TO ALL:

SENIOR GENERAL MANAGERS
GENERAL MANAGERS
HEADS OF SECTIONS
MANAGERS HEAD OFFICE / DISTRICTS
CIRCUIT MANAGERS / WARD MANAGERS
PRINCIPALS OF ALL PRIMARY/INDEPENDENT/SECONDARY SCHOOLS
SCHOOL GOVERNING BODIES
AET / SCE CENTRE MANAGERS
TEACHER ORGANISATIONS

KZN CIRCULAR NO 31 OF 2014

CONCESSIONS FOR LEARNERS WITH BARRIERS TO LEARNING AND ASSESSMENT

1. Learners with barriers to learning and assessment may qualify for an array of concessions which addresses these barriers.

2. Learners that need concessions for the writing of all examinations and assessments will have to apply through their schools and centres.

3. This communiqué is aimed at reminding principals of schools to submit concession applications.

4. The attached guideline document includes application forms, the list of concessions available and their qualifying criteria. Learners with barriers to learning may apply for other concession not listed in the guideline.

5. All concession applications should be submitted on or before the 30 April 2014 to the relevant District Examination Heads.

6. Schools must be made aware that all affected learners in grades lower than Grade 12 are also eligible to apply for a concession.

Your co-operation in ensuring that this circular is brought to the attention of all concerned will be highly appreciated.

Mr E. Mosiuwe
Senior General Manager: Curriculum Management and Delivery
Date 20/3/14
GUIDELINES FOR CONCESSIONS

INTRODUCTION

It is widely acknowledged that assessment practices can become barriers to learning or barriers preventing learners from reaching their full potential.

The South African Qualifications Authority Act (SAQA), no. 58 of 1995, states that credibility in assessment is assured through assessment procedures and practices governed by various principles, one of which is the principle of fairness. This principle determines that assessment practices should not in any way hinder or advantage a learner.

Inclusivity, as expressed in Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System, 2001, heralds a shift away from categorisation or labelling of learners according to disability, towards addressing barriers experienced by individual learners.

It should be determined at an early stage what the individual needs are of each learner experiencing barriers to learning, and what levels of support are required in order to ensure the fairness of assessment. Learners should become accustomed to the alternative assessment method during internal assessment, so that when they are externally assessed they are able to realise their full potential.

At this point one should take cognisance of the sad reality that many of our severely disabled learners may never reach these exit points. However, it is our responsibility to lead them as far on the path of lifelong learning as it is possible.

PURPOSE OF THE GUIDELINE

These guidelines were drawn with a purpose of making it possible for learners with special educational needs to:

- Access alternate ways in which to demonstrate whether they have attained knowledge, concepts and skills.
- Be able to exit school with an appropriate recognition of competence.
- Explore alternate assessments based on alternate attainment of knowledge,

INTENDED OUTCOMES

- The guidelines are intended to bring about a common understanding of what a concession is.
- To bring about uniformity in the processing of concessions.
- To bring about consistency in the recommendation and granting of assessment concessions.
- To transform education delivery for all learners with special educational needs
- To ensure that assessment is learner centred.
QUALIFYING LEARNERS

- All learners who are experiencing barriers to learning Grade R to Grade 12 can apply for concessions.
- A data base for qualifying learners will be created at district and provincial levels to prevent learners from re-applying each year.

CONCESSIONS AT DIFFERENT LEVELS

Concessions undergo different levels of processing. The process begins at school. It is sent to the district and finally, it is concluded at the provincial level. The following are the levels of processing.

SCHOOL LEVEL

- The School Assessment Committee/ Institution Level Support Team is responsible for coordinating the applications for concessions at school level.
- The School Assessment Committee completes and reviews all applications for learners who require concessions together with all necessary medical reports and supporting evidence.
- School submits all concession applications to the Chief Education Specialist: District Examinations.

DISTRICT LEVEL

- The Chief Education Specialist: at the district level Examinations: must establish a District Based Support Team comprising of representatives from the following sections: Examinations (Chairperson); Inclusive Education; Special Needs Education Services (Psych); GET; FET and ECD to process applications received from schools.
- Capture all applications on a schedule. – format given
- The committee meets to review all applications.
- Where an application requires further assessment or reviews a referral is made to the relevant section in the District, e.g. Curriculum, Assessment or SNES sub-directorates.
- District to forward all recommendations to Provincial Examinations together with copies of applications and supporting documents/ reports.

