



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**PROCEDURAL MANUAL FOR THE ASSESSMENT AND
EXAMINATION OF LEARNERS WHO EXPERIENCE
BARRIERS TO ASSESSMENT FROM GRADE R TO 12:
ACCOMMODATIONS AND CONCESSIONS**

JULY 2023

Disclaimer:

This document seeks to discuss the most relevant and known accommodations that are currently implemented; however, it does not intend to exclude the development of technology and other types of accommodations that are unique to the needs of learners who experience barriers to learning. Each application needs to be reviewed individually based on merit, relevant scholastic history, supporting documentation and the support required. This will ensure the consideration of awarding a combination of and/or unique reasonable accommodation best suited to the learners' needs, which may not be included in this document.

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GLOSSARY OF TERMS

| TERM | DEFINITION |
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| Accommodation/ Reasonable accommodation | Refers to the necessary and appropriate modification of, and adjustments to, the environment, assessment format and/or curriculum format, as well as allowing the use of assistive devices and technology, where needed in a particular case, to allow learners with disabilities or those who experience specific barriers to learning, access to the curriculum and the possibility to show what they know and can do on an equal basis with others. The cognitive demand of the curriculum and the assessment is the same as that for learners who do not experience barriers to learning. |
| Accommodation provider | This term refers to the person, usually a teacher or other suitable person, who is assigned to a learner to administer either reading, scribing, prompting, interpreting or personal assistance as determined by the individual needs of learners depending on their disability or barrier to learning. All readers, scribes, prompters, South African Sign Language (SASL) interpreters and personal assistants have particular roles to fulfil in the administration of the assessment accommodations. Readers, scribes, prompters and SASL interpreters must receive training and be in possession of a valid certificate (see Addendums 2-4). All accommodation providers are required to sign a declaration of ethical conduct in their roles as accommodation providers. |
| Adaptations | Alteration of the curriculum and/or assessment tasks for individual learners who experience specific barriers to learning. |
| Alternate assessment | Measures performance through an assessment task which is modified and/or specifically designed for learners who experience specific barriers to learning. Both curriculum and/or assessments may be modified to assess the same learning constructs. |
| Assistive technology | An umbrella term that includes assistive, adaptive, and rehabilitative devices for persons with disabilities. Any device that is designed, made, or adapted to assist a person in performing a particular task, or is intended |

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| | to compensate for any form of functional limitation. It also includes the process used in selecting, locating, and using them. Assistive technology promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish or had great difficulty accomplishing; by providing enhancements to or changing methods of interacting with, the technology needed to accomplish such tasks. |
| Behavioural and psychosocial disorders | These can become barriers during assessment when they have been diagnosed as either mild or severe behavioural or psychosocial disorders, where the learner needs support to mediate the barriers they experience during the assessment. These difficulties may be temporary (for example, a response to a recent traumatic event) or long-term. Learners on prescribed medication may be affected by drowsiness, thirst, and visual and coordination difficulties. |
| Concession | Refers to the permission given to learners who experience barriers to learning to be exempted from certain subjects which impact on assessment or promotion criteria of the curriculum as set out in <i>Regulation 16 of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate (NPPPR)</i> examination. The exempted subject should be replaced by another subject. |
| Diagnostic Assessment | These are standardised, and non-standardised assessments provided by medical and other healthcare professionals, within their scope of practice, which allows them to confirm a diagnosis/es of a learner as per assessment protocols and procedures. |
| Deaf-blindness | This is a condition in which the combination of hearing and visual loss in learners could cause severe communication and other developmental and educational needs. Some learners might have been Deaf first and then later become blind or vice versa. Depending on which disability occurred first the learner could already have attained competency in SASL or Braille or both. Due to the range of severity in which people who are Deaf-Blind can be affected, support needs will vary. |

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| Differentiated assessment/examination | Is part of curriculum adaptation that is different or modified in some way from the standard delivery. Differentiating assessment is a practice of having learners do assessments in different modalities to accommodate a range of learner needs. Differentiated assessment may involve accommodations and adaptations. |
| Hearing impairments | Damage to or disorders of the auditory mechanism affect the learner's ability to hear. Hearing losses range from mild to profound, often leading to varying degrees of impact on speech and language development. <i>Deaf learners</i> (severe to profound hearing losses) often present with little to no verbal output and utilise South African Sign Language as their home language. <i>Hard of hearing</i> (mild to severe hearing loss) learners' language will also be affected in this area as normal hearing is essential in developing age-appropriate speech and language. The extent of the hearing loss and its impact on language development and curriculum access will determine the types of accommodations learners are afforded. In the case of deaf learners, their first language may be South African Sign Language and assessment accommodations can be provided for the mode of examination as well as for certain adaptations in the structure and content of examination papers. The extent of hearing loss in hard-of-hearing learners will determine the mode of examination as well as for differentiated structure and content of examination papers. |
| External assessments | Refer to assessments set by various external examining bodies, such as <i>Annual National Assessments (ANA)</i> , <i>Early Grade Reading Assessment (EGRA)</i> or <i>Music Examinations (Associated Board of Royal Schools of Music/Trinity College of London/the University of South Africa)</i> . |
| Mental Disorders | A mental disorder refers to a significant disruption in an individual's thinking, feelings, or behaviour that indicates a problem in mental function, as defined by the American Psychiatric Association (2013) in the <i>Diagnostic and Statistical Manual of Mental Disorders (5th Ed) (DSM-V)</i> . Mental disorders are characterized by specific symptoms, and it is the responsibility of healthcare professionals to aid in the accurate diagnosis. |

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| | <p>These disorders can lead to distress or disability in various aspects of life, such as social interactions, school performance, work responsibilities, or family activities. Examples of mental disorders in children include anxiety disorders, depressive disorders (including bipolar disorder and depression), trauma and stressor-related disorders, conduct disorders, obsessive-compulsive disorders, and schizophrenia-spectrum and other psychotic disorders.</p> |
| Neurological and Neurodevelopmental Disorders | <p>These are a range of disorders associated primarily with the functioning of the neurological system and brain disorders which usually occur in childhood (according to DSM-5^{®1}). Specific symptoms define these disorders and healthcare professionals are required to assist with the correct diagnosis. Examples of neurodevelopmental disorders in children include attention-deficit/hyperactivity disorder (ADHD), Autistic Spectrum Disorder (ASD), specific learning disorders, neuro-motor disorders, intellectual disability, cerebral palsy, epilepsy and impairments in vision and hearing. Children with neurodevelopmental disorders can experience difficulties with communication, social communication, speech and language, motor skills, behaviour, memory, learning, or other neurological functions. While the symptoms and behaviours of neurodevelopmental disabilities often change or evolve as a child grows older, some disabilities are permanent.</p> |
| Other medical conditions | <p>These conditions encompass a range of medically assessed conditions that have the potential to create barriers to learning. These barriers can arise either temporarily, such as due to a fracture, infection, or diagnosed communicable disease (e.g., Tuberculosis, COVID-19), or due to pregnancy. Additionally, they can be caused by permanent/chronic medical conditions like severe diabetes, chronic pain, back/neck injury, haemophilia, coeliac disease, cardiovascular and pulmonary conditions. In some cases, the condition may be terminal, such as leukaemia/cancers or HIV/AIDS. It's important to note that not all medical conditions would</p> |

