

## **Support Provided by Teachers to Learners With Special Education Needs in Selected Amathole West District Primary Schools South Africa**

**Authors :** Toyin Mary Adewumi, Cina Mosito

**Abstract :** Part of enabling learners with special education needs (SEN) to succeed is providing them with adequate support. Support is all activities in a school that enhance its capacity to respond to diversity by making learning contexts and lessons accessible to all learners. The paper reports findings of support provided by teachers to learners with SEN and the pockets of good practice found in the support provided by teachers to these learners in schools in the Amathole West District, Eastern Cape. A purposeful sample, comprising eight teachers, eight principals in eight schools, including one provincial and two district education officials, was selected. Thematic analysis was used for analyzing data gathered through semi-structured interviews. The results established that despite the challenges such as lack of qualifications and training in special education needs, learners with SEN received varied support from teachers which include extra exercises, extra time, special attention during break times or after school hours and homework. The study reveals pockets of good practice in some selected primary schools particularly in the poverty-stricken locations in the Amathole West District. This paper recommends adequate training for teachers for the support of learners with SEN.

**Keywords :** good practice, learner, special education needs, inclusion, support

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