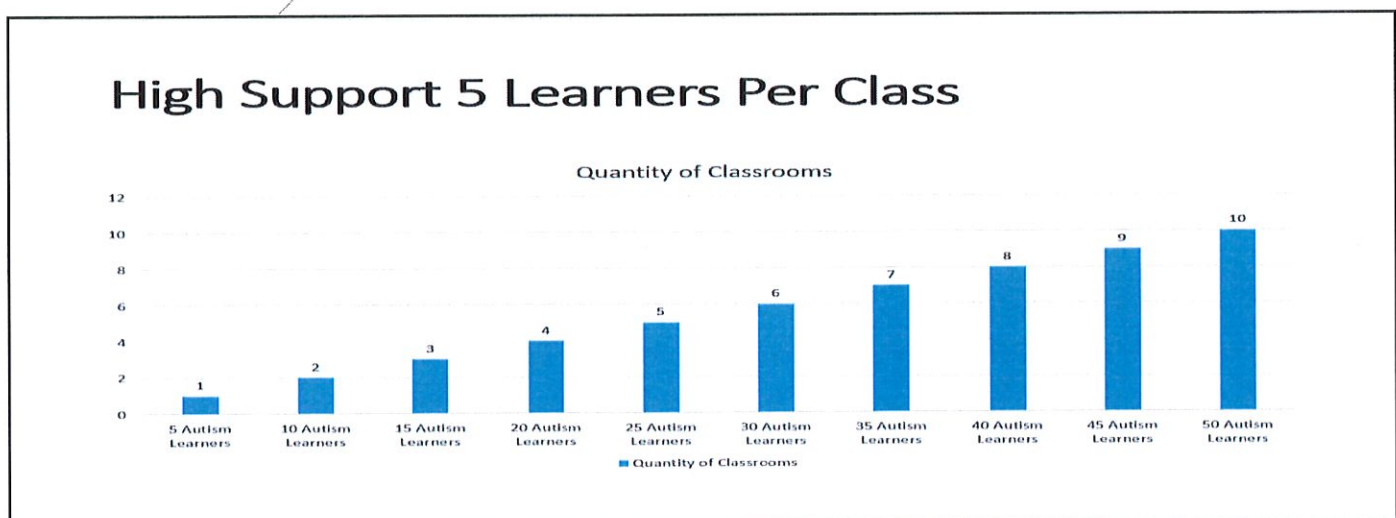
GRAPH 1: LOW TO MEDIUM AUTISM SPECTRUM DISORDER (ASD) LEARNERS

The following shows enrolment/classroom graph for low to medium support, 8 learners per class.



GRAPH 2: HIGH AUTISM SPECTRUM DISORDER (ASD) LEARNERS

The following shows enrolment/classroom graph for high support, 5 learners per class.



10.3 Design Requirements

10.3.1 Layout

- Clear and logical layout that promotes transitional connected spaces. There must be a logical flow between the: ECD Phase; Foundation Phase; Intermediate Phase; Senior Phase and Heavy Vocational Phase to promote the transition between phases.
- The Site Development Plan (SDP) and building design should complement and be fit to be utilised by children on the Autism Spectrum. Learners and the Staff Component should be able to utilise, engage and enjoy usage of the school. The design must take cognisance of: scale; bulk; height; colours; textures; uses of material and signage; character; proportions; building typology; views; environment and other universal design principles.
- The Autism Schools must provide comfortable, diverse, and attractive spaces that enable and encourage learning, playing and socialising while taking into cognisance the children's special needs and environmental factors that could influence the children. The colours and design should however be neutral and calming considering the sensory system of learners with ASD.
- Due to the high risk of ASD children running into roads and on-coming traffic, it is advisable that ECD and Foundation Phase should not be located close to the entrance. Ideally the Foundation Phase should be located close to the hostels to minimise walking distances for live-in learners.
- ECD Phase and Foundation Phase must have ablution blocks and a kitchenette, as part of the classroom blocks. Ideally the ECD phase should have en-suite bathrooms.
- Administration and service rooms such as laundry and the kitchen that require delivery services should be located away from classroom blocks and play areas to minimise cause of accidents.
- Considerations should be made regarding shared services between the blocks such as the library/resource centre, computer room, specialists centre and multi-purpose rooms.
- Consider the location of the access points being utilised by the school and hostel. The school and the hostel can share a parking space. However, consideration must be made for emergency/ambulance parking spaces near critical points within the school.
- Linkage of all key areas of the site by levels or ramped pathways that is accessible for the disabled, trolleys etc.
- Learner drop-off zone; parking for staff component and school busses.

10.3.2 Circulation

- A covered drop off area is to be provided for students, staff and visitors. From drop off, covered shelter should be provided not too far to protect against the elements.
- All walkways must be protected from the elements so that learners do not get wet.
- Long distances and blind corners are to be avoided. Consider angling or rounding the corners to help avoid collisions.
- Internal circulation, including foyers etc. to be wide enough to allow 2 wheelchairs to pass one another.
- Corridors should be kept a consistent width to avoid bottle neck.
- No objects should protrude into the circulation path.
- Way finding cues should be provided at doorways and should include a combined system of signage, colour coordination and landmarks.
- Handrails to be provided at two heights; 720mm-770mm above Finish Floor Level (FFL) for smaller children and 800-920mm above FFL for adults and larger children.
- Adequate natural lighting along all circulation paths, augmented by artificial light.

10.3.3. Lighting

- Consideration must be noted in the use of natural light and artificial light.
- Doors with fanlights, laminated for safety and to introduce colour.
- Glare and direct sunlight should be avoided. Sudden changes in light level can be disorientating. Up-lighting can be helpful in minimising both glare and sudden light level changes.
- Sub-areas of classrooms should have dimming capability as well as defined areas of lighting such as task and zoned lighting.
- Flickering fluorescent lights should be avoided. Electronic ballasts should be used on all florescent fixtures utilised, although incandescent lighting is preferable.

10.3.4. Ventilation and Heating

Learners with ASD can be very sensitive to temperature changes. Consideration must be noted in the use of natural ventilation, air-conditioning, fans and other heating and cooling technologies. It must be noted that fans do cause noise which could negatively influence children, therefore consideration to minimise the noise level should take priority.

10.3.5. Noise

Consideration must be noted on elements that create undesirable noise which could negatively influence children, i.e. type of acoustics that can be utilised to reduce noise. External and internal sources of noise should be considered and minimised through: window; flooring; wall; roofing and electrical material.

10.3.6 Doors and Windows

- Doors should open into the classroom.
- Lever handles should be used, which can be operated by a single non-precise movement, not requiring gripping, or twisting and should operate with a minimum pressure of 22N.
- Doors should have a continuous, smooth kick plate on the push side, at least 250mm high.
- On double doors, one leaf should have a minimum of 70mm clear opening.
- Self-closing mechanisms to have a time delay (min 5 sec).
- Threshold to be a max of 13mm high with warning strips.
- Sound proofing for doors to minimise noise level
- All windows to be specified with safety glass. Opening sections to be sliding sections.
- External facing openings to incorporate burglar proofing.
- Glazing is required for monitoring. It must be shatterproof and impact resistant.

10.3.7. Finishes

- Floor finishes should be hard wearing, spill and stain resistant. Carpet should not be considered unless otherwise indicated, due to the frequencies of spills etc. All transitions between different floor finishes should be flush, robust and resilient.
- Finishes should aim to decrease sensory overload by providing a clean and distinct restorative environment.
- Finishes should include all horizontal and vertical surfaces and be specific for internal and external environments as well.
- Interior finishes having "Class A" Flame retardant rating and not producing toxic fumes if burned.
- Heavily cushioned carpeting/Acoustic tiles should be used on the floor and acoustic ceiling tiles for quiet rooms

10.3.8. Storage

- All storage is to be enclosed and not cubicles.

- Storage for instructional materials and equipment should be lockable with a lockable unit to accommodate medications where applicable.

10.3.9. Colour

Colour should be considered in relation to: light levels; visibility; maintenance and psychological effects. The following points may be useful:

- A bright surface against a dark background can be glaring and reduce visibility (such as a window in a dark wall or frame).
- Bright colour in large areas, or busy patterns, can confuse or over stimulate.
- Some patterns can produce a strobe effect and should be avoided.
- Pastel subdued colours can be soothing.
- Layering colour will define objects for some visually impaired people. Remember, however, that some people are colour blind (particularly between red and green).
- Colour on architectural features is useful for signalling a change in activity and colour coding to identify spaces.
- Colour or tonal contrast can be used to identify objects such as light switches against a wall or utensils or tools on work surfaces or possible hazards such as step edges.
- Designer to consult with therapists on appropriateness of proposed colour palette.

- **Autism friendly colours:**

- **Pinks and lilacs**

Both pastel pinks and lilacs can positively affect autistic users, with both colours creating the feeling of safety and love. The pastel tones evoke a peaceful feeling, which can sometimes cause someone with autism to adopt a tranquil state. Hence, it is one of the best colours for a bedroom or calming sensory room for users with autism.

- **Greens and blues**

Muted tones of greens and blues are a great choice, as the colours have much shorter wavelengths than brighter colours, meaning much less stimulation in the brain occurs. Softer tones of greens and blues banish the feeling of chaos and often soothe people who have various sensory conditions, including autism. Introducing greens and blues and reducing over-stimulation can help autistic users in a sensory room truly digest and process the environment.

➤ **Oranges**

Soft, muted oranges can be autism-friendly colours, providing comforting warmth. In fact, using soft orange tones in the kitchen or dining room can stimulate appetite and help mealtimes go more smoothly.

➤ **Neutral colours**

Colours such as beige, greys, creams or tans are great for people with autism; as the colours are not distracting and therefore can have a calming effect. White however, is not an autism-friendly colour even though it is neutral, it can be too bright and tiring for the eyes. Besides, for children with autism, white can be clinical and remind them of visits to hospitals and medical centres where they may have been uncomfortable.

● **Colours to avoid for autism**

➤ **Reds**

The colour red can have quite a strong effect on those who are autistic as they might perceive red as fluorescent. Referred to as a high-energy colour, it can increase blood pressure resulting in tension or hyper action. Red is also sometimes associated with parts of the body that are in pain, which can trigger meltdowns or general upset.

➤ **Yellows**

Similarly, to red the colour yellow can be overstimulating for people with autism and therefore should also be avoided as it could trigger a reaction in a person with autism. Both colours must be avoided in an autistic person's sensory space to make the user feel more comfortable and fully benefit from their sensory experience.