PROVINCIAL LEVEL

- The Provincial Concessions Committee reviews all District submissions and ratifies recommendations.
- In cases where insufficient evidence is provided, applications will be referred back to Districts for further review.
- Individual Concessions letters will be sent to the districts to forward to schools.
- All concessions granted need to be available to the examination monitoring teams during the writing phase of the examinations.
APPEALS

- Decisions with regard to the granting of assessment concessions for examinations will be communicated to the school principal by means of a concessions letter issued by the District office. Should the school principal and/or the parent disagree with the concession granted to the learners then an appeal may be lodged at the respective district examinations section within one month of the receipt of the concession letters.
- All evidence will be reviewed by the Manager: Assessment in consultation with the convener of the Provincial Concessions Committee and any other official whose input is required.

AUTOMATIC CONCESSIONS

These are concessions given to special schools and other deserving schools. Special schools have learners who are screened before they are admitted. The screening offers reasons to grant the learners concessions required.

Concessions may be granted using the list below which is not conclusive.

TABLE ONE

<table>
<thead>
<tr>
<th>Barrier to learning</th>
<th>Definition and range</th>
<th>Support provided/type of Concession</th>
<th>Evidence required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Barrier- Vision</td>
<td>Visual impairment- partial to totally blind. (Includes candidates who are colour blind)</td>
<td>Braille or adapted question papers Extra time Voice synthesiser Amanuensis Computer/ typewriter Tape aid Oral assessment (internal assessment tasks only) For a candidate who is colour blind, the invigilator may name colours on the examination script when they are pertinent to the question or the interpretation of the question. The candidate may write down the colours on the question paper or use a colour chart.</td>
<td>Medical proof of the condition is required.</td>
</tr>
<tr>
<td>Sensory Barrier- Hearing (deafness)</td>
<td>Candidates who are hearing impaired</td>
<td>Extra time Adapted question papers Sign language interpreter</td>
<td>Medical/audiologist report</td>
</tr>
<tr>
<td>Deaf-Blind</td>
<td>Candidates who are deaf and blind.</td>
<td>Braille question papers Extra time Adapted question papers Voice synthesiser Amanuensis Computer/ typewriter Oral assessment (internal assessment tasks only)</td>
<td>Medical Report- full history</td>
</tr>
<tr>
<td>Physical disability</td>
<td>Candidates who have a physical disability, such as poor muscle tone, cerebral palsy, mobility challenges, inability to write and others</td>
<td>Extra-time, Adapted question paper, Amanuensis/scribe-reader/assistant, Computer/typewriter, Enlarged question papers, Handwriting flag, Rest periods, Tape aid, Oral assessment (internal assessment tasks only), Specialised seating</td>
<td>Medical report and full history, Reading and writing rate</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Neurological disorders</td>
<td>Neurological impairments such as Attention Deficit Disorder, hyperactivity, epilepsy, Tourette’s Syndrome, brain injury and autism etc.</td>
<td>Extra-time, Rest periods, Re-direction/re-focusing (by invigilator), Assistance with time management, Isolation</td>
<td>A brief description of medical condition, nature, medication and severity from a medical professional and educator's report. Indicate the impact of this condition on the examination or assessment process.</td>
</tr>
<tr>
<td>Mood Disorders</td>
<td>Psychiatric mood disorders</td>
<td>Extra time, Rest periods, Isolation, Re-direction/re-focusing</td>
<td>Medical/Psychiatric report and full history of condition. Reading and writing rate</td>
</tr>
<tr>
<td>Specific medical condition</td>
<td>Any medical condition that affects the candidate’s performance in the examination, e.g. conditions causing tiredness, weakness, sleepiness, seizures etc.</td>
<td>Extra-time, Rest periods, Isolation, Epilepsy: letter to Chief Invigilator on management procedures</td>
<td>Medical report. The effect of any medication on the candidate. Reading and writing rate</td>
</tr>
<tr>
<td>Learning disorder</td>
<td>These are specific learning difficulties, such as dyslexia, dyscalculia, etc.</td>
<td>Extra-time, Adapted Question Paper, Amanuensis/scribe-reader/assistant, Computer/typewriter, Spelling and/or handwriting flag, Sign language interpreter, Oral assessment (internal assessment tasks only), Exemption from certain compulsory subject offerings</td>
<td>Report from a professional and history of case. Reading and writing rate</td>
</tr>
<tr>
<td>Illegible handwriting</td>
<td>Poor fine motor skills, perceptual difficulties that affect the legibility of writing. Type of concession will depend on the severity of the disability/barrier</td>
<td>Handwriting Flag, Scribe, Use of computer/typewriter</td>
<td>Medical report and full history. Handwriting sample</td>
</tr>
</tbody>
</table>
### TABLE TWO