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| | require the application of assessment accommodations and/or concessions. |
| Physical disability | A neurodevelopmental disorder or disability refers to a condition that affects the neurological, motor, neuro-motor, or sensory-motor systems of individuals, leading to impaired functioning in various parts of the body, such as the hands, arms, legs, trunk, upper body, neck, or the entire body. These impairments often result in limitations in gross motor skills, fine motor skills, and coordination, necessitating the use of assistive devices like wheelchairs for mobility. Additionally, individuals with physical disabilities require accessible buildings and environments that can accommodate their specific needs. Physical disabilities can be present from birth or acquired at any point in life. Common conditions observed in children include spina bifida, muscular dystrophy, cerebral palsy, limb agenesis, and amputation, among others. |
| Personal Assistant | This is an accommodation provider who is a suitable person, trained to provide the role of personal care or assistance with manual tasks at the instruction of the learner in the classroom and/or assessment/examination. |
| Prompter | An accommodation provider, who can be an educator or another qualified individual, is trained and accredited to assist learners who face significant challenges with attention, concentration, sensory processing, planning, and organizing themselves during classroom activities and assessments. The role of the accommodation provider is to refocus the learner when they experience difficulties with attention, concentration, or are easily distracted. The provider utilizes various cues, such as physical, verbal, or non-verbal cues, to support the learner. It's important to note that the term <i>planning aid</i> is no longer in use. |
| Reader | This is an accommodation provider who is an educator or suitable person, trained and accredited to provide the role of reading the question paper to the learner in classroom activities and an assessment/examination. (The term <i>amanuensis</i> is no longer used). |

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| Scholastic assessments | <p>This refers to the formal scholastic, continuous and formative assessment of a learner's reading level, writing, spelling and mathematics. To provide appropriate support it is necessary to administer a specific scholastic assessment to ascertain the learners' performance concerning the norms (such as age or grade) or external criteria rather than concerning the class average (called norm-referenced or criterion-referenced assessments). Commonly, scholastic tests to support the application for assessment accommodations include reading, spelling, writing and mathematics proficiency tests. These are usually conducted by educators, who have received training or who are trained in psychometry and serve to support the accommodation process, especially in the absence or shortage of specialists, such as psychologists or therapists. In most cases, these are administered in the language of teaching and learning. Commonly used scholastic assessments used for assessment accommodations include, but are not limited to the <i>Early Grade Reading Assessment (EGRA)</i>, <i>One-Minute Reading Test</i>, <i>Neale Analysis of Reading Ability (NARA-2)</i>, <i>standardised Spelling and Maths Tests</i>, <i>4-minute paragraph</i> etc., (in English or Afrikaans or other South African languages, where developed).</p> |
| Scribe | <p>This is an accommodation provider who is an educator or suitable person, trained and accredited to provide the role of writing the learners' answers verbatim in classroom activities and an assessment/examination. (The term <i>scribe</i> or <i>amanuensis</i> is no longer used).</p> |
| Speech and language disorders | <p>Learners may exhibit severe speech and language disorders or delays that can have an impact on their expressive and receptive language skills, thus affecting their ability to access the curriculum. These challenges encompass a range of difficulties, including impairments in speech sound production (such as articulation and motor planning), fluency disorders (like stuttering), selective mutism, auditory processing disorder, developmental language disorders, and specific language disorders. Depending on the severity and impact of these difficulties on the learning environment, accommodations can be considered. This decision should</p> |

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| | be based on assessments and reports conducted by relevant professionals, such as Speech Therapists and Audiologists. |
| Specific Learning Disorders | Specific Learning Disorder (SLD), previously known as dyslexia (refer to Govt Gazette no 3652, p 6), is a medical term used for diagnosing individuals according to the DSM-5. These are neurodevelopmental disorders commonly referred to as learning disorders or learning disabilities, which can manifest during school-age but may not be identified until learning demands increase. Learning disorders are persistent difficulties in one of three key academic areas: reading, writing, and mathematics. These areas are essential for effective learning. SLD has specific defining characteristics, and healthcare professionals must conduct assessments to determine the accurate diagnosis, including the type(s) and severity. Other neurodevelopmental disorders, such as speech-language or perceptual disorders, may co-occur with SLD. Specific learning disorders encompass impairments in learning abilities that can impact one or more academic areas, even in individuals with average intelligence and adequate learning opportunities. |
| Visual impairment | <p>Low Vision: According to the World Health Organization's (2019) <i>International Classification of Diseases, 11th Revision (ICD-11)</i>, low vision is defined as a visual impairment that is not fully correctable using standard refractive correction (such as glasses or contact lenses) and adversely affects functional vision. Individuals with low vision have visual acuity of less than 6/18 (0.3) but equal to or better than 3/60 (0.05) in the better eye, or a corresponding visual field loss to less than 20 degrees in the widest diameter with the best possible correction. Low vision significantly impacts daily activities such as reading, writing, recognizing faces, or navigating the environment.</p> <p>Blindness: As per the ICD-11, blindness is defined as a visual impairment where a person has no perception of light or has light perception only, with no form perception or recognition of shapes at a distance or up close.</p> |

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| | <p>Alternatively, it can refer to a visual acuity of less than 3/60 (0.05) but equal to or better than 1/60 (0.02) in the better eye, or a corresponding visual field loss to less than 10 degrees from the point of fixation, despite the best possible correction. Individuals who are blind typically rely on non-visual techniques and aids, such as Braille, guide canes, or screen readers, for navigation and accessing information.</p> |
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ABBREVIATIONS

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| AAC | Augmentative and Alternative Communication |
| DBAC | District-Based Accommodations Committee ¹ |
| DBE | Department of Basic Education |
| DBST | District-based Support Team |
| DSM-5 [®] | Diagnostic and Statistical Manual of Mental Disorders, 5 th Edition |
| GEC | General Education Certificate |
| EGRA | Early Grade Reading Assessment |
| EMG | Education Management and Governance |
| HEI | Higher Education Institution |
| IE | Inclusive Education |
| ISP | Individual Support Plan |
| NBAC | National-based Accommodations Committee |
| NGO | Non-Governmental Organisation |
| NSC | National Senior Certificate |
| PBAC | Provincial-based Accommodations Committee ² |
| PAM | Personnel Administration Measures |

¹ The previous term for this structure was the District Assessment Accommodations Committee (DAAC)

² The previous term for this structure was the Provincial Assessment Accommodations Committee (PAAC)