10.3.10. General Design notes

- The design of schools is to be: simple; user friendly; functional with low maintenance and running costs.
- The design of the school is to be considerate of the immediate environmental and residential context of the site.
- The design is to be fully compliant with best practices for LSEN schools and universal access.
- Only single storey structure should be constructed or considered for renovations, as a safety precautionary measure.
- Sustainability: The Design to ensure that built environment sustainability objectives are met. Green building compliance level equivalent of a three green star rating (self-assessed no registration) to be achieved. Energy Performance Certificate to be obtained in line with Regulations for Mandatory Display and Submissions of Energy Performance Certificates for Buildings (EPC) 2020.

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- Disabled: All building entrances to be 'disabled friendly' with ramp access. Consultants to ensure that school design complies with Accessibility for Disabled People Act and SANS 10-400 Part S. as well as the new National norms and standards.
- Provide vehicular access to the hall (paraplegic and loading)
- Fire: Compliance with all fire regulations Part T of SANS 10-400
- Safety Glazing as per latest regulations
- Preferred finishes (subject to existing limitations and applicability to accommodation required).
- Specific recommendations are required from the consultants regarding low maintenance and serviceable design, finishes and fittings.
- Good quality acrylic washable paint to all internal surfaces.
- Good quality vinyl tiles to all classroom floors in accordance with relevant SABS specifications for designated areas.
- Commercial grade Porcelain tiles to be provided in all ablution facilities
- Record room doors to be 6mm steel record room doors
- Insulation and fenestration to be as per SANS 10400 Part XA or a rational design with calculations by competent person
- A preliminary schedule of finishes is to be submitted for approval at FIPDM Stage 4 (PROCSA Stage 3)
- Hall to be designed for multifunctional usage
- Provide a suitable security system alarm, which should be discretely placed.
- Provide ramps and full accessibility for disabled and handicapped learners.
- Site Security and Access Control
 - Security and perimeter fencing (Clearvu or Beta 2,4m high with concrete ground beam, 500mm in natural ground level.
- Allow for service monitoring by external security company
- Burglar proofing
- Safe rooms with access control
- Safe and lockable cupboards
- Access control to facility guard house
- Safety window film to vulnerable windows (No stone guards)
- Caretaker storerooms for the storage of equipment
- Garages for school vehicles
- Systems (subject to existing limitations and applicability to accommodation required)

10.3.11. Systems

- The facility will be dependent on various support systems that need to be considered during the finalisation of its design and these are described individually in this section of the document where applicable linkages to specific items in the accommodation schedule are listed.
- Food Preparation (feeding scheme)
 - Feeding kitchen with kitchen store to specific design.
 - Gas facility and certification for provision of LPG bottles at kitchen.
- General supplies (workshop materials, arts and crafts supplies etc.)
- Waste (general and recycled)
- Standard refuse room
- Separate secured refuse area for medical waste
- Consultants to advise on recycling processes
- Consultants to advise on a waste management plan
- Good design principles for sustainable design.
- Emergency button for educators
- Camera for surveillance monitored from principals'/administration office of the following areas classrooms/play areas/assembly/entrance. Panic button linked to administration/principal/security office
- Security office
- Emergency alarm and evacuation

10.3.12. Services

- Hot water supply
 - SL Hydro-boil to all sinks
 - Kitchen, Hostels, Laundry must have adequate hot water supply
- Electrical Supply: 3-phased power supply
- Telephone and data points
- Conduit diameter should to allow for future cabling to be accommodated
- Backup generator
- Safety and security
- Intercom and PA system
- Alarm, fire detection, BMS

10.3.13. Asset management data and reporting

- Consultants to provide as built drawings in PDF format as well as 3D Level 1 BIM model.
- Note: Where possible DWF/RVT/PLN or 3D readable files are to be submitted with hardcopy submissions, as well as PDF drawings.
- Educational Facility Management System (EFMS) - Consultants to report in the format required on a monthly basis.
- Provide Data for inclusion and National Educational Information Management System (NEIMS) in the prescribed format.
- Provide a maintenance manual and data for the asset and all plant.
- A written facility management and maintenance manual to be provided (include: method of operation; service intervals; what the service requirements entails; name and contact details of installer/service provider for gas connections; main water valves; borehole pump and controlling electrical connection; main power supply boxes/DB's and sub-DB's; including metering devices; computer cabling type, alarm system; emergency exits and controls, intercom system. Geysers, a/e's and service intervals (filter replacements).
- Maintenance plan to be included.
- Careful consideration in the use of materials and technologies that reduce the expense for maintenance and promote longevity.

10.3.14. Accommodation Requirements

Table 6: Accommodation requirements

Learners to the facility:	
The number of staff (full time/part time):	To be confirmed
Accommodation Schedule:	ANNEXURE "A"
• Specific requirements for future expansion	nil
• Non Standard requirements:	Learners with special needs
• Parking areas:	As per zoning scheme
• Emergency Vehicles:	Yes
• Drop off and go:	Yes (covered)
• Bus access:	Yes
• Disabled parking:	Yes (min 4)
• Security booth:	Yes

10.4. Infrastructure Space Norms

- Classroom – 75m²
- Each classroom must have storage room – 7m²
- Each classroom should cater for area for learners' bags/personal items
- Learning and Teaching Support Material (LTSM) Store for educational toys, assistive devices and equipment that can be loaned on a rotational basis between the Phases. The store must be lockable with shelves and plugs $\pm 64\text{m}^2$. The LTSM store can be connected to the library
- Outdoor playing/learning areas $\pm 2\text{m}^2$ per learner
- Ablution facilities must consist of a shower
- Steel beams in the Therapy and Medical Centre for swings and other vestibular activities. There must be swinging space of $\pm 4\text{m}^2$
- An area of $\pm 65\text{m}^2$ for Gross motor activities
- Fencing of outdoor playing/learning areas should be 1.5m-2m in height
- Outdoor communication boards should have a minimum extent of 2m X 1.5m

The above infrastructure space norms will be applicable for the construction of new schools. In the instance that existing schools are utilized the provisions of the Regulations Relating to the Minimum Uniform Norms and Standards for Public School Infrastructure.

10.5. Hostel Accommodation

Depending on Departmental stipulation LSEN Schools often have a housing component attached to the Schools for some learners, including those who live outside the 40km travel radius.

The Hostel is a separate component to the school and should be separated from the school through a fence, with access control or security.

10.5.1. Hostel Facility – Administration Building

(a) Main Entrance Lobby and Waiting Area

The Administration building lobby acts as a receiving area for visitors or children waiting to be picked up. The area should be inviting, warm and welcoming to visitors and children. The area should ideally have double door for easy access for wheelchairs.

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- Allow for chairs / soft seating for waiting visitors
- Allow for open space for wheelchairs to wait
- Consider space for notice boards
- Consider communication boards, etc.
- Consider area for water cooler/ vending machine

(b) Reception and Administration Office

The facility should include adequate areas for the purpose of conducting administrative functions, consulting with parents and conducting private conversations. It should also provide for the functions associated with maintaining a sound bookkeeping system and certified financial systems. In line with the Norms & Standards for Schools, each facility must have a land line for communications.

The administration office could contain a safe for safekeeping of small monetary allowances (depending on school funding model). Consider privacy through restriction of sound for meeting areas or private conversations.

The reception area connected to an administration office will be manned during normal office hours.

- Provide a small office +-9m² with reception counter / desk
- Allow for plugs & data points
- Office must be lockable during afterhours.
- Consider visibility towards entrance door and Waiting area
- Allow space for filing cabinets

(c) Security Office and PABX

Managing security around living quarters is important. The hostel should have its own security office which can be combined with servers / PABX etc.

- Allow for a counter top and 2 chairs for guards
- Plug and data for multiple TV Cameras are required, depending on security systems utilized
- Allow for space for servers / PABX system (if applicable)
- Allow for adequate ventilation for servers
- Consider visibility towards entrance / gate

(d) Hostel manager's Office

The Hostel manager, responsible for conducting meetings with parents, other staff or children, needs office with a meeting table.



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- Allow for space for office desk, chair and 2 visitor's tables
- Allow for small meeting table with 4-10 chairs.
- Provide Plug and data points
- Allow for filing cabinets, etc.
- The office can be linked to Strong Room

(e) Strong Room

Hostel might require its own strong room for keeping of duplicate keys, assistive devices, electronic equipment or some records.

- Provide strong room +/- 6m²

(f) Nurse Consultation Room / Office

Consultation rooms must be large enough to accommodate families during consultations.

- Provide a desk with 3 chairs, with additional chairs on the side
- Provide Basin (with splash back), located close to entrance
- Allow for examination space and curtain (Similar to doctor's consult room)
- Allow for examination bed, cupboards and shelves

(g) Medicine store

- Allow for small lockable medicine store where a range of medicines can be kept.
- Schedule 5-6 medicines must be kept in a separate medicine cupboard with additional lock for safety purposes.
- Allow for small bar fridge
- Room should be well ventilated / dark
- Allow for counter top for mixing / sorting
- Provide Basin (with splash back)

(h) Medicine Waste

- Provide for small medicine waste area where discard or expired medicine can be kept separate from store area. Security is important to prevent theft and distribution.
- Medicine to be disposed of in line with Health and Departmental Regulations

(i) Record's Room

The records room could be shared between the hostel and nurse room for records of patients or children's hostel records. Confidential patient records to be kept in lockable store, allow for a minimum of (6m²).



(j) Hostel Staff Room

Ideally, each staff room should allow for facilities for staff to make tea or coffee, eat lunch, and wash dishes, etc. Tables and chairs to be provided. Special Schools for LSEN require a higher number of staff per learner; therefore depending on the size of the school the amount of staff to be accommodated in the staffrooms will influence the size of the staff room.

Furniture can include a combination of table and chairs or soft seating arrangements. Allow for sufficient plug points to allow staff to utilize laptops, etc. where required or to evaluate or compile reports, etc.

- Area needs to be accessible during the night for staff.
- Consider TV for night time staff

(k) Kitchenette

Allow for sufficient space for a Fridge, stove, sufficient counter space, hydro-boil, cupboard space, bin, broom closet, etc. as well as an exit where rubbish can be removed which is linked to the outside.

- Provide cupboard for cleaning products, etc.
- Area needs to be accessible during the night for staff

(l) Staff Ablutions

Provide separate ablutions for staff. The provision of ablutions for staff should align with the National Building Regulations Part P, and Health & Safety Regulations as stipulated in the Occupational Health & Safety Act.

The following norms shall be applied:

- Hot and cold water to basins
- A waterproof vanity slab (or similar and approved vanity top)
- Mirror to comply with SANS standards.

(m) Sensory Rooms

Provide sensory rooms for learners as part of the hostel infrastructure.

10.5.2. Boys / Girls Dormitories (excluding exit phase)

The dormitories for the age groups and gender will be very similar. The quantity of beds per gender will depend on the type of disabilities, e.g. ASD is more prevalent under boys, and therefore the amount of beds will be increased to accommodate learners.

