

**A Whole School Development Paradigm in Inclusive Education:
A Case Study in the Vhembe and Umlazi Districts****R. Naidoo*, A. Singh and H. Cassim***University of South Africa, Pretoria, South Africa*
E-mail: naidor@unisa.ac.za*KEYWORDS** Eco-systemic Perspective. Structural Cognitive Modifiability. Teacher Attitudes

ABSTRACT The study focuses on inclusive education (IE) and concomitant challenges or special education needs experienced in two rural schools in the Vhembe district and five urban schools in Kwa-Zulu Natal. The learners who have “special educational needs” are those children with challenging behaviour, children with intellectual disabilities, those with learning disabilities, physical disabilities, sensory disabilities, autistic spectrum disorders and children with medical conditions. A modified LSEN (Learners with Special Educational Needs) questionnaire was given to two schools in Vhembe district and the data was analysed quantitatively. The LSEN questionnaire was further modified and used as interview questions which were conducted in five schools in KwaZulu –Natal (KZN). The data was analysed quantitatively and qualitatively for the Vhembe schools and the Umlazi respectively using a dual framework: the Eco-systemic perspective and Feuerstein theoretical framework. The results indicate that teachers are inadequately trained for IE. Infrastructure and teacher attitude exacerbate the implementation of IE at mainstream schools. Further government and parents are the keepers of IE policies and therefore must ensure schools adhere to these policies.