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| PED | Provincial Education Department |
| SAQA | South African Qualifications Authority |
| SASL | South African Sign Language |
| SBA | School-based Assessments |
| SBST | School-based Support Team |
| SETA | Sector Education Training Authority |
| SIAS | Screening, Identification, Assessment and Support |
| SMT | School Management Team |

1. PURPOSE OF THE PROCEDURAL MANUAL

1.1. The purpose of the *Procedural Manual for Assessment for Learners who Experience Barriers to Learning and Assessment* is two-fold:

1.1.1. To facilitate the integration, alignment and standardised implementation of accommodations and concessions for learners who experience barriers to learning across all grades, all schools and all provinces, concerning the legislative framework and key policy documents. These include the following:

- i. Government Gazette No.37652, dated 16 May 2014: National Education Policy Act (Act No.27 of 1996) – “Approval of the amendments to the policy document, National Policy Pertaining to the Conduct, Administration and Management of Examinations and Assessment for the National Senior Certificate (*hereafter referred to as Government Gazette, No. 37652, Annexure C1*)
- ii. Department of Basic Education *National Protocol on assessment for schools in General and Further Education and Training band (Grades R-12)*, (2011).
- iii. Department of Basic Education *Curriculum Assessment and Assessment Policy Statement (CAPS)* (2011) and amendments.
- iv. Department of Basic Education *Policy on Screening, Identification, Assessment and Support (SIAS)*, (2014).
- v. Department of Basic Education *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement*, (2012) and amendments.

1.1.2. To ensure that all learners who experience barriers to learning receive the necessary support in school-based assessments/examinations and external assessments.

2. PHILOSOPHY AND INTENT

2.1. The philosophy and intent of the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination (as amended 14 May 2014) (Assessment for learners who experience barriers to learning and assessment)* are as follows:

2.1.1. Historical context: The South African government's decision to work towards inclusive education was heralded by the country becoming a signatory to the Salamanca Statement, along with 91 other countries, in 1994. This decision coincided with the new democratic government's determination to address the plethora of injustices, discrimination, vast inequalities and neglect still in existence across all spheres of life in post-apartheid South Africa (Pather, 2011). This was in line with the new constitution's declaration of the right of all persons to basic education and equal access to educational institutions.

2.1.2. In 2001 Education White Paper 6³ was launched in which the government set out its plans to bring about an inclusive education system. The main intention of the legislation is to ensure that all learners, especially those experiencing barriers to learning and development, gain access to education and are supported to participate meaningfully in the national curriculum. To this end, the policy advocates the introduction of appropriate educational support services and programmes at all levels of the education system.

The key elements of the legislation, which envisaged implementation over 20 years, were:

- i. to establish full-service schools to cover all districts in all provinces.
- ii. to convert all special schools into resource centres
- iii. to establish district-based support teams (DBSTs)
- iv. to support learners in schools according to their needs

³ Department of Basic Education. (2001). *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System*. Pretoria: Department of Education.

- v. to facilitate access of current out-of-school children to the system and to retain such children in the education system.
 - vi. to overhaul the identification of and assessment of learners who need additional support.
 - vii. to launch an advocacy campaign to raise awareness and understanding of inclusion and the mind-shift required if it is to be successful.
- 2.2. In keeping with the national drive towards inclusive education, the key purpose of this document is to facilitate reasonable accommodation and differentiation, which will equalise opportunities for all learners regardless of the barriers that they experience, to access the curriculum. This can be done in the teaching context and through assessments/examinations, whether school-based or external, formal or informal. In achieving this, the rigour expected of the assessment and the high expectations of all learners may not be compromised.
- 2.3. This document provides information regarding learners who are eligible for accommodations and concessions, the various types of barriers to learning, and how the curriculum and assessment may be differentiated and/or the learner accommodated. The responsibilities of the various stakeholders concerned in achieving the aforementioned are also explained. It also provides information regarding learners who are eligible for exemption from mandatory subjects according to the policy.
- 2.4. This document is concerned with the identification of accommodations and concessions for eligible learners but acknowledges that there are learners in classrooms who will receive differentiated teaching or for whom assessment will need to be adapted/differentiated. Learners with identified intellectual disabilities in public ordinary schools, special schools and special care centres may benefit from differentiated teaching and assessment or alternative curricula/learning programmes.
- 2.5. The Government Gazette, No. 37652, Annexure C1, should always be adhered to. In cases where there is uncertainty of application, these must always be referred to the Provincial Head of Education for a decision.

3. IMPLICATIONS OF THE POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT

- 3.1. The key purpose of the *Policy on Screening, Identification, Assessment and Support (SIAS)* is to provide the framework for a standardised approach to early screening, identifying, assessing and supporting learners who require additional support to enable them to perform to their optimal potential in the education system, including in assessment.
- 3.2. The SIAS policy provides clear, step-by-step direction regarding the appropriate intervention to be taken when a learner is experiencing barriers to learning and/or not meeting the expected requirements. The policy on SIAS guides on the level of support required for individual learners to assist teachers, School-based Support Teams (SBSTs) and DBSTs in their efforts to meet the needs of all learners and to provide quality teaching and learning.

4. OTHER CONSIDERATIONS

- 4.1. The application of the above measures can only be determined after the protocols as outlined in the policy on SIAS have been applied and an Individual Support Plan (ISP) is in place for a learner and DBE Form 125: Curriculum Differentiation Schedule, has been completed and approved by the District-based Support Team (DBST) with the consent of the parents/guardians/caregivers⁴.
- 4.2. Every learner should receive the standard of school-based assessments/examinations and external assessments which is appropriate to their educational needs. There must be high expectations for all learners.
- 4.3. All learners must exit the school system with their competencies formally recognised with either a certificate from external examinations or recognition of competence through a national statement of school leaving achievement (for learners who exit the system before Grade 12).

⁴ In all cases where the word 'parent' is used in this document, it also refers to guardian and/or caregiver

5. OTHER RELEVANT POLICIES

- 5.1. Further policies relating to accommodations and concessions with which teachers, SBSTs and DBSTs should be familiar:
 - 5.1.1. Education White Paper 6: Special Needs Education: *Building an Inclusive Education and Training System* (2001).
 - 5.1.2. National Curriculum Statement (NCS) Curriculum Assessment Policy Statement: *Subject-specific documents*.
 - 5.1.3. National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R – 12 (2012), Chapter 6: *Concessions and A National Senior Certificate with Endorsement for learners who experience barriers to learning* as amended.
 - 5.1.4. National Protocol for Assessment Grades R-12, Chapter 9: *Assessment of learners with special needs*.
 - 5.1.5. Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements (CAPS): Grades R-12, Department of Basic Education (2011).
- 5.2. An Addendum to the Policy Document the National Senior Certificate: A Qualification at Level 4 on the National Qualification Framework regarding Learners with Special Needs.
- 5.3. White Paper on the Rights of Persons with Disabilities (2015), Section 6.4.1.2 which states that persons with disabilities must have access to inclusive learning opportunities throughout their lives where they learn with peers without disabilities in barrier-free settings. This includes having access to reasonable accommodation and concession measures and specialised support.