(a) Dormitory

Supervision is vital in dormitories, but each child's dignity needs to be considered. Rooms should be divided into 4-6 beds per room. The typology of the dormitory should portray the setup of learners' home environment. For safety reasons similar age groups will be grouped together. Beds should be spaced far enough not to interfere with neighbour while sleeping.

- Allow for sufficient space between 2 beds for wheelchairs to pass comfortably
- Allow for writing desks for children (1 per 2 children sharing)
- Allow for lockable cupboard space for each child (consider space for photo, name board etc. to the outside.)
- Allow for towel rail / hook next to each bed or at cupboard
- Consider divisions to provide a form of privacy
- Rooms should be well ventilated, and provide enough natural light
- Floor finishes to be durable and warm
- Consider night lights or foot lights
- Allow for space for rubbish bin
- Allow for space for side table / shelf above bed for personal items

(b) Lounge / Multi-purpose Room

Lounge or Multi-purpose rooms will be used for children to socialize and do homework etc.

- Allow for lounge set-up with space for wheelchairs arranged around wall mounted TV
- Allow for countertop / desk space for each learner to do homework
- Counter tops spaces should allow for wheelchairs (think about height) and assisted devices as well as normal height for other disabilities not in wheelchairs
- Lounge / multipurpose room should be connected to partially covered exterior space and garden
- Allow for room to be locked / closed at night
- Consider sound reduction in area
- Consider natural light and ventilation

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- Consider child friendly furniture such as bean bags etc.

(c) Ablutions (Children)

- The number provided must be in line with National Building regulations. Toilet facilities that are safe and hygienic for children must be provided at a rate of 1 toilet per 20 children, irrespective of the gender.
- Provide at least one full disabled bathroom. Consider visibility and privacy
- Provide assisted shower & basin with full access for the disabled users, complete with shelf for clothing / towel etc. in separate cubicle/ room.
- Provide assisted bath & basin with full access for disabled users, complete with shelf for clothing / towel etc. in separate cubicle/ room
- Provide showers & basin area for learners, SANS10400.
- Consider hooks for clothing in shower cubicles
- Add floor drain in area (slope of floor to be minimal to prevent falling)
- Floor finish should be slip resistant
- Finishes must be easily cleaned
- Ventilation and noise control is important

(d) Ablutions (Staff / Night Staff)

- Provide single adult ablution (no shower) for night staff in each block.
- Consider staff privacy.

(e) Store Rooms

- General store for minor equipment, clean bed linen, etc.
- Provide +- 6m² store with durable shelving

(f) Luggage room

Children's luggage is stored in separate room, together with any items not used on daily basis.

- Provide +- 9m² store with durable shelving
- Bottom +- 900mm of room should not have shelves all around, to allow for suitcases to stand upright.
- Allow for plug point

(g) Cleaners store

Dormitories are to have a cleaners store with cleaning supplies for each section, depending on the size of the Facility. Cleaner Room to include:

- Slop-hopper (for floor buckets with tap)
- Wash Basin for staff hands
- Mop dry rack
- Storage space for Bins
- Storage space for Cleaning supplies
- Storage for buckets
- Plugs as might be required for charging items
- Shelving for supplies
- Cleaner must be lockable to prevent unauthorised access

(h) Outdoor play area

The outdoor play area must be linked to lounge / multi-purpose area. **NOTE: The same ideas sited in the school play area should be considered here.**

- Allow for Trees & low maintenance garden areas
- Area should be fenced to prevent run-aways
- Allow for Benches
- Allow for covered and open areas
- Consider swings and some of other ideas mentioned for the school play areas
- Size to be proportioned to the amount of learners

(i) Kitchenette Nook

- Allow for small counter +-1500mm
- Area to have 2 plugs for microwave and other electrical appliances
- Consider a microwave shelf, and top cupboards
- Consider space for bar fridge (and plugs)
- Counter tops and joinery should be water resistant and suitable for intended purpose

(j) Refuse area

See Services for Refuse area. Refuse to be removed daily to central refuse area for Hostel.

(k) Hostel parent

Due to the range of disabilities, and required supervision, each block will have hostel parent accommodation attached to the block. This is a one bedroom of studio apartment for staff.

Apartment should include:

- Bedroom area: space for double bed, cupboards for clothing
- Kitchenette: Double bowl sink, space for washing machine/ dishwasher, microwave, counter space, cupboards, stove, build-in rubbish bin cupboard, broom cupboard, etc.
- Bathroom: full bathroom with shower, toilet, basin and bath.
- Space for a work desk and chair
- Apartment should have direct connection to dormitory
- Apartment should have a private front door for visitors
- Consider a private screened off garden for flat let

10.5.3. Boys / Girls Exit Phase – Individual rooms

(a) Individual Rooms

The last phase of learners' school career / or if they reached the age of 21, is called the Exit Phase where they are prepared to live and function more independently. Learners have individual rooms but still share ablutions and other social areas

- Allow for single bedrooms of +- 9m², for required amount of learners
- Allow for enough space for a single bed, desk and chair and cupboard space
- Allow for towel rail / hook next to each bed or at cupboard
- Rooms should be well ventilated, and provide enough natural light
- Floor finishes to be durable and warm
- Consider night lights or foot lights
- Allow for space for rubbish bin
- Allow for space for side table / shelf above bed for personal items

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- Doors should be lockable for privacy but have key override in case of emergency.
- Consider view panels in door?

11. Risk

The appointed consultants are to advise of any specific risks. Risks identified at the project inception, which require suitable further investigation and mitigation are to be compiled as a Baseline Risk Assessment document according to the Framework for Infrastructure Delivery and Procurement Management Stage 2 report.

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12. Initiation/Pre-Feasibility Report

The District must compile the initiation/prefeasibility report by outlining the Quantity or Spatial Requirements, in line with the District Requirements for the area. Where the special comments are in conflict with Norms and Standards, or other regulations, the Norms & Standards will apply. The initiation/prefeasibility report must be compiled by the **District LSSS and Infrastructure District Officials.**

CONVERSION OF AN EXISTING SCHOOL OR RATIONALISED SCHOOL OR CONSTRUCTION OF A NEW AUTISM SPECIFIC SCHOOL - INITIATION/PRE-FEASIBILITY REPORT IN ACCORDANCE WITH THE FRAMEWORK FOR INFRASTRUCTURE DELIVERY AND PROCUREMENT MANAGEMENT (FIDPM)

School Name:	Autism School	
NATEMIS Number:		
Coordinates (Latitude and Longitude):		
Province:	North West Province	
District:		
Circuit:		
Local Municipality:		
Town /Village/Township/Farm:		
Ward:		
Operational or Rationalised School	Rationalised	
Type of Educational Facility:	Autism Specific	
Type of curriculum offered:		
Type and Number of Educational Facilities: Existing	Ordinary classrooms	
	Grade R classrooms	
	Administration block	
	Workshops	
	Tuckshop	
	NSNP Kitchen and dining room	
	Multipurpose hall	
	Guard house	
		Males:

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	Toilets for learners	Females:
	Toilets for learners with disabilities	Males:
		Females:
	Toilets for Grade R	Males:
		Females:
	Toilets for teachers	Males:
		Females:
	Sports grounds	
	Change rooms	
	Borehole	
	Fencing	
	Electricity	
	Assembly area	
	Walkways	
	Renovations or Replacement of existing school	
	Furniture	
	Removal/demolition of pit toilets	
	Construction of Hostels	
Type and Number of Educational Facilities: <u>New</u>	Hostels cater for	Males:
		Females:
	Demolitions	
	Electricity	
	Assembly area	
	Walkways	
	Workshops	
	Tuckshop	
	NSNP Kitchen and dining room	

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	Multipurpose hall		
	Guard house		
	Toilets for learners	Males:	
		Females:	
	Toilets for learners with disabilities	Males:	
		Females:	
	Toilets for Grade R	Males:	
		Females:	
	Toilets for teachers	Males:	
		Females:	
	Sports grounds		
	Change rooms		
	Borehole		
	Fencing		
	Electricity		
	Assembly area		
	Walkways		
	Renovations or Replacement of existing school		
	Furniture		
	Removal/demolition of pit toilets		
Renovations to Hostels			
	Hostel caters for	Males:	
		Females:	
Demolitions			

The data, surveys or service-delivery indicators demonstrating the current demand and	Projected Number of learners per District/Local Municipality on the spectrum	Total Projected number of Male learners	
		Total Projected number of Female learners	

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estimating the future demand growth. The demand assessment cannot simply assume a continuation of a historic trend, but must demonstrate what long-term factors' driving demand, and how those trends may be shifting.		Total Projected number of learners (both male and female)	
	Total Number of learners on the spectrum	Low Support	
		Medium Support	
		High Support	
	Projected Number of Teachers	Total Projected number of Male Teachers:	
		Total Projected number of Female Teachers:	
		Total Projected number of Teachers (both male and female):	
	Projected Number of Specialists	Total Projected number of Nurses:	
		Total Projected number of Educational Psychologist:	
		Total Projected number of Occupational Therapists	
		Total Projected number of Speech and Occupational Therapists	
		Total Projected number of Remedial Therapists	
		Total Projected number of Social Workers	
		Total Projected number of Specialist (both male and female):	
	Current Population:	Provincial population: [Census 2022]	

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		District municipality population: [Census 2022]
		Local municipality population: [Census 2022]
	Projected Population: (rate/ratio of autism)	District municipality population: [CSIR medium growth scenario 2030] Local municipality population: [CSIR medium growth scenario 2030]
Size of site		Size of site (erf size):
Existing educational facilities within a 5km -20km radius (developed and vacant)		Name of school/s (Special Schools):
Proposed site selection and location	Existing Site Located on erf:	
	Owned by:	
	Title deed number T/...	
	SG Diagram SG:	
	Formal or informal settlement: Formal settlement	
	Surrounding socio-economic activity: Residential	
	Land use: School	
	Zoning:	
Existing settlements to proposed accommodation	Name of settlements:	
	Additional information pertaining to known township establishments/settlements planned by the Department of Human Settlements and Local Municipality:	
Access to municipal infrastructural services	Water: Yes/No (Municipal reticulation network, rain water harvesting, mobile tankers, boreholes, local reservoirs and dams)	
	Electricity: Yes/No (Grid electrical reticulation, generators, solar powered energy or wind powered energy source)	
	Sewerage and sanitation: Yes/No (Water borne sanitation, small bore sewer reticulation, septic or conservancy tank systems, ventilated improved pit latrines and composting toilets)	