**Description of concessions and range of application**

<table>
<thead>
<tr>
<th>Type of Concession</th>
<th>Description and range of Concession</th>
<th>Provisioning of resources and guidelines for usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extra time</td>
<td>Candidates who experience barriers, which prevent them from being able to work at optimum speed/rate. Extra time, up to a maximum of 15 minutes per hour of the duration of the question paper may be awarded. The amount of extra time will vary according to individual needs.</td>
<td>In order to award this concession fairly and consistently, the Concessions Committee will need to know the reading and/or writing rate in words per minute. A brief description of the nature and severity of the condition is required, as well as a medical/psychological report.</td>
</tr>
<tr>
<td>2. Rest periods</td>
<td>A rest period of 5 minutes per hour for the duration of the question paper may be awarded to candidates who suffer from a physical disability or specific medical condition causing discomfort or fatigue when sitting or writing for long periods. This may be in addition to the extra time concession or independent thereof. During the rest period the candidate must be under supervision and must not interact with the examination material.</td>
<td>A description and history of the condition is required. In the case of illegible handwriting a handwriting sample must be provided. The Concessions Committee will need to know whether the candidate is sufficiently skilled with the equipment to write the examination. Candidates sitting for Life Sciences/Biology may either use the computer for written responses and do the sketches by hand, or in particularly severe cases, opt to apply for the adapted question paper. (See “ADAPTED QUESTION PAPERS” below) The computer must be provided by the school/district or candidate. The Chief Invigilator is responsible for ensuring that all IT equipment is: - Free of any assistive material or software, for example predictive text software, grammar check, spelling check or thesaurus. Spell check and thesaurus must be disabled. - The computer’s data storage (my documents, hard drive, desk top and recycling bin) must be cleared.</td>
</tr>
<tr>
<td>3. Use of computer</td>
<td>Candidates who are unable to write legibly due to a disability may be granted permission to use a computer for all subjects. For subjects where answer booklets are provided, the answer booklet will be pre-loaded on the computer by examination officials.</td>
<td></td>
</tr>
</tbody>
</table>
Where more than one learner is using a computer, the computers may not be connected to each other or to the internet or intranet.

- IT equipment is used exclusively for examination purposes during the assessment period.
- IT equipment is stored in a strong-room when not in use.
- Responses are printed and endorsed with the candidate’s examination number.

### Use of voice synthesiser

A candidate who is physically or visually impaired and is unable to read and or write.

A learner may access the examination questions by using a voice synthesiser. In such instances the examination questions would need to be relayed to the learner’s computer electronically. These learners may also use a computer to type examination answers.

A description and history of the condition is required.

The Concessions Committee will need to know whether the candidate is sufficiently skilled with the equipment to write the examination. Such learners must either use headphones or write the examination in isolation.

### Amanuensis/scribe/reader/assistant

This concession should only be considered in extreme cases, e.g. where the candidate is completely unable to write and/or read and has used this method of assessment for internal examinations and tests.

An amanuensis will read the questions to the candidate and write or type the responses dictated by the candidate.

A scribe writes or types the candidate’s answers from dictation. This technique needs practice.

A candidate who has visual impairment can use a reader.

An assistant may assist a candidate who, for example, is unable to manipulate instruments required during the assessment of subjects such as Engineering Graphics and Design (GRDS) or Geography P2 (Mapwork).

A suitable amanuensis/scribe/reader should be trained by the DBST to ensure that the integrity of the examination is intact and the candidate is not dis/advantaged in any way.

The DBST must ensure that all required resources are available and in working order prior to the assessment period.

These examination sessions must be fully tape-recorded and an invigilator must be present at all times.

The service provider must complete an agreement with the Department of Education (Annexure C). Please note that the person may not be a relative or someone who has taught the candidate.

### Adapted question paper

- For sight impaired candidates question papers containing visual stimuli or which require drawings, such as Biology, History, languages, etc., are adapted so that candidates will not be disadvantaged.

A clear indication should be provided of the reason(s) why adapted question papers are required.

A flag is provided to alert the Examiner that the script/s contain responses to the adapted question paper.

It is strongly recommended that educators from LSEN schools form
- Question papers for deaf learners are adapted to ensure language accessibility for learners who learn through medium of South African Sign Language. In addition to this, a sign language interpreter may be present in the venue to assist the learners in case of any difficulty.

<table>
<thead>
<tr>
<th>Spelling flag</th>
<th>In severe cases, where a candidate may be disadvantaged due to poor spelling (with a well documented history of learning disability), a spelling flag is provided to the Chief Invigilator, to be attached to the scripts submitted by the candidate. It must be noted that there is no specific concession (such as extra marks added or extra time) for poor spelling. This flag alerts the Examiner to the problem. Extra care would then be taken with the marking of the script, which would be done by a senior/experienced marker. A sample of a writing task must be submitted with the concession application, with a clear indication of the extent of the problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting flag</td>
<td>In severe cases, where a candidate may be disadvantaged due to poor handwriting (e.g. due to physical disability or injury), a flag is provided to the Chief Invigilator, to be attached to the scripts submitted by the candidate. This flag alerts the Examiner to the problem. It must be noted that there is no specific concession (such as extra marks added or extra time) for poor handwriting. A handwriting sample must be submitted with the concession application, clearly showing the extent of the problem. Extra care would then be taken with the marking of the script, which would be done by a senior/experienced marker.</td>
</tr>
<tr>
<td>Epilepsy letter</td>
<td>This concession is for candidates who are diagnosed with epilepsy. A letter is sent to the Chief Invigilator, providing clear guidelines on the correct procedures to follow in the event of a seizure during an assessment session. The candidate is given extra time, equal to the time lost due to the seizure and the recovery period, up to a maximum of one hour. This should be strictly controlled by the Chief Invigilator. Proof should be provided of the medical condition. If the candidate was unable to continue with the examination, he/she may apply to write the Supplementary Examination, backed up by a medical certificate and a statement from the Chief Invigilator.</td>
</tr>
<tr>
<td>Enlarged question papers</td>
<td>Candidates with visual impairment can apply for this concession. Question papers can be enlarged to A3 size or font size 14 on A4 paper. This concession will also warrant extra time. A candidate may also apply to use magnifying equipment. Indicate the severity of the impairment, recommend the font size and how much extra time would be required by the candidate.</td>
</tr>
<tr>
<td>Adapted answer script</td>
<td>This concession is for candidates with visual and/or perceptual impairments. Applications should indicate that the candidate is sight- or perceptually impaired and requires adapted answer scripts.</td>
</tr>
<tr>
<td><strong>Oral assessment (internal assessment tasks only)</strong></td>
<td>These scripts are printed on coloured paper, with lines further apart and in bold. This concession is for learners who have a specific writing and/or reading disability. The learner responds orally to a written assessment task or the entire assessment is conducted orally. This applies only to internal assessment.</td>
</tr>
<tr>
<td>Braille question papers</td>
<td>This concession is for totally blind learners. The candidate must be familiar with Braille. The candidate may respond in Braille or make use of a scribe or tape recorder. The concession would also include a time concession of 15 minutes per hour.</td>
</tr>
<tr>
<td>Naming of colours/use of colour chart</td>
<td>This concession is for candidates who are colour blind. The invigilator may name colours on the question paper when they are pertinent to the question or the interpretation of the question. The candidate may write down the colours on the question paper or use a colour chart.</td>
</tr>
<tr>
<td>Taped question papers</td>
<td>Candidates with severe visual impairment or a severe reading disability may be granted this concession. The assessment task is recorded on audio tape and the candidate responds orally or in writing. Where the candidate is responding orally, the examinations should be done in isolation and the responses must be recorded on audio tape.</td>
</tr>
<tr>
<td>Special seating arrangement/Isolation</td>
<td>Certain medical conditions may require the candidate to write the examination in isolation or to be seated in a specific location in the examination venue. It must be noted that an invigilator is required to be present at all times in the case of isolation.</td>
</tr>
</tbody>
</table>
| Re-direction/re-focusing of candidate | For conditions such as Autistic Spectrum Disorder (e.g. Asperger's Syndrome), Anxiety Disorder, and Attention Deficit Disorder, the invigilator may be required to re-direct the candidate, assist with time management or just regularly monitor and encourage the candidate. This concession may require the invigilator to:  
- Tap the candidate on the shoulder and to re-focus attention to the task.  
- Provide verbal encouragement to re-focus attention to the task without disturbing other candidates.  
- Provide advice on time management without disturbing other candidates.  
Note that the re-focusing or encouragement by the invigilator should not compromise the integrity of the examinations. | Medical proof of the condition is required. |
AD HOC CONCESSIONS

Ad hoc support applies in cases where candidates encounter emergencies during or immediately prior to the writing phase of the examination. Depending on the severity of the emergency, candidates may be granted assessment concessions to address the barriers caused by the emergency. Alternatively, assessment may be postponed until the Supplementary Examinations or to the next assessment year.

School principals should submit applications for ad hoc concessions in writing, via the District CES: Examination and Assessment, to the Manager: Provincial Examination and Assessment Services, who will decide on the appropriate support in consultation with the chairperson of the Provincial Concessions Committee and any other official whose input is required. These decisions will be communicated in writing to the principal via the District CES: Examination and Assessment.

In crisis situations where an immediate decision is required, the Principal must contact the District CES: Examinations and Assessment, who will approve the necessary concessions after consultation with the chairperson of the Provincial Concessions Committee.

Examples of emergencies and possible support measures are:

- **Hospitalization or imprisonment**: Arrangements may be made for candidates to write the examinations in a venue other than the centre at which s/he is registered. Strict measures must be in place to preserve the integrity of the examination.

- **Accidental injuries or illness**: In cases where candidates are injured or ill, but are still able to write the examinations, appropriate support may be provided in the form of time concessions and/or measures to address physical discomfort.

- **Trauma**: Candidates who need to take tranquilizing medication due to traumatic events such as death in the immediate family or a criminal event may be granted a time concession to address the slowing effect of the medication.

All applications for ad hoc concessions must be accompanied by documentary evidence attesting to the nature and severity of the emergency.

FORMS USED FOR APPLYING

Concession application forms are supplied by the District examinations to the schools that need them. The forms are annexures to the guidelines.

CONCLUSION

The assessment directorate is committed to ensuring that the assessment process does not place further barriers on learners who have had to contend with barriers to learning for most of their lives.

More than ever before in the educational history of our country, the special needs of our learners with barriers to learning are being considered and catered for. When inclusive education comes to full fruition and the required support is in place at all levels, I see a much brighter future for our special children.
KWAZULU-NATAL DEPARTMENT OF EDUCATION
APPLICATION FOR CONCESSION: FET/AET

PLEASE NOTE THAT THIS APPLICATION FOR CONCESSION MUST BE ACCOMPANIED BY AN ASSESSMENT REPORT.

Learner’s Name: ........................................................................................................ Date of Birth: ......................

School: .................................................................Centre No.: ................. District: .................................

Current Grade of learner: (FET/AET)

(Please circle)
SUBJECT(S)/LEARNING AREA(S) FOR WHICH CONCESSIONS ARE REQUIRED:

- Describe the condition/disability which causes a barrier to assessment:

- When was it first reported/diagnosed? .......................... Is it a permanent condition/disability? YES / NO

- Is there a recorded history of scholastic difficulties experienced as a result of this condition/disability? Please summarise:

- Does the condition/disability affect the candidate’s ability to:
  
  (a) write quickly/legibly? Explain:

- read quickly? Explain:

- Please list the medical /specialist reports and samples of work (if applicable) attached to this application:
  
a. ................................................................................................................................................
  
b. ................................................................................................................................................
  
c. ................................................................................................................................................
• Specify the nature and extent of the concession(s) which you consider reasonable: …………………………………
  …………………………………………………………………………………………………………………………………………
  …………………………………………………………………………………………………………………………………………
  …………………………………………………………………………………………………………………………………………
  …………………………………………………………………………………………………………………………………………

I, _______________________________________________, the principal of ________________________________:

  [Print full names]  [Name of school]

• have established that the condition/disability/barrier to learning is genuine and significantly affects performance of the
  learner;

• am of the opinion that, without a concession, this learner would be significantly disadvantaged.

PRINCIPAL’S SIGNATURE _____________________________       DATE _____________________________

SCHOOL STAMP:                                               CONTACT NO.: __ __ - __ __ __ __

Fax. No.: ………………………..
KWAZULU-NATAL DEPARTMENT OF EDUCATION

APPLICATION TO APPEAL AGAINST THE DECISION IN RESPECT OF ASSESSMENT CONCESSIONS

SCHOOL: _____________________________________________________________

LEARNER'S NAME: ____________________________________________________

DATE OF BIRTH: __ ___ / __ ___ / __ ___ ___   GRADE: ________

PHASE: _______________________________   NUMBER OF YEARS IN PHASE: _______

NATURE OF BARRIER: _________________________________________________
_____________________________________________________________________
_____________________________________________________________________

MOTIVATION FOR APPEAL:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

DOCUMENTS ATTACHED:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

APPELLANT’S RELATIONSHIP TO LEARNER: _______________________________

APPELLANT’S NAME: _______________________________   _______________________

{PRINT NAME}                                                                    {SIGNATURE}
KWAZULU-NATAL DEPARTMENT OF EDUCATION
APPLICATION FOR SENIOR CERTIFICATE, NATIONAL SENIOR CERTIFICATE AND AET EXAMINATION CONCESSION

Candidate’s Name: ........................................................ Date of Birth: .............................

School: .......................................................... Centre No.: ............. District: .................................

PLEASE CIRCLE THE EXAMINATION FOR WHICH THE CONCESSION IS REQUIRED:  SC / NSC/ AET

CANDIDATE’S GRADE 11 FINAL EXAMINATION RESULTS:  * Please express as a percentage

<table>
<thead>
<tr>
<th>Subject</th>
<th>MARK</th>
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<th>AVE.</th>
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<th>AVE.</th>
<th>MARK</th>
<th>AVE.</th>
<th>MARK</th>
<th>AVE.</th>
</tr>
</thead>
</table>

- Do these results differ significantly from those obtained under untimed conditions (e.g. projects/assignments)?  YES / NO
  Specify:
- Describe the condition/disability which causes a barrier to learning/assessment:

- When was it first reported/diagnosed? .................................. Is it a permanent condition/disability? YES / NO

- What concession has been granted by the school for internal assessment? Please be specific.

- Is there a recorded history of scholastic difficulties experienced as a result of this condition/disability? Please summarise:

- Does the condition/disability affect the candidate’s ability to:
  write quickly/legibly? Explain:

  read quickly? Explain:

- Please list the medical reports and samples of work attached to this application:
  a.  .................................................................  b.  .................................................................
  c  .................................................................  d  .................................................................
• Specify the nature and extent of the concession(s) which you consider reasonable: ...........................................................

I, ________________________________, the principal of ________________________________________________________________:

[Print full name] [Name of school/centre]

• am aware that concessions which are not justified will unfairly disadvantage other candidates;
• have established that the condition/disability/barrier is genuine and significantly affects performance of the learner;
• am of the opinion that, without a concession, this candidate would be significantly disadvantaged in the examinations.

PRINCIPAL’S SIGNATURE

DATE

SCHOOL STAMP:

SCHOOL CONTACT NO.: _______ - _______