6. ACCOMMODATIONS AND CONCESSIONS FOR GRADES R-12

- 6.1. The primary focus of the early years of Basic Education is to develop the essential foundational skills and competencies necessary for the senior years of high school.
- 6.2. In addition, it is the intention that as many learners as possible should be able to cope independently in the school environment.
- 6.3. If a learner is not achieving as expected for a specific grade, early identification and intervention are critical. Such intervention will prevent the learner from falling significantly behind before individual support is sought.
- 6.4. The provision of accommodation does not mean that attempts to remediate the difficulties are halted. Rather these said processes should work concurrently, with the desirable goal being that the learner may eventually no longer need the support measures.
- 6.5. Depending on the specific barriers to learning experienced, some learners may require accommodation measures throughout their school career.
- 6.6. Learners who have been assessed and found eligible should have access to the appropriate accommodations required, in all grades. Assessment and determining eligibility is a considered process and relates to the impact the barrier to learning and the severity of the disability, has on learning in the classroom and concurrently on assessment/examination, as part of the support process in the SIAS policy.
- 6.7. However, notwithstanding point 6.6, it needs to be recognised that foundational skills such as reading and writing may be attained at different stages and teachers should not use the policy as a way of reneging on their responsibility to apply remedial strategies and interventions to support learners who need more time to master skills.
- 6.8. Learners need to be supported to access and participate in the curriculum and not only in assessments/examinations. The granting of accommodation is a continuation of the support offered to learners experiencing barriers to learning in the classroom.

- 6.9. In the GET band accommodations granted to learners may be seen as temporary measures which a.) are part of a process of ascertaining what strategies assist the learner by addressing the barrier(s) to learning that he/she is experiencing and b.) over time may no longer be necessary.
- 6.10. A learner's accommodation needs may change over time during the phase, necessitating a re-evaluation by the SBST in consultation with the parents. The school needs to provide evidence to support the new application. If a revised or different accommodation is applied, the school should trial the accommodation, where applicable, for a short period to determine effectiveness.
- 6.11. It should be emphasised that the purpose of assessment accommodations is to enable learners who experience barriers to learning to demonstrate their true ability in the assessments and examinations without changing the construct of the assessment. Accommodations awarded must not give a learner an advantage over other learners.
- 6.12. It must be borne in mind that in the implementation stages of the Policy on SIAS there may be learners without the relevant scholastic history or supporting documentation. This should not prevent them from being awarded an accommodation or a concession, should there be a proven need and provided other valid and reliable documentation is made available.
- 6.13. Any accommodations and/or concessions awarded are valid only for a phase or band, that is, Foundation, Intermediate and Senior Phases or FET band. Awarded accommodations must be reviewed by the SBST at the end of each phase. A new application must be submitted by the SBST to the DBAC at the beginning of the next phase for review.
- 6.14. The SBST must ensure that the list of the learners who have been awarded concessions must be captured on the official electronic database system (SA-SAMS). The DBAC must forward the list of learners awarded concessions to the Examination Section of their respective District Office for monitoring and support to be considered during the promotion meetings at the end of each year.

7. ACCOMMODATIONS AND CONCESSIONS IN THE FURTHER EDUCATION AND TRAINING (FET) BAND - GRADES 10 -12

- 7.1. It is the expectation that a learner who enters the FET band will leave school with a National Senior Certificate or Endorsed National Senior Certificate and thus will sit for external national examinations.
- 7.2. Concessions implemented in the FET band must be recommended by the DBAC and approved by the Provincial-based Accommodations Committee (PBAC), as well as the Director: Assessment and Examinations as per *Government Gazette, No. 37652, Annexure C1* and the Policy on SIAS.
- 7.3. PEDs must request new applications at the beginning of each phase. Concessions awarded for learners in Grades 10 or 11, unless they need to be changed/revised, will still apply. Schools must ensure that relevant documents are submitted for verification by the DBAC and approved by the Provincial-based Accommodations Committee (PBAC), as well as the Director: Assessments and Examinations to enable the application of the relevant accommodation/concession, efficient administration and management of the National Senior Certificate (NSC). In this regard, school must submit the following:
 - i. Form DBE 124 (please refer to the SIAS policy documents): Application by the SBST/DBST for a Concession, Exemption or Endorsed NSC to alleviate the learning barrier(s) experienced by the learner);
 - ii. SNA forms must be included as per SIAS policy;
 - iii. Evidence of awarded accommodations and/or concessions; and
 - iv. Copy of Grade 10 and 11 results.
- 7.4. Applications, where learners who were previously awarded accommodations and or concessions in Grades 10 and 11 but the accommodation is changed/revised, must be accompanied by:
 - i. Copy of the learners' Grade 11 results;

- ii. Form DBE 124 (please refer to the SIAS policy documents): Application by the SBST/DBST for a Concession, Exemption or Endorsed NSC to alleviate the learning barrier/s experienced by the learner),
 - iii. Psychological, healthcare professional, educational specialist reports (as necessary),
 - iv. Evidence confirming the previous accommodation awarded.
- 7.5. For first-time applications for learners in Grade 12, which may include ad hoc, applications must be accompanied by the following and submitted by the school to the DBST:
- i. Copy of the learners' Grade 11 results;
 - ii. Psychological, healthcare professional, and educational specialist reports;
 - iii. Individual Support Plan, Support Needs Assessment 1 (SNA 1), Support Needs Assessment 2 (SNA 2), school reports, study permit and any other relevant substantiating evidence;
 - iv. Form DBE 124; and
 - v. All other relevant supporting evidence, as may be required depending on the application.
- 7.6. For learners' who are eligible for assessment accommodations and or concessions in in Grades 10, 11 or 12.

The applications must be submitted as early as possible, ideally by the end of September of the Grade 10 year (Government Gazette, No. 37652, Annexure C1, p.76). However, each Provincial Director: Assessments and Examinations has a management plan with deadlines for applications for accommodations and concessions and these should be adhered to. This provides enough time for the school to implement and monitor the awarded accommodation and for the learner to practice and gain the maximum benefit.

- 7.7. An accommodation and or concession awarded in the FET Phase is valid for the phase (except for an ad hoc accommodation) and may be utilised for one year thereafter, in the event of a re-write.

8. APPEALS PROCESS

- 8.1. An accommodation and or concession may be appealed only once. This should be done as soon as possible within two months of receipt of the original decision. Only the original application and a new Form DBE 124 are required for the appeal process. The Department reserves the right to request further information and/or assessment.
- 8.2. It is the responsibility of the school together with the parent to timeously appeal a decision made. A parent and/or a learner cannot submit an appeal application by themselves.
- 8.3. There is no re-appeal of the appeal after a decision has been made.