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	Access to and type of road infrastructure: Yes/No (Tar or gravel)
Heritage Factors	Any known heritage factors that need to be taken cognisance of:
Environmental Factors	Any known environmental factors that need to be taken cognisance of:
Proposed developed aligned to the Municipal Spatial Development Framework	Yes/No/Uncertain
District Municipality and Local Municipality informed about the proposed developed in terms of the Integrated Development Plan? Has there been consultation with the local community?	Yes/No
What are the consequences if the infrastructure is not provided?	
Will the proposed infrastructure result in the closure and abandonment of other school infrastructure within the area?	
Outline how the District has investigated other options to solve the problem of: scholar transport or temporary accommodation, etc.	
Motivation for the proposed infrastructure development	
Supporting land allocation documentation from the Traditional Authority, Local Municipality etc.(Attach)	

Signatories:

(Recommended/ Not Recommended/ Comments) District Director

(Recommended/ Not Recommended/ Comments) Chief Director: District Coordination

(Recommended/ Not Recommended/ Comments) Chief Director: Inclusive Education

(Recommended/ Not Recommended/ Comments) Chief Director: Infrastructure Management

(Recommended/ Not Recommended/ Comments) DDG: Institutional Management and Governance

(Recommended/ Not Recommended/ Comments): Chief Financial Officer

(Approved/ Not Approved / Comments): Superintendent General



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13. Annexure to Initiation/ Prefeasibility Report - Detailed Autism School Specific Infrastructure Needs

Ref.	Key Asset	Quantity/ Capacity Required	Area required (if not standard)	Specification / Special Comments (Each user to specify if there are any additional, specific requirements needed)
1. ADMINISTRATION BLOCK				
1.1.	Main Entrance Lobby	x1		
1.2.	Reception & Waiting Area	x1		
	Learner Admin Office	x1		
	Principal Secretary Office	x1		
	Principal Office	x1		
	Deputy Principal Office	x1		
	General Office	x1		Hot Desk / flexible for various staff to use
	Pastoral / Counselling	x1		This could be used by visiting therapist/ specialist
1.3	Boardroom	x1	40m ²	
	Kitchenette	x1		
1.4	Staff Ablutions	x1		-As per Administrative staff -To accommodate people with disabilities
1.5	Strong room	x1	12m ²	
1.6	Records, supplier and Copy room (Printing Room)	x1		
1.7	Server Rooms	x1	10m ²	Size and ventilation requirements will depend on equipment supplied. Allow for +- 10m ²
1.8	Store (LTSM) / IT Store	x1		
1.9	Store (General)	x1		
1.10	Library and Additional Teaching Resource Storage	x1		
1.11	IT Centre	x1		

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2. EARLY CHILDHOOD PHASE				
2.1	Classroom			
	Teaching Space		75m ²	(weighting of learners – 1:6)
	Classroom Store (Mattresses, ICT, etc.)		7m ²	(one per classroom)
	Ablutions (Children)			Provide 2 per classroom, one must at least be disabled with change station and hand held shower
	Kitchenette area			(one per classroom)
	Sensory Calm Room (Shared)			(one shared between 2 classrooms)
	Sensory Garden Area / (Shared)			(one shared between 2 classrooms, linked to calm room)
	Outdoor Play area			(one per classroom) or per phase?
2.2	Observation Area			
	Observation Room	x1		
	View Room	x1		
2.3	Sensory Room	x1		Shared between ECD & Foundation Phase
2.4	Admin Area			
	HOD Office	x1		
	Staff Room	x1		To be shared with Foundation phase
	Kitchenette	x1		
	Strong Room	x1		To be shared with Foundation phase
	Archive / Copier room	x1		To be shared with Foundation phase
	Staff Ablutions	x1		See number staff numbers for quantities. (Male & female)

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	Services Area			
	Laundry area & Yard	x1		Shared between ECD & Foundation Phase
	Staff Area	x1		
	Staff Toilet	x1		
	Refuse area	x1		Shared between ECD & Foundation Phase for outdoor equipment
	Equipment Store	x1	20m ²	Shared between ECD & Foundation Phase for outdoor equipment
	General Store	x1		
	Cleaner	x1		To be shared with Foundation phase
	Central Courtyard	x1		Covered & shaded areas

3. FOUNDATION PHASE

3.1	Classroom			
	Teaching Space	X		(See weighting of learners)
	Classroom Store (Mattresses, ICT, etc.)	X		(one per classroom)
	Ablutions (Children)	X		Provide 2 per classroom, one must at least be disabled with change station and hand held shower
	Kitchenette area	X		(one per classroom)
	Calm Room (Shared)	X		(one shared between 2 classrooms)
	Sensory Garden Area / (Shared)	X		(one shared between 2 classrooms, linked to calm room)
	Outdoor Play area	X		(one per classroom)
3.2	Observation Area			
	Observation Room	x1		

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	View Room	x1		
3.3	Sensory Room	x1		Shared between ECD & Foundation Phase
3.4	Admin Area			
	HOD Office	x1		
	Staff Room	x1		To be shared with ECD phase
	Kitchenette	x1		To be shared with ECD phase
	Strong Room	x1		To be shared with ECD phase
	Archive / Copier room	x1		To be shared with ECD phase
	Staff Ablutions	x1		See number staff numbers for quantities. (Male & female)
	Services Area			
	Laundry area & Yard	x1		Shared between ECD & Foundation Phase
	Staff Area	x1		
	Staff Toilet	x1		
	Refuse area	x1		Shared between ECD & Foundation Phase for outdoor equipment
	Equipment Store	x1	20m ²	Shared between ECD & Foundation Phase for outdoor equipment
	General Store	x1		
	Cleaner	x1		To be shared with ECD phase
	Central Courtyard	x1		Covered & shaded areas
4. INTERMEDIATE PHASE				
4.1	Classroom			
	Teaching Space	X		

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	Store	X		(one per class)
	Ablutions (Children)	x1		Provide at least one disabled per sex, in line with SANS10400
4.2	Observation Area			
	Observation Room	x1		
	View Room	x1		
4.3	Sensory Room	x1		
4.4	Admin Area			
	HOD Office	x1		
	Staff Room	x1		To be shared with senior phase
	Kitchenette	x1		To be shared with senior phase
	Strong Room	x1		To be shared with senior phase
	Archive / Copier room	x1		To be shared with senior phase
	Staff Ablutions	x1		See number staff numbers for quantities
	Services			
	Staff Area	x1		
	Staff Toilet	x1		
	Store (Equipment)	x1		
	Refuse Area Store	x1		
4.5	Open Play Area	x1		
4.6	Life Skills (Assisted Daily Living Life Centre)			
	Open Teaching Space	x1		To be shared with the Senior Phase
	Shop area	x1		To be shared with the Senior Phase

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	Bedroom	x1		To be shared with the Senior Phase
	Bathroom	x1		To be shared with the Senior Phase
	Kitchen & Laundry	x1		To be shared with the Senior Phase
4.7	Workshops			
	Workshop & Store (Arts & Crafts)	x1		See Vocational Phase / Exit Phase D-CAPS
	Workshop & Store (Ancillary Healthcare)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Beading Workshop)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Beauty & Nail)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Bricklaying & Making)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Carwash)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Consumer Studies: Food production)	x1		See Vocational Phase / Exit Phase D-CAPS
	Workshop & Store (Consumer Studies: Sewing)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Culinary)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Electrical)	n/a		See Vocational Phase / Exit Phase
	Hairdressing Salon	n/a		See Vocational Phase / Exit Phase
	Hospitality Studies	n/a		See Vocational Phase / Exit Phase
	House Keeping Workshop	n/a		See Vocational Phase / Exit Phase
	Office Administration	n/a		See Vocational Phase / Exit Phase D-CAPS
	Maintenance	x1		See Vocational Phase / Exit Phase
	Motor Mechanics	n/a		See Vocational Phase / Exit Phase
	Panel Body Works/ Spray painting	n/a		See Vocational Phase / Exit Phase
	Plumbing & Store	n/a		See Vocational Phase / Exit Phase

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	Sheet metal work	n/a		See Vocational Phase / Exit Phase
	Tuckshop	n/a		See Vocational Phase / Exit Phase
	Weaving Workshop	n/a		See Vocational Phase / Exit Phase
	Welding	n/a		See Vocational Phase / Exit Phase
	Wholesale & Retail	n/a		See Vocational Phase / Exit Phase
	Woodwork / Metal Work	n/a		See Vocational Phase / Exit Phase
	Upholstery	n/a		See Vocational Phase / Exit Phase

5. SENIOR PHASE

5.1	Classroom			
	Teaching Space	x12		
	Store	x12		
	Ablutions (Children)	x1		Provide at least one disabled per sex, in line with SANS10400
5.2	Observation Area			
	Observation Room	x1		
	View Room	x1		
5.3	Sensory Room	x1		
5.4	Admin Area			
	HOD Office	x1		
	Staff Room	x1		To be shared with Intermediate phase
	Kitchenette	x1		To be shared with Intermediate phase
	Strong Room	x1		To be shared with Intermediate phase
	Archive / Copier room	x1		To be shared with Intermediate phase
	Staff Ablutions	x1		See number staff numbers for quantities
	Services			
	Staff Area	x1		

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	Staff Toilet	x1		
	Store (Equipment)	x1		
	Refuse Area Store	x1		
5.5	Open Play Area	x1		
5.6	Workshops			
	Workshop & Store (Arts & Crafts)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Ancillary Healthcare)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Beading Workshop)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Beauty & Nail)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Bricklaying & Making)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Carwash)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Consumer Studies: Food production)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Consumer Studies: Sewing)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Culinary)	n/a		See Vocational Phase / Exit Phase
	Workshop & Store (Electrical)	n/a		See Vocational Phase / Exit Phase
	Hairdressing Salon	n/a		See Vocational Phase / Exit Phase
	Hospitality Studies	n/a		See Vocational Phase / Exit Phase
	House Keeping Workshop	n/a		See Vocational Phase / Exit Phase
	Office Administration	n/a		See Vocational Phase / Exit Phase
	Maintenance	n/a		See Vocational Phase / Exit Phase
	Motor Mechanics	n/a		See Vocational Phase / Exit Phase
	Panel Body Works/ Spray painting	n/a		See Vocational Phase / Exit Phase

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	Plumbing & Store	n/a		See Vocational Phase / Exit Phase
	Sheet metal work	n/a		See Vocational Phase / Exit Phase
	Tuckshop	n/a		See Vocational Phase / Exit Phase
	Weaving Workshop	n/a		See Vocational Phase / Exit Phase
	Welding	n/a		See Vocational Phase / Exit Phase
	Wholesale & Retail	n/a		See Vocational Phase / Exit Phase
	Woodwork / Metal	n/a		See Vocational Phase / Exit Phase
	Upholstery	n/a		See Vocational Phase / Exit Phase

6. HEAVY VOCATIONAL

6.1	Workshop & Store (Arts & Crafts)	x1		
	Workshop & Store (Ancillary Healthcare)	n/a		
	Workshop & Store (Beading Workshop)	n/a		
	Workshop & Store (Beauty & Nail)	x1		
	Workshop & Store (Bricklaying & Making)	n/a		
	Workshop & Store (Carwash)	n/a		
	Workshop & Store (Consumer Studies: Food production)	n/a		
	Workshop & Store (Consumer Studies: Sewing)	n/a		
	Workshop & Store (Culinary)	x1		
	Workshop & Store (Electrical)	n/a		
	Hairdressing Salon	n/a		
	Hospitality Studies	n/a		
	House Keeping Workshop	n/a		
	Office Administration	n/a		
	Maintenance	n/a		

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	Motor Mechanics	n/a		
	Panel Body Works/ Spray painting	n/a		
	Plumbing & Store	n/a		
	Sheet metal work	n/a		
	Tuckshop	n/a		
	Weaving Workshop	n/a		
	Welding	n/a		
	Wholesale & Retail	n/a		
	Woodwork / Metal	x1		
	Upholstery	n/a		
6.2	Ablutions (Children)	x1		
6.3	Sensory Room	x1		
6.4	Admin Area			
	HOD Office	x1		
	Staff Room	x1		
	Kitchenette	x1		
	Strong Room	x1		
	Archive / Copier room	x1		
	Staff Ablutions	x1		
	Services			
	Staff Area	x1		Shared with other Phases
	Staff Toilet	x1		Shared with other Phases
	Store (Equipment)	x1		Shared with other Phases
	Refuse Area Store	x1		Shared with other Phases
	Central C/Y	x1		

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7. THERAPY CENTRE				
7.1	Therapy Administration			
	Waiting Area	x1		Maybe shared with the Administrative Block
	Reception	x1		Maybe shared with the Administrative Block
	Admin Office	x1		Maybe shared with the Administrative Block
	Staff room	x1		Maybe shared with the Administrative Block
	Ablution	x1		Maybe shared with the Administrative Block
	Cleaner	x1		Shared with Medical (Clinic Facilities)
	Outdoor space	x1		Maybe shared with the Administrative Block
7.2	Hydro Therapy & Swimming Pool			
	Hydro Therapy Pool	n/a		
	Hydro Pool Store	n/a		
	Toilet	n/a		
	Engine Room	n/a		
7.3	Change Rooms (located at swimming pool)			
	Ablutions	x1		See SANS 10400
	Change & Showers	x1		See SANS 10400
	Disabled Ablutions	x1		See SANS 10400
	Staff Change	x1		See SANS 10400
	Staff Ablutions	x1		
	Change & Staff Shower	x1		

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	Gym for Senior Learners	x1		
7.4	Physio Therapy			Not priority for ASD
	Physio Room (Gross Motor, etc.)	x1		
	Treatment Room	X		
	Office	x1		
	Store	x1		
7.5	Speech Therapy			
	Speech Therapy	x1		Learners X 0.033 indicate number of therapists needed
	Computer Room	n/a		
	Audio Booth & View	n/a		
	Treatment	x1		
	Observation Area	n/a		
	View Area	n/a		
	Offices	x1		
	Store room	x1		
7.6	Occupational Therapy			
	Occupational Therapy (Gross motor area)	x1		Learners X 0.033 indicate number of therapists needed
	Splinting area	n/a		
	Fine Motor 1	x1		
	Treatment Area	x1		Can be part of Gross motor area
	Observation area	n/a		
	Computer Room	n/a		
	Office	X1		
	Store	x1		
	Feeding Therapy & kitchen	x1		Kitchenette part of Gross motor area

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	Bathroom	x1		Full Bathroom area
	Music Therapy room & Store	n/a		School to use Multi-purpose hall, or open areas
7.7	Medical (Clinic Facility)			
	Reception & Waiting Area	x1		Reception Shared with School
	Disabled Toilet	x1		
	Record's Room	x1		
	Consultation Room	x2		
	Nurse Station / workstation	x1		
	Medicine Waste	x1		
	Medicine Store	x1		
	Sick room	x2		
	Sick room Ablution	x1		
7.8	Remedial Therapist			For schools offering CAPS
	Remedial therapy room			
	Office			
	Store			
7.9	Social Worker			
	Office			
	Store			
7.10	Educational Psychologist			
	Office			
	Store			
8. SUPPORT SPACES / OTHER				
8.1	Multi-purpose Hall			
	Multi-purpose Hall	x1		Used as Lunch Room
	Canopy / Covered gathering space	x1		

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AUTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES - LSEN SCHOOLS**

	Ablutions	x1		
	Staff Training Centres			
8.2	Main Kitchen			
	Kitchen & Cold store	x1		
	Veggie Garden	x1		
	Ablutions	x1		
	Storage	x1		
	Staff Dining area	x1		
	Staff Ablutions	x1		
8.3	Transport Component			
	Waiting Area	x1		
	Scholar Transport	x1		Dependent on geographic location and number of learners accommodated in the hostels
	Parking & Drop-off	x1		
8.4	Mini Sports / Running area			
	Combi-courts	n/a		Multi-purpose hall to be used, due to space limitations
	Running Track	n/a		
	Ablutions	n/a		
9. JANITORIAL / MAINTENANCE SERVICES				
	Staff Facilities	x1		Can be spread throughout school
	Staff Ablutions	x1		Can be spread throughout school
	Sluice & Cleaner	x1		Housed at various blocks
	Refuse area – Dry area	x1		Central Location, but accessible from road

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	Refuse area – Wet Area	x1		Central Location, but accessible from road
	Garden Services	x1		
	Guard House	1-2		Number dictated by entrance and security risks
	Utility Rooms	x1		Consultant Team to advise
	Generators	x1		Consultant Team to advise

HOUSING COMPONENT

10. HOSTEL ADMINISTRATION BLOCK

10.1	Administration			
	Main entrance & lobby	x1		
	Reception & Admin area	x1		
	Security office	x1		
	Hostel manager office	x1		
	Strong room	x1		
10.2	Medical			
	Nurse consultation room & Office	x1		
	Small waiting space	x1		
	Medicine Store	x1		
	Medicine Waste	x1		
	Medicine Bathroom / Disabled	x1		
	Record's room	x1		Shared with Hostel Administration
10.3	Services			
	Hostel Staff room	x1		Located close to Kitchen areas
	Kitchenette	x1		
	Staff Ablutions	x1		

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	Cleaner	x1		To be shared with the Hostel
11. GIRLS DORMITORIES				
Specify amount of learners (excel Exit phase). Requirements below are given per block. The amount of Blocks will be determined by amount of learners.				
11.1	Dormitory			
	Lounge / Multi-purpose room	x1		
	Kitchenette Nook	x1		
	Bedrooms (2 Bed)	X		Guided by enrolment
	Ablutions (Children)	x1		
11.2	Services			
	Ablutions (Staff)	x1		Services can be shared between dormitories where possible
	Store room	x1		
	Luggage room	x1		
	Sluice / Cleaner	x1		
	Outdoor Play area	x1		
	Refuse area	x1		
11.3	House Parent			
	Staff Flatlet (including Open plan bedroom/ lounge, kitchenette and Bathroom.	x1		Ratio of 1 per 20 learners
12. BOYS DORMITORIES				

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Specify amount of learners (excel Exit phase). Requirements below are given per block. The amount of Blocks will be determined by amount of learners				
12.1	Dormitory			
	Lounge / Multi-purpose room	x1		
	Kitchenette Nook	x1		
	Bedrooms (2 Bed)	X		
	Ablutions (Children)	x1		
12.2	Services			
	Ablutions (Staff)	x1		Services can be shared between dormitories where possible
	Store room	x1		
	Luggage room	x1		
	Sluice / Cleaner	x1		
	Outdoor Play area	x1		
	Refuse area	x1		
12.3	House Parent			
	Staff Flatlet (including Open plan bedroom/ lounge, kitchenette and Bathroom.	1		Ratio of 1 per 20 learners
13. MAIN KITCHEN				
13.1	Main Kitchen			
	Cooking Island	x1		
	Preparation areas	x1		
	Break down- area	x1		
	Plating areas	x1		
	Wash area	x1		
	In and out area	x1		

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	Trolley Wash area	x1		
	Trolley Stack area	x1		
13.2	Stores			
	Cold store	x1		
	Freezer	x1		
	Drystore	x1		
	General Store	x1		
	Crockery Store	x1		
	Refuse area	x1		
	Other			
	Manager's Office	x1		
	Staff Ablutions	x1		Shared between Laundry & kitchen Staff

14. DINING ROOMS

	ECD and Foundation phase dining room with hand was station			Suitable for 10+ learners
	Intermediate phase dining room with hand was station			Suitable for 10+ learners
	Senior phase dining room with hand was station			Suitable for 10+ learners
	Exit phase/Heavy Vocational dining room with hand was station			Suitable for 10+ learners
	Ablutions (children)			

15. LAUNDRY

	Wash & Sorting area	x1		Specify amount of Heavy Duty Washers
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	Drying / Folding & Ironing	x1		Specify amount of Heavy duty Tumble dryers
	Drying Yard	x1		Specify amount of Heavy duty Tumble dryers
	Storage racks for 80 learners	x1		
		x1		
	Staff Ablutions (shared with kitchen)	x1		Shared between laundry & kitchenette
	Trolley stack areas	x1		

16. STAFF ACCOMMODATION

16.1	Flat/Room x			
	Hostel manager flat	x1		
16.2	House parent flat			Counted with each Block
16.3	Support Staff			
	Assistant Rooms	X		
	Shared Lounge	x1		
	Shared Kitchenette	x1		
	Shared Ablutions	x1		
16.4	Other			
	Driver Flatlets (Bedroom with bed for each driver) shared lounge, kitchenette and Bathroom.	x1		Dependent on geographic location and number of learners accommodated in the hostels

17. PARKING

17.1	Hostel Busses			
	Parking	X		Shared by school

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AUTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES - LSEN SCHOOLS**

17.2	Hostel (live-in) staff			
	Under cover Parking	X		
17.3	Visitors parking			
	Open/covered parking	X		
	Disabled parking	x1		As per SANS10400
18. HOSTEL SERVICES				
18.1	Services			
	Refuse area – Dry area	x1		
	Refuse area – Wet Area	x1		
	Sluice & Cleaner	x1		
	Utility Rooms	x1		
18.2	Stores			
	Equipment Store	x1		
	General Store (Advertisement Boards, appliances etc)	x1		
	Cleaners store	x1		
	Garden Tool store	x1		
	Maintenance store (Paint, tiles, globes, tools, plumbing items etc)	x1		
18.3	Guard House	x1		
18.4	Staff Area			
	Staff Facilities	x1		
	Staff Ablutions	x1		
18.5	Outside Play area	x1		

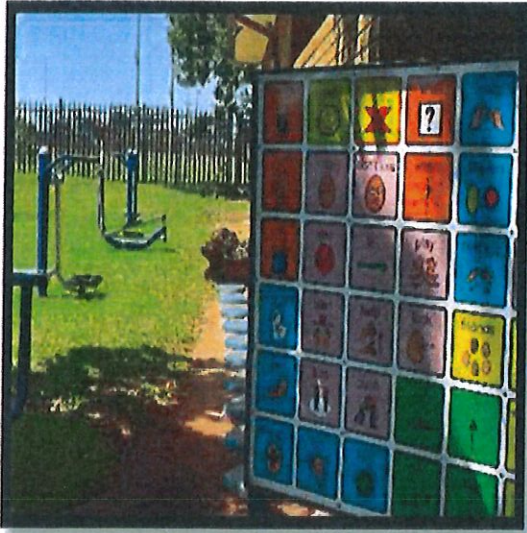
**ANNEXURE A: Illustrations of images of elements to consider in designing and configuring Autism Specific
Education Infrastructure**

1. Outdoor playing/Learning areas
2. Indoor playing/Learning areas
3. Specialised areas
4. Neurodiverse branding
5. Drop-off areas and walkways

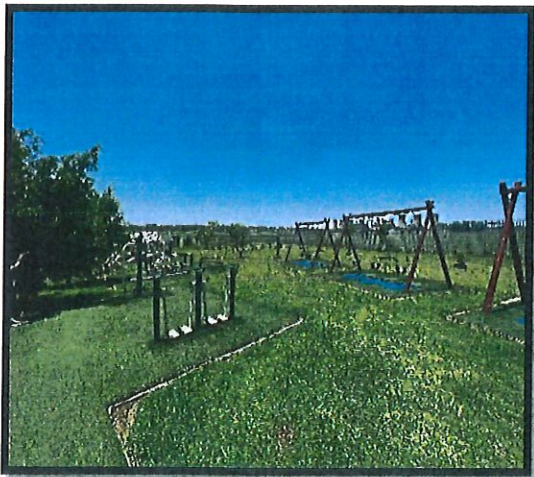


1.OUTDOOR PLAYING/LEARNING AREAS

1.1 Sensory Learning



- The learning board is in the dark area
- The symbols and the wording is too small
- The learning boards must be placed in various locations around the school and not only restricted to a designated point in the playing area

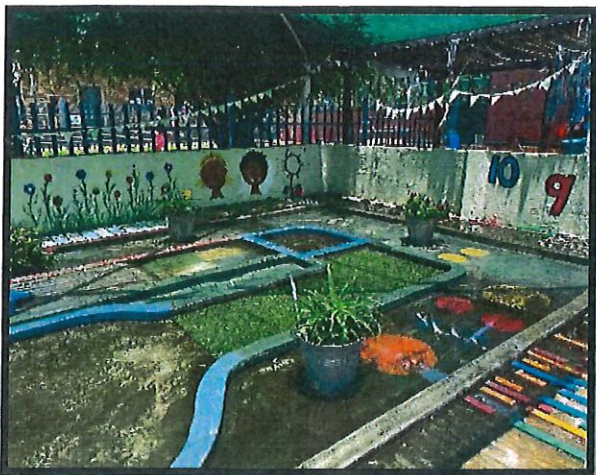


- Certain areas of the playing area must be covered to provide more shade
- The playing area must be mountainous/hilly to encourage learners to playing or move on inclined and declined slopes. Hence the design of the terrain is essential.
- Avoid hard landing surfaces
- Promote colour, music and non-hazardous playing equipment/toys etc. but take cognisance suitable elements in relation to autistic children

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- The topography is not interesting with no colours and symbols
- Road mapping is recommended
- Take cognisance of the different effects and sensation provided by grass; paved areas; concrete areas; sand areas and water areas

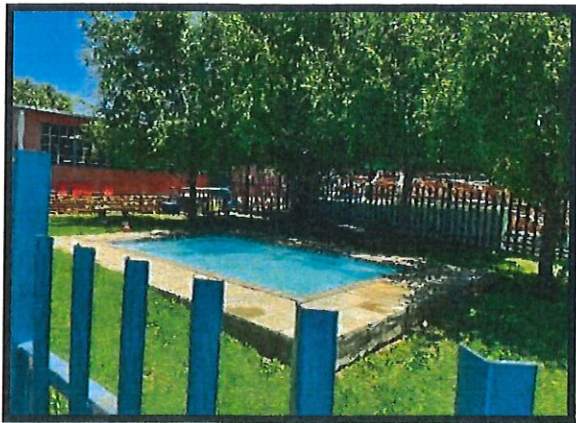


- Avoid hard surface
- Avoid short walls to prevent learners from jumping and watching over the walls
- Encourage separate and enclosed playing areas for sound sensitive purposes
- Create outdoor spaces that encourage wall writing/art etc. that can either be erased or a permanent feature designed by the children
- Encourage spaces that promote sensory play e.g.: water puddles; artificial grass etc

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- Avoid congested/restrictive playing areas
- Avoid hard landing surfaces
- The playing area must be covered to provide more shades
- Encourage the playing tools that the learners push around and ride on
- Encourage repetitive movement
- Encourage sliding and the provision of the seesaw

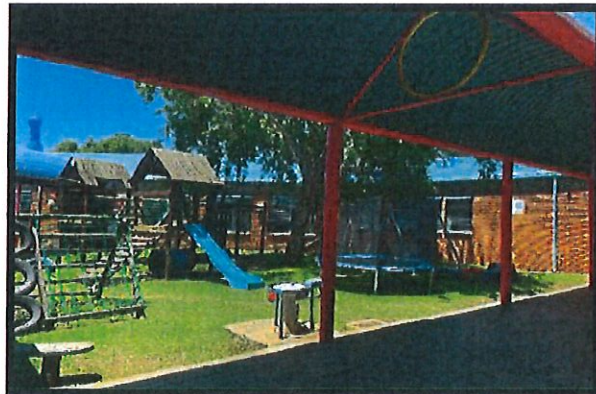
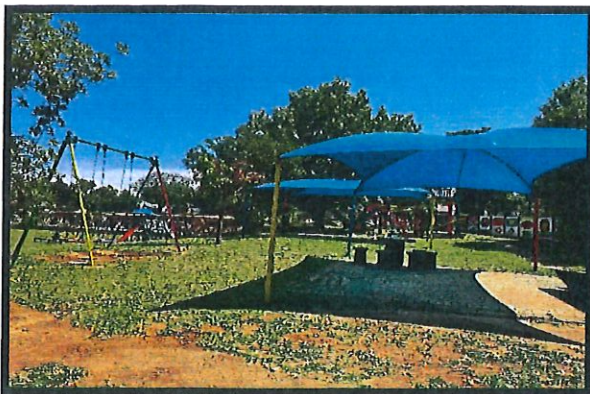


- Swimming pool must be enclosed and must be the children's design. Swimming pool is not a requirement but where needs be can be prohibited for safety reasons.
- Consider high walls or palisade fencing for demarcation whilst taking cognisance of safety; visibility (clear line of sight) etc.
- Encourage sand blocks

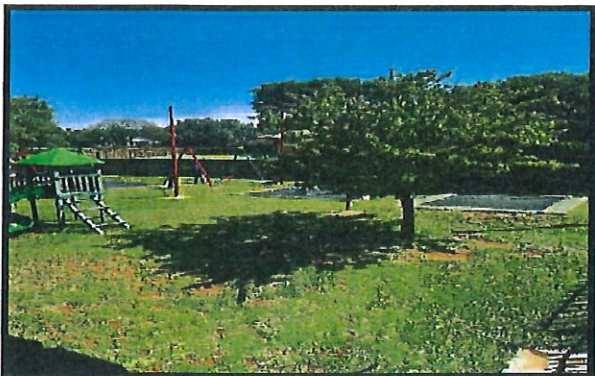


- Creative use of roofs as colourful shaded walkways that act as a sensory tool
- Avoid high structures
- Consider various pathways (stairs; ramps etc)
- Encourage well-light outdoor spaces

1.2. Play Areas



- Shaded play areas



- A circular shape is recommended for the trampoline

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- The trampoline must be small in size
- Avoid the hard surface around the trampoline
- Plant different plants for different odour to encourage sensory inspiration and the provision of shade from natural elements

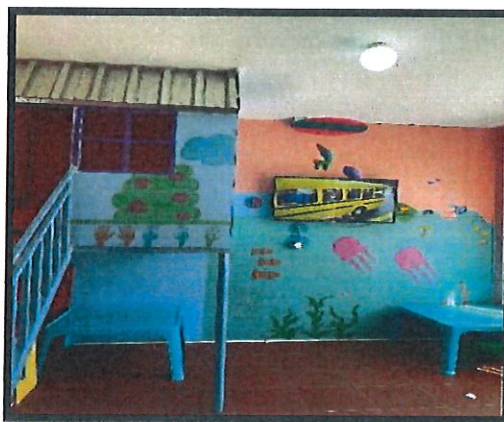
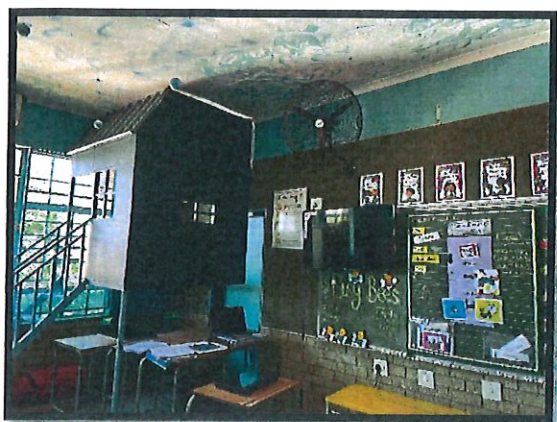
1.3 Gross Learning Areas



- Encourage communication in various forms through gross motor learning and link to spaces the children encounter within their communities/spaces
- Encourage colours; symbols and interesting terrain
- Create spaces that promote movement
- Use learning boards and building blocks
- Signage for safety/emergency zones

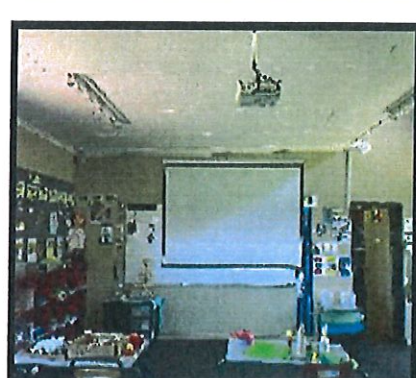
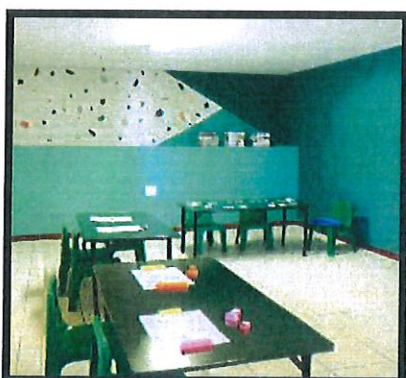
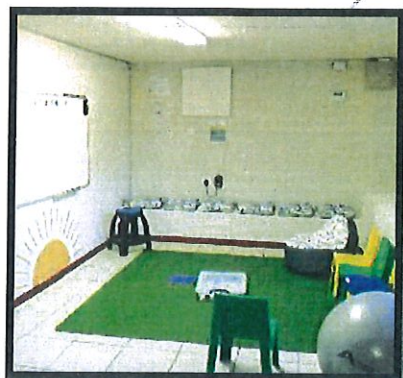
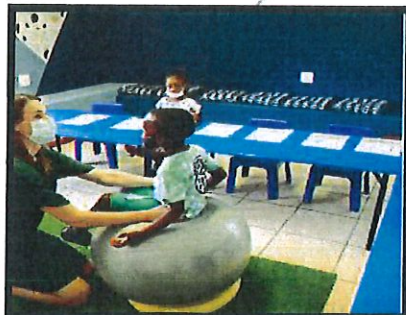
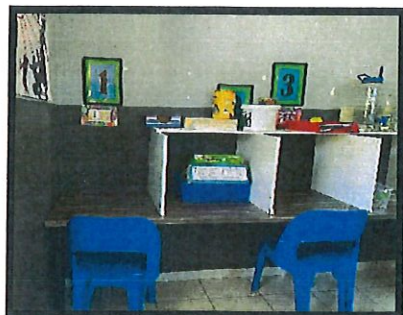
2. INDOOR PLAYING/LEARNING AREAS

2.1. Classrooms – Sensory Spaces



- Create multi-purpose classrooms that address the sensory needs of learners
- Take cognisance of noise from fan/air conditioning
- Take cognisance of light (natural versus artificial light)

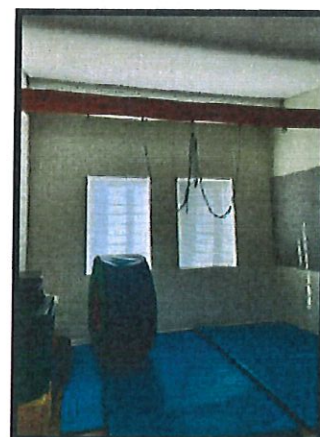
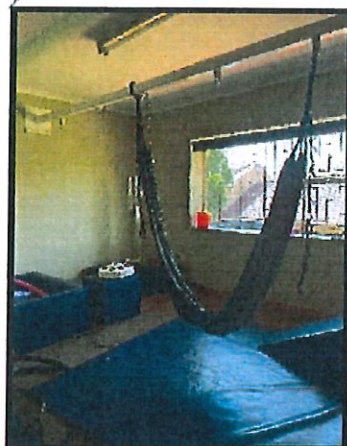
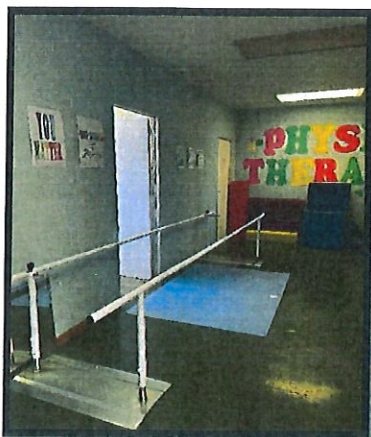
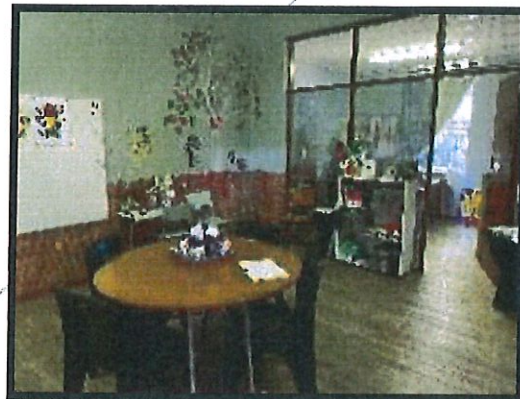
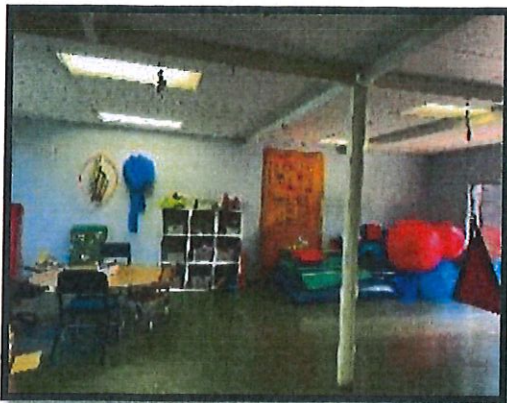
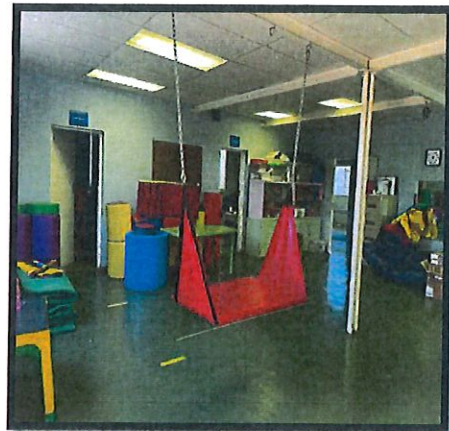
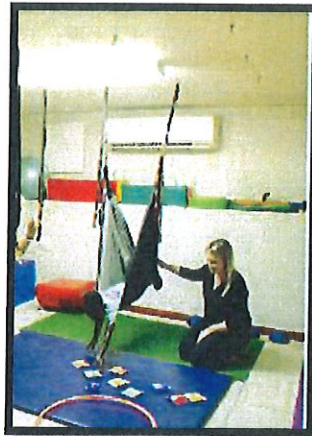
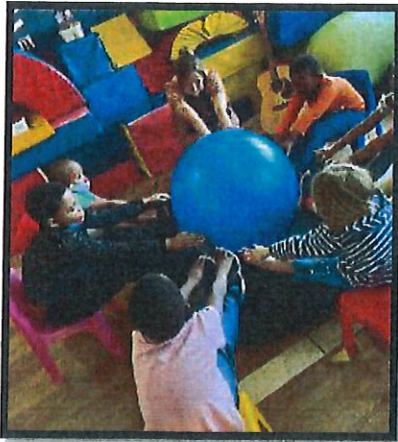
2.2. Classrooms – Teaching/Learning Spaces



- Create multi-purpose classrooms that can be adaptable
- Storage essential for learners and educators
- Understand the use and impact of colour schemes and designs/art within a classroom
- Various forms of communication (audible and non-audible)

3.SPECIALISED AREAS

3.1. Therapy Centre



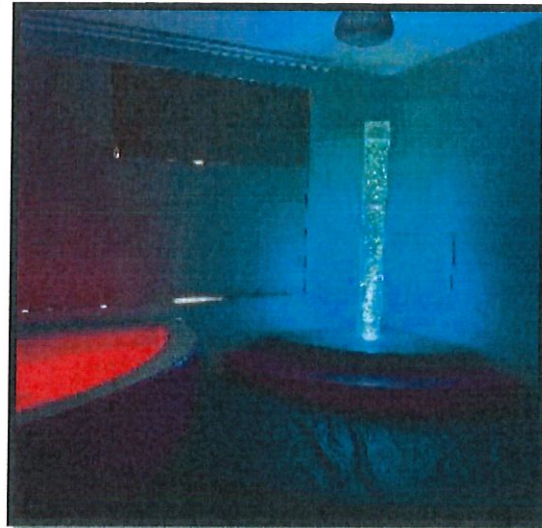
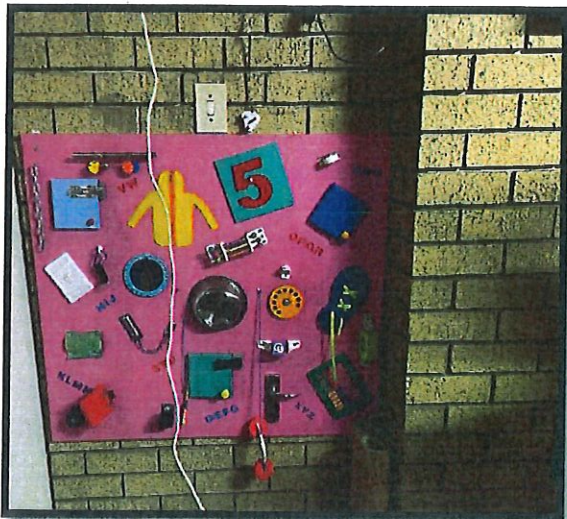
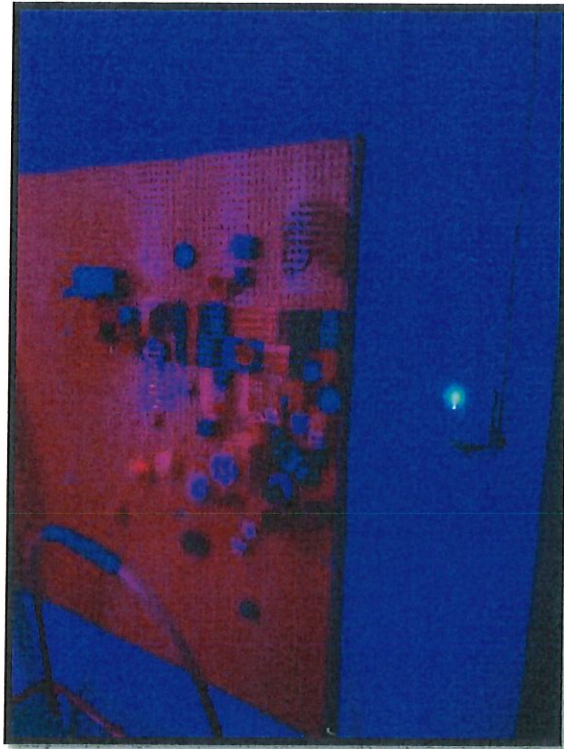
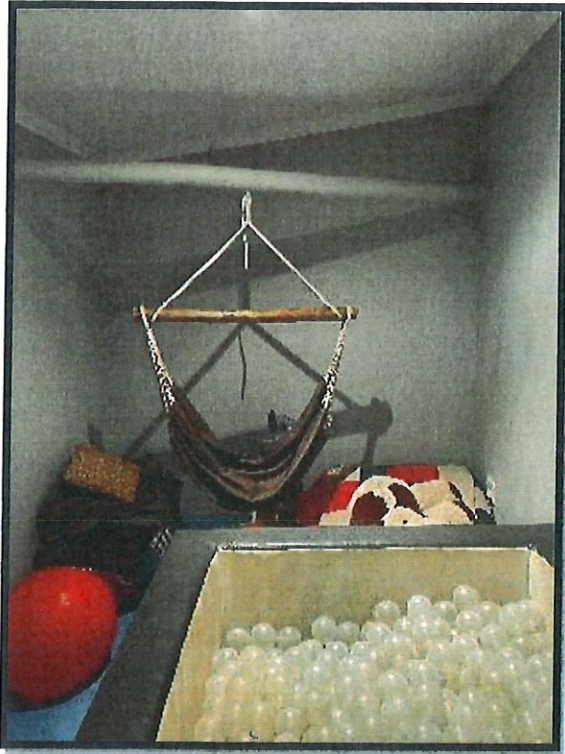
- Create spacious therapy centre with multi-purpose function
- Take cognisance of strength of infrastructure particularly for beams etc.
- Understand the use and impact of colour schemes and designed/art within the therapy centre
- Understand the use of texture and lighting
- Take cognisance of shared versus private spaces between the various professionals
- Take cognisance of storage areas and use of furniture (individual and group sessions)

3.2. Medical Centre



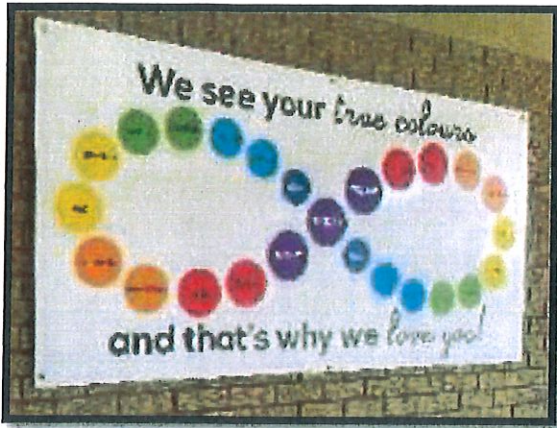
- Understand the use of light (natural versus artificial)
- Use of space for learner records; medical waste; medication; examination area etc
- Take cognisance of consultation area versus waiting area in relation to children's needs
- Ventilation measures

3.3. Sensory Rooms/Spaces/Walls



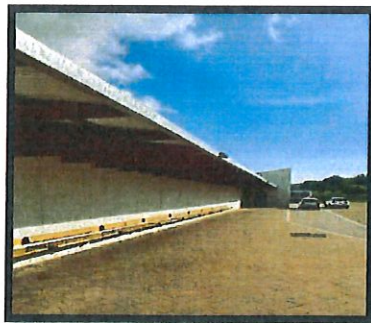
- Avoid dull colours
- Understand the use of light; space; shapes etc
- Understand and take cognisance of various types of senses: touch; smell; hear etc.

4. NEURODIVERSE BRANDING



- Create sense of culture and identity
- Create spaces that teach/educate on ASD

5. DROP-OFF AREAS AND WALKWAYS



- Drop-off areas must have symbols and direction
- Avoid creating dead zones; isolated spaces and non-interactive spaces
- Take cognisance of safety related to the drop-off and pick-up points as autistic children can wander around
- Provide sufficient shade on the drop-off areas or covered areas

REFERENCES

Legislation

Children's Act 38 of 2005

Continuing Education and Training Act (previously known as Further Education and Training Colleges Act) 16 of 2006

Government Immovable Asset Management Act 19 of 2007

National Building Regulations and Building Standards Act No. 103 of 1977

National Environmental Management Act 107 of 1998

National Heritage Resources Act 25 of 1999

South African Schools Act 84 of 1996

Policy

Draft National Guidelines for Resourcing Inclusive Education (2018)

Framework for Infrastructure Delivery and Procurement Management (2019)

Guidelines to ensure quality education and support in special schools (2014)

Personnel administrative measures – PAM (2022)

Policy on Screening, Identification, Assessment and Support (2014)

National Early Learning and Development Standards for Children: Birth to Four Years (2009)

National Learner Transport Policy (2015)

National policy pertaining to the programme and promotion requirements (2011)

National Protocol for Assessment Grades R – 12 (2012)

SANS10400-Building Regulations South Africa

White Paper on the rights of persons with disabilities (2016)

White Paper special needs education (2001)

Journals

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**NORTH WEST DEPARTMENT OF EDUCATION:
AUTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES - LSEN SCHOOLS**

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Curriculum (2011) National Department of Basic Education

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United Nations Convention on the Rights of Persons with Disabilities

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Available: [https://www.education.gov.za/Portals/0/Documents/Publications/SID%20DOCS/CAPS%20SID%20Section%201%20%204%20curriculum%20%20\(2\).pdf?ver=2018-06-15-094922-750](https://www.education.gov.za/Portals/0/Documents/Publications/SID%20DOCS/CAPS%20SID%20Section%201%20%204%20curriculum%20%20(2).pdf?ver=2018-06-15-094922-750) (Accessed: 02 February 2024).

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education

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North West Provincial Government
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CHIEF DIRECTORATE: INFRASTRUCTURE MANAGEMENT DIRECTORATE: PHYSICAL RESOURCES PLANNING

ROUTE FORM

SUBJECT	REQUEST FOR APPROVAL OF PROPOSED AUSTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES
DIRECTORATE	PHYSICAL RESOURCES PLANNING
CHIEF DIRECTORATE	INFRASTRUCTURE MANAGEMENT

ROUTE	SIGNATURE	DATE
Mr M.P.S. Makwela Chief Director: Infrastructure Management North West Department of Education		29/01/2024
Ms. L. Tong Acting Director: Learner Social Support Services North West Department of Education		30/04/2024
Mr. T. Moremane Acting Director: Legal Services North West Department of Education		16/5/2024
Ms. P. Mokhutle Chief Director: District Coordination North West Department of Education		17/5/2024
Dr. S.H. Mvula Deputy Director General: Institutional Management and Governance North West Department of Education		
Mr. H. Mashao Chief Financial Officer North West Department of Education		20/5/24
Mr. M.V. Seshibe Acting Superintendent General North West Department of Education		26-05-2024
Return to Chief Director: Infrastructure Management		

INSTRUCTIONS/NOTES

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**CHIEF DIRECTORATE: INFRASTRUCTURE MANAGEMENT
DIRECTORATE: PHYSICAL RESOURCES PLANNING**

To:	Mr. M.V. Seshibe Acting Superintendent General North West Department of Education
From:	Mr. M.P.S. Makwela Chief Director: Infrastructure Management North West Department of Education
Subject:	REQUEST FOR APPROVAL OF PROPOSED AUSTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES

1. PURPOSE

The purpose of this submission is to request the Acting Superintendent General to approve the proposed Autism Specific Infrastructure Guidelines. The guidelines will assist the Department of Education to undertake the planning and delivery of Autism Spectrum Disorder specific schools within the North West Province.

2. BACKGROUND

The purpose of the Autism Specific Education Infrastructure Guidelines is to guide the Chief Directorates: Infrastructure Management and Inclusive Education on key requirements that will enable quality education for learners on the Autism Spectrum. Autism Specific Education will cater for children that experience difficulty with social communication and interaction with an understanding that each child has a unique behavioural pattern.

Learners on the Autism Spectrum have extensive learning and interaction challenges which may include behavioural, medical, sensory, communication and intellectual difficulties. The type and severity of each challenge differs in each learner. Many learners on the Autism Spectrum are unable to access the education system, due to their high support needs which might include aggressive or disruptive behaviour. They are often even refused access to ECD centres, which limits their ability to attend formal education. An Autism Specific Education environment will assist in addressing the specific challenges for those learners on the Autism Spectrum Disorder, which often cannot be addressed in ordinary mainstream schools or even special schools for learners with intellectual disability.

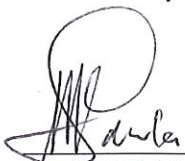
SUBJECT: REQUEST FOR APPROVAL OF PROPOSED AUTISM SPECIFIC EDUCATION
INFRASTRUCTURE GUIDELINES

3. RECOMMENDATIONS

It is recommended that the Acting Superintendent General:

3.1 Approve the Autism Specific Education Infrastructure Guidelines to enable the planning and implementation of autism specific educational infrastructure in the North West Province.

Submitted by:



Mr. M.P.S. Makwela
Chief Director: Infrastructure Management
North West Department of Education

29/04/2024
Date:

Recommended/~~Not Recommended~~/Comments:



Ms. L. Tong
Acting Director: Learner Social Support Services
North West Department of Education

30/04/2024
Date:

Recommended/~~Not Recommended~~/Comments:



Mr. T. Moremane
Acting Director: Legal Services
North West Department of Education

16/5/2024.
Date:

SUBJECT: REQUEST FOR APPROVAL OF PROPOSED AUSTISM SPECIFIC EDUCATION
INFRASTRUCTURE GUIDELINES

Recommended/Not Recommended/Comments:

Recommended

Mokhutle

Ms. P. Mokhutle
Chief Director: District Coordination
North West Department of Education

19/8/2024
Date:

Recommended/ Not Recommended/ Comments:

Recommended

Mvula

Dr. S.H. Mvula
Deputy Director General: Institutional Management and Governance
North West Department of Education

17/8/2024
Date:

Recommended/ Not Recommended/ Comments:-

FOR APPROVAL OF THE AUTISM SPECIFIC
EDUCATION GUIDELINES

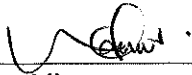
Mr. H. Mashao
Chief Financial Officer
North West Department of Education

20/8/24
Date:

SUBJECT: REQUEST FOR APPROVAL OF PROPOSED AUSTISM SPECIFIC EDUCATION
INFRASTRUCTURE GUIDELINES

Approved/ Not Approved/ Comments:

Approval granted.



Mr. M.V. Seshibe
Acting Superintendent General
North West Department of Education

29-05-2024

Date:



**SUBJECT: REQUEST FOR APPROVAL OF PROPOSED AUTISM SPECIFIC EDUCATION
INFRASTRUCTURE GUIDELINES**

**ANNEXURE A
AUTISM SPECIFIC EDUCATION INFRASTRUCTURE GUIDELINES**