9. AD HOC SUPPORT/EMERGENCY ACCOMMODATIONS

- 9.1. This refers to the support that may be required in cases of pregnancy or due to unforeseen circumstances including medical events, trauma, hospitalisation or imprisonment immediately before or during an assessment or external examinations. This may include unforeseen events, such as epilepsy, anxiety or panic attacks, psychotic episodes or cultural/spiritual episodes.
- 9.2. The SBST must immediately notify the DBST of the need for an ad hoc/emergency accommodation for a learner. The District-based Accommodations Committee (DBAC) must discuss the matter telephonically with the PBAC to obtain approval for the application. In instances where the PBAC officials cannot be contacted, the DBAC must take the decision and inform the PBAC with supporting evidence within 24 to 72 hours in respect of emergency cases.
- 9.3. An emergency award of an accommodation is valid for the duration of the emergency period. When an ad hoc accommodation has been awarded, a letter of approval must be attached to the answer script and should indicate the period for which this accommodation is valid.

- 9.4. Support for a learner who has been awarded a accommodation may include, for example, arrangements for the examination to be written in a venue other than the standard one and/or for the assessment to be postponed until the next examination or assessment period.
- 9.5. In case a learner recovers from an event that led to the award of an accommodation before the conclusion of an examination, the learner may continue the examination in a separate venue, after consultation with the learner and/or parent or guardian. This interruption must be noted on the learners' answer script, from the time it commences until they resume, and the lost time must be granted to the learner to complete the examination.
- 9.6. Should it become necessary for a learner to have access to an adapted or alternative assessment procedure, due to one or more of the reasons contemplated in *Government Gazette, No. 37652, Annexure C1*, an ad-hoc decision must be taken by the Provincial Director: Assessments and Examinations or their representative.
- 9.7. The Provincial Director: Assessments and Examinations or their representative may change the original decision within three (3) working days if relevant documents have not been submitted.

10. DETERMINING THE ELIGIBILITY OF A LEARNER FOR ACCOMMODATION AND / OR CONCESSION

10.1. Determining eligibility for Grades R- 9 learners

- 10.1.1. The Policy on SIAS specifies the roles and responsibilities of the Principal/SBSTs at school, district and provincial levels for the identification and support of learners. The processes stipulated in the Policy on SIAS must be followed. This will ensure that accurate and appropriate information is obtained to support learners according to their needs. The forms mentioned below are to be found in the Policy on SIAS.
- 10.1.2. Class and subject teachers are responsible for identifying the learners who need accommodations and/or concessions to access the curriculum, in consultation with parents. This needs to be documented by completing using the Support Needs Assessment process as outlined in SNA 1 and SNA 2 of the Policy on SIAS protocol as well as evidence of support provided.

- 10.1.3. All teachers must receive the necessary training and support to enable them to identify such learners.
- 10.1.4. The SBST must hold a meeting to discuss learners eligible for the award of accommodations or concessions. A decision must be taken after each application has been considered holistically in respect of the scholastic, medical and any other relevant aspects in line with the SNA 1, 2 and Form DBE 126: Health and Disability Assessment Form. The final decision must be made in collaboration with the School Assessment Team.
- 10.1.5. The type of accommodation and / or concession that would best support the learner must be determined and then discussed with the parents to obtain their approval as per Form DBE 124 and to inform them of what the accommodations and / or concessions would entail.
- 10.1.6. Form DBE 124 must be completed for all learners in Grades R-9 for whom accommodations or concessions have been proposed by the SBST. Such proposals must then be submitted to the DBAC on Form DBE 120: Request for Support from the DBST by the SBST.
- 10.1.7. The DBST must review all the supporting documents before approving the accommodations and concessions for possible approval. The following supporting evidence is required for all the applications: medical and/or psychological, healthcare professional, educational specialist reports; Individual Support Plan, SNA 1 and 2, school reports, study permit and any other relevant substantiating evidence, which must be submitted by the school to the DBST.
- 10.1.8. The decision of the District-Based Accommodation Committee (DBAC) must be shared with the DBST, which in turn must send it to the SBST for capturing onto SA-SAMS and incorporating the awarded accommodation into the ISP of the relevant learner.
- 10.1.9. The SBST, in consultation with the School Management Team (SMT), must make the necessary arrangements for the implementation of the accommodation(s), including the training of the teachers who will be responsible for the various functions in respect of the administration, procurement of assistive devices and specialised equipment and the planning required in respect of assessment timetables.

- 10.1.10. In cases where a Grade R learner has received early intervention or support, it is the responsibility of the parent and/or school to inform or provide evidence of the awarded accommodation to the school when the learner is enrolled for Grade 1. This will enable the school to apply the relevant accommodations or concessions, thereby ensuring continued support for the learner.
- 10.1.11. When a learner transfers or moves to another school, it is the responsibility of the SBST of their previous school to inform the receiving school and provide relevant documents in respect of the awarded accommodation or concession. The purpose of this will be to enable the receiving school to implement the awarded accommodations or concessions, thereby ensuring continued support for the learner.
- 10.1.12. From Grades R to 9, any accommodations and concessions awarded must be reviewed by the SBST at the end of the phase in line with the SIAS process. Under certain relevant circumstances, such re-assessment could be conducted more often, especially in conditions where there might be a change in the condition of the learner.
- 10.1.13. The DBAC must approve changes either when accommodation and concession are no longer necessary or when an award of a new accommodation or concession is necessary. The record of accommodations and concessions awarded must accompany a learner who progresses from Grade 7 to secondary school to ensure that a learner is not disadvantaged.
- 10.1.14. The Policy on SIAS process allows for a holistic profile of a learner's development across each year of schooling, which provides the necessary information for the DBST to determine eligibility for accommodation or concession or whether further assessment is required. At no stage should a previously awarded accommodation or concession be terminated without consultation with the DBST, so as not to disadvantage a learner.
- 10.1.15. It is, therefore, imperative that the Policy on SIAS is implemented correctly. Historical records of learner progress, samples of their work and support interventions as implemented, must be made available.
- 10.1.16. The list of learners who have been awarded accommodations and concessions must be generated and kept by the DBAC.
- 10.1.17. Both District Inclusive Education and Assessments and Examinations sections must monitor and support schools in the implementation of the awarded accommodations and

concessions to prevent the exploitation of the system and awarding of inappropriate accommodations and concessions. The proper administration of the accommodations and concessions is essential to help prevent disputes or appeals against awards, which may disadvantage learners.

11. IMPLEMENTATION OF ACCOMMODATIONS AND CONCESSIONS

11.1. Background

- 11.1.1. “Reasonable Accommodation” as defined by the United Nations Convention on the Rights of Persons with Disabilities (UN General Assembly, 2006, p.5), to which South Africa is a signatory, refers to the “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms”. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities outlines the obligations of the education sector to ensure that learners who experience barriers, including disabilities, to learning are appropriately accommodated and supported.

11.2. Planning, administration and monitoring

- 11.2.1. In a school assessment and examination context, the provision of reasonable accommodations on an ongoing and regular basis is influenced by both logistical and practicability factors. Learners who have been granted accommodations and concessions must be awarded these in school-based assessments, practical assessment tasks, orals, and internal and external examinations as a minimum (refer to *Government Gazette, No. 37652, Annexure C1*).
- 11.2.2. PEDs must plan and budget for the materials and assistive devices and technology required by learners who require accommodations. Once assistive devices and technology have been identified for a learner, these should be made available throughout the learner’s school career and not only during examinations and assessment periods.
- 11.2.3. The school must implement the awarded accommodations and concessions for all learners, across all grades, for all assessments including school-based assessments,

practical assessment tasks, orals and examinations. This excludes ad hoc or emergency accommodations.

- 11.2.4. The PED must establish a centralised database of accredited accommodation providers available in each district for use by districts and schools. The compensation of providers (readers, scribes, prompters, personal assistants and SASL interpreters etc.) must be processed by provincial Assessments and Examinations, in line with the *Personnel Administrative Measures* (PAM). No remuneration will apply to persons conducting invigilation at their institutions or in situations that are regarded as being part of their official duties.
- 11.2.5. Parents, guardians and/or caregivers must not be required to pay for the provision of accommodation providers for their children. Under no circumstance must a learner be disadvantaged by the awarded accommodations and/or concessions, and neither may a school withdraw nor refuse to implement the awarded accommodations or concessions. Any failure to implement the awarded accommodations and concession should be reported to the relevant District Office, for the attention of Directorates: Inclusive Education, Examination and Assessment and School Governance.
- 11.2.6. Districts and schools should identify a panel that will manage the selection of accommodation providers. The identified panel must be trained and capacitated by the DBAC. The DBAC must provide training annually for readers and scribes. The certificate of competency as a reader, scribe and prompter is valid for three (3) years from the date of issue.
- 11.2.7. To ensure sustainability and accountability, the PBAC must capacitate the DBAC to conduct training at the district and school levels on an annual basis.
- 11.2.8. The logistics involved ensuring that accommodation providers are assigned to schools must be facilitated by the district for all grades.
- 11.2.9. All accommodation providers (readers, scribes, prompters, personal assistants, sign language interpreters etc.) must sign a declaration of confidentiality regarding their work with learners and to safeguard the integrity of the deserved assessments and or examinations. See:

**11.2.9.1. ADDENDUM 2: ACCOMMODATION PROVIDER DECLARATION
(READER/SCRIBE/PROMPTER),**

**11.2.9.2. ADDENDUM 3: CODE OF CONDUCT DECLARATION
(ACCOMMODATION PROVIDER: PERSONAL ASSISTANT)**

**11.2.9.3. ADDENDUM 4: ACCOMMODATION PROVIDER (SOUTH AFRICAN
SIGN LANGUAGE INTERPRETER) CODE OF CONDUCT
DECLARATION**

- 11.2.10. The monitoring of the implementation of accommodations and or concessions must be conducted by provincial and district officials and quality assured by PEDs for learners in all grades. Umalusi (Council for Quality Assurance in General and Further Education and Training), as the external regulatory body, conducts quality assurance for the NSC.
- 11.2.11. The DBAC must make available to the SBST the letters that have been awarded to learners for accommodations and concessions, stipulating the types of accommodations and concessions awarded, before the assessment/examination, as part of the verification process.
- 11.2.12. Invigilators must be made aware to ensure not to disadvantage learners have been awarded specific accommodations and concessions during assessments and examinations.

11.3. Operational procedures for the implementation of accommodations and concessions

- 11.3.1. A letter issued by the PED for the approval of an application for accommodations or concessions should contain notification that the learner will be recorded (by mandatory continuous video recording and/or audio recording) throughout the examination in a separate venue for quality assurance.
- 11.3.2. Digital audio or video recording devices are recommended, and the availability thereof must be arranged ahead of time by the school. The recording must be downloaded in an accessible format and handed in with the learners' answer script. It is the responsibility of the PED to arrange for the recording required in terms of the above.
- 11.3.3. Where a separate venue is used, it must be accredited in terms of the relevant procedures.
- 11.3.4. The PED must make an invigilator available for the separate examination venue used for accommodations and concessions. The accommodations provider must not perform the dual role of an invigilator and accommodations provider at the same time in the same venue.

- 11.3.5. For all grades the accommodation approval letter must be pasted onto the desk of each learner who has been awarded an accommodation or concession, stipulating what these are.
- 11.3.6. For all grades, the accommodation approval letter must be attached to the learner's answer script, or where necessary the handwriting and/or spelling stickers (on the front cover), if this has been awarded.
- 11.3.7. If for any reason, a learner is permitted to leave the main or separate examination venue, for example, during a rest break or to take medication, the time taken must be recorded at the top of the learner's answer script. This interruption must be noted on the learner's answer script from the time it commences until they resume writing, and the lost time must be granted to enable the learner to complete the examination or an assessment.
- 11.3.8. Should an accommodation provider require a rest break, this must be pre-arranged with the invigilator. This interruption must be noted on the learners' answer script, from the time it commences until they resume, and the lost time must be granted to the learner to enable them to complete the examination or assessment.
- 11.3.9. For each examination or assessment involving a learner who will be writing in a separate venue, documentary validation of the procedure must include the following:
- i. A signed declaration by the accommodation provider that they have been trained to perform the task, have a valid certificate and will maintain the necessary confidentiality and integrity of the examination or assessment (see 11.2.9).
 - ii. A signed declaration by the learner providing consent for the recording as contemplated above (**ADDENDUM 1: LEARNER DECLARATION**).
 - iii. The signed statement by the invigilator and chief invigilator, confirms that the learners utilised the approved accommodation and concession (**ADDENDUM 5: DECLARATION BY INVIGILATOR**).
- 11.3.10. Departmental employees who have been trained and accredited as accommodation providers may be assigned to support the conduct of accommodations and concessions.
- 11.3.11. Any deviation from the standard assessment or examination procedure must be approved in writing by the Provincial Director: Assessment and Examinations or their representative.

12. TYPES OF ACCOMMODATIONS

The following accommodations must be made available to all eligible learners. Accommodations will not be considered for single or specific subjects only as this could constitute an unfair advantage because a barrier to learning typically presents across all subjects. Learners with complex or who experience multiple barriers which prevent them from accessing the curriculum will require a comprehensive evaluation, including but not limited to standardised, scholastic, medical, therapeutic, cognitive and communication, including Augmentative and Alternative Communication (AAC) assessments, to identify appropriate accommodations for their needs. Each application must be reviewed individually based on merit, relevant scholastic history, supporting documentation and the level of support required. This will ensure the awarding of a combination of and/or unique reasonable accommodation best suited to the learner's educational needs.

12.1. Additional time

- 12.1.1. Where the school/SBST requests additional time for a learner (see Table 1, p.30), it is necessary to specify the duration of additional time per hour on an individualised basis, which must be indicated on Form DBE 124. Guidelines for the allocation of additional time awarded per category of impairment are as follows.
- 12.1.2. The additional time awarded will apply to all subjects for the respective learner.
- 12.1.3. A learner may be awarded additional time if they experience a barrier to learning, which prevents the completion of tasks/examinations within the stipulated time, for example, to accommodate slow writing speed or processing difficulty.
- 12.1.4. Learners who have been awarded an accommodation of additional time should ideally be seated in a specific area of the examination venue according to the allocation of additional time, if practically possible. This will assist to prevent disruption when the rest of the cohort exits an examination venue.
- 12.1.5. The learners who have been awarded additional time must be informed as to their specific finish time and be given the appropriate time warnings to ensure that they are not confused by the times for the general cohort.

| IMPAIRMENT | ADDITIONAL TIME THAT MAY BE MADE AVAILABLE |
|--|--|
| Physical Disability/repetitive strain injury | The time allocation could range from 5 to 20 min depending on the severity of the condition and how it is explained by the relevant professional. |
| Learning Disability/Specific Learning Disorders | A maximum of 20 minutes per hour for perusal/formulating/ writing/ checking answers. |
| Chronic Pain | A maximum of 15 minutes per hour. The time is dependent on the nature and severity of the condition. |
| Visual Impairment (blind or partially sighted/low vision) | Double time (i.e. 60 minutes per hour) for learners who are blind and time and a half (i.e. 30 minutes per hour) for learners who have low vision. |
| Hearing Loss/impairment | 20 minutes per hour for perusal/ formulating/ writing/ checking answers. |
| Any other disability/medical conditions not identified in the above list | A maximum of 20 minutes per hour depending on the nature and severity of the condition. |

Table 1: Allocation of additional time

12.1.6. Additional time must be requested as another accommodation together with the use of a reader and/or scribe to a learner to accommodate the process involved. This may vary (namely, 5-, 10-, 15- or 20-minute additional time per hour) depending on the severity of the barrier to learning.

12.1.7. Learners who have been awarded additional time and not used the full time allocated may leave the assessment/examination venue.

12.2. Use of a reader

12.2.1. A learner may be awarded an accommodation to use a reader if diagnosed with:

- i. specific learning disorder, with impairment in respect of reading.

- ii. a significant discrepancy between their chronological and reading age.⁵
 - iii. a visual impairment and they are not proficient in Braille (contracted or uncontracted) or computer and screen reading software.
- 12.2.2. A reader will be appointed to read as directed by the learner:
- i. any part of the assessment or examination paper, question by question, including the mark allocation; and
 - ii. any part of the learner's answers, which may only be re-read at the request of the learner (only if one learner is being read to).
- 12.2.3. When reading to a learner, the following instructions should be read at the beginning of each assessment examination: “You must tell me what to read. I may not explain any word or question. When you have finished answering a question, you must tell me what to read next. If you want me to read what you have written, you must tell me to do so.”
- 12.2.4. The provision of a reader requires a separate venue. This is necessary to avoid disruptions that may occur if the learner is in the main assessment or examination venue.
- 12.2.5. Reading to a group of learners (up to a maximum allowable of four) can be done simultaneously in a separate venue, provided that their working speed is more or less the same and no other accommodations are required for any other learner in the group. In this situation, a learner or candidate may not request the reader to read their answers.
- 12.2.6. When reading to a group, the following instructions should be read at the beginning of each assessment or examination: “I will read the question paper. I may not explain any word or question. When everyone in the group has finished answering a question, please look at me so that I can continue reading the next question.”
- 12.2.7. Readers should be trained, assessed on competency and accredited before appointment by the DBAC.
- 12.2.8. The reader must always remain neutral and impartial.
- 12.2.9. The person appointed as a reader must be an educator or other competent and trained person but should not be the learners’ subject teacher or related to the candidate or learner. It is advisable to use the same reader throughout the candidate’s or learner’s assessments and examinations.

⁵ A discrepancy of 5 or more years’ is regarded as significant. This reading discrepancy must present consistently in the learners’ scholastic history and samples of work across all subjects.

- 12.2.10. Readers must pay special attention to subjects where equations, formulas, numbers and symbols are used. The reader only reads the instructions and can point to equations, formulas, numbers and symbols. Any additional information provided by the reader may communicate the knowledge that the learner requires to respond to the question. In the case of blind learners, full and rich descriptions will be required, including the description of equations, symbols and technical notations.
- 12.2.11. The reader must sign a declaration to verify that their duties were fulfilled, and that the learner was in no way unduly assisted with the responses or the writing of any part of the assessment or examination (**ADDENDUM 2: ACCOMMODATION PROVIDER DECLARATION (READER/SCRIBE/PROMPTER)**).
- 12.2.12. For the NSC examinations, in addition to the reader, there must be an invigilator for the separate venue, and it must be ensured that the recording of the examination is submitted together with the answer script (see section 11.3).
- 12.2.13. The learner or candidate and the reader must each receive a copy of the question paper.
- 12.2.14. Additional time must be requested as a separate accommodation together with the use of a reader to accommodate the lengthy process involved. This may vary (5-, 10-, 15- or 20-minute additional time per hour) depending on the severity of the barrier to learning that the learner may be experiencing.
- 12.2.15. A reader is entitled to short breaks. A rest break as an additional accommodation can also be considered in these circumstances and must be planned.
- 12.2.16. An alternative means to a reader may be to introduce and provide the learner with an electronic audio format of the assessment or examination paper, a digital player and earphones, an electronic reader pen and earphones (approved for exams) or a personal computer or laptop with text-to-speech software and earphones. This alternative for reading must be introduced as early as possible in the learner's schooling career as, if applied appropriately, it may eliminate the need for a human reader. Learners utilising examination papers provided in a digital format or read from a CD-ROM or flash drive on their computer must be provided with earphones. Where the use of alternate technology fails or is impossible, a reader must be utilised.
- 12.2.17. The use of a reader in a separate venue will require the continuous recording of each assessment or examination. These recordings must be submitted on a CD-ROM, a

Universal Serial Bus (USB) or a flash drive (per learner or group of learners) with the assessment/examination papers. An accommodation provider must not make recordings on any device, including a cellular phone, or participate in any activity that may compromise the integrity of the examination.

12.3. Use of a scribe

- 12.3.1. A learner may be awarded an accommodation for the use of a scribe where there is significant evidence of:
 - i. specific learning disorder, with a severe impairment in written expression.
- 12.3.2. Learners with physical disabilities/injuries, neuro-developmental conditions or medical conditions that prevent them from writing or significantly interfere with their writing speed and writing mechanics may be provided with a scribe. A scribe may be considered if a learner's writing speed and legibility are significantly impaired or slower than expected for the learner's chronological age or grade. The level of severity must be determined through an appropriate assessment and supported by relevant reports. Where the use of a computer and assistive technology is not a viable option, then the use of a scribe must be considered.
- 12.3.3. Visually impaired or blind learners who are not proficient at using Braille may be provided with a scribe.
- 12.3.4. A scribe may not be awarded where a skill is being assessed for subjects that have a practical component: Computer Application Technology (Paper 1), Civil Technology, Computer Science, Electrical Technology, Engineering Graphic Design, Equine Studies, Dance Studies, Design, Dramatic Arts, Information Technology, Hospitality Studies, Mechanical Technology, Music, Nautical Science, Sports and Exercise Science and Visual Arts.
- 12.3.5. A scribe may be appointed to write the learner's or candidate's answers to questions verbatim (word-for-word/exactly) as the learner says it, including punctuation and formatting for all subjects as awarded (see Language Paper specifications 12.3.8). In this instance, a learner will produce their answers orally so that the scribe may write these down.

- 12.3.6. When using a scribe, a learner may be allowed to plan answers and make notes (for instance, through a mind map or essay plan) before dictation is undertaken. The learner should draw and label any diagrams required. If the barrier to learning makes this impossible for the learner, then the scribe should perform exactly as directed by the learner. The scribe may draw or add to maps, diagrams, graphs and tables strictly following the learner's instructions.
- 12.3.7. A practice opportunity with an appointed scribe before the assessment or examination is important to establish the learner's specific needs in the assessment or examination and to familiarise them with the processes.
- 12.3.8. For Grade 12, it must be noted that the scribing for all language papers has specific requirements for examinations as outlined in the *Government Gazette, No. 37652, Annexure C1*, p.11 (Spelling). The following guidelines are recommended:
- i. In Language examination Paper 1: Language and Comprehension, the learner is required to spell out words, including plurals and punctuation, as this is part of language content knowledge.
 - ii. In Language examination Paper 2: Literature, the learner is required to dictate verbatim. In this paper, content knowledge is considered, and spelling is not penalised if it is phonetically correct.
 - iii. In Language examination Paper 3: Creative Writing, the learner must draft the essay in their answer script and make editions in their handwriting (if able to) before dictating the essay verbatim to the scribe, including spelling out of words and plurals and other punctuation. The learner must guide the scribe on the writing format, for example, business or personal letters, diary entries, etcetera.
- 12.3.9. Scribes should be trained, assessed on competence and accredited before appointment by the DBAC.
- 12.3.10. As part of the training and before the appointment, a potential scribe's writing ability should be assessed by giving them a text of an appropriate grade-level sample. The writing must be legible, and the spelling correct. The scribe should have available a selection of pens/pencils and other stationery in a transparent pencil case and may not have their cellular phone in the examination venue.

- 12.3.11. It is permissible that a scribe who is a proficient typist may prefer to use a laptop rather than handwriting. The typed script should be saved and submitted in the same way as learners who produce their script in typed format (see **12.14 Use of a computer/tablet/laptop, Computer/voice to text/ text to voice/ Digital/ Video/ Webcam and any other assistive device or assistive medical technology**). The scribe should indicate on the top of the answer script that the scribe provided this service in typed format.
- 12.3.12. The learner or candidate and the scribe must each receive a copy of the question paper.
- 12.3.13. The learner may be allowed to plan answers (through, for example, a mind map or essay plan) before dictation. The planning or rough work may be drafted by the learners themselves or dictated verbatim by the scribe. The planning/rough work must be submitted with the answer script at the end of the examination. Work that should not be marked must be indicated as such.
- 12.3.14. The scribe may only communicate with the candidate to:
- i. request that an answer or phrase be repeated; or
 - ii. slow the pace of dictation or if they did not hear clearly.
- 12.3.15. The scribe may not:
- i. offer suggestions or help with any aspect of the examination;
 - ii. advise on which questions to select, the order of questions to be answered and when to move to the next question,
 - iii. simplify, adapt or interpret the question to the learner/candidate.
- 12.3.16. The learner or candidate may only communicate with the scribe to:
- i. read completed answers;
 - ii. make corrections; and
 - iii. indicate when they require the answer booklet for making notes, diagrams, rough drafts or mind maps.
- 12.3.17. The person appointed to be a scribe should be an educator or other competent accredited person and should not be the learner's subject teacher nor may the scribe be related to the candidate. It is advisable to use the same scribe throughout the candidate's examinations.

- 12.3.18. The scribe should sign an accommodation provider declaration to confirm that they have fulfilled their duties and have in no way unduly assisted the learner with the responses or the writing of any aspect of the examination (**ADDENDUM 2: ACCOMMODATION PROVIDER DECLARATION (READER/SCRIBE/PROMPTER)**)
- 12.3.19. A scribe may only scribe for one candidate at a time.
- 12.3.20. Each candidate receiving the accommodation of a scribe must work in a separate venue.
- 12.3.21. For the NSC examinations, in addition to the scribe, there must be an invigilator for the separate venue, and a recording of the examination must be submitted together with the answer script (see section 11.3, Operational procedures for the implementation of accommodations and concessions).
- 12.3.22. Additional time is required as an accommodation when a scribe is used. In the FET band, the maximum time allocation is permitted, when using a scribe (**Table 1**). The scribe should be well informed about how much additional time has been granted to the learner as per the approval letter.
- 12.3.23. A candidate may be granted additional accommodation of a rest break and this must be planned. A rest break not exceeding 20 minutes after two (2) hours may be considered, and a 10-minute rest break for every hour exceeding a 2-hour paper.
- 12.3.24. The following instructions should be read to the learner at the beginning of each examination:
- 12.3.25. “When you are ready you must tell me what to write. You must indicate the layout including capital letters, punctuation, and the beginning of new paragraphs. If the correct spelling of a word is being assessed in language examinations, you must spell it for me. I will write down exactly what you dictate to me. You may read over what I have written and request that I make changes if you so wish, and if there is time to do so.”
- 12.3.26. An alternative accommodation to providing a scribe is to introduce and permit the learner to present their answers in typed format on a computer or laptop, where appropriate. Additional assistive technology, for example, speech-to-text software or eye gaze technology, may be permitted. The use of computers and assistive technology should be introduced as early as possible in the learner’s schooling career to familiarise the learner or candidate with the appropriate process.

- 12.3.27. The use of a scribe in a separate venue requires recording to be made for each examination on a permitted digital recording device. These recordings of the examination must be submitted on a CD-ROM or supplied on a Universal Serial Bus (USB) or flash drive (per learner) with the examination papers. An accommodation provider is not permitted to make recordings on any device or cellular phone or to participate in any activity that may compromise the confidentiality of the examination.

12.4. Use of a prompter

- 12.4.1. A prompter (previously referred to as a planning aid) is used when a learner has significant difficulties with attention and concentration, is easily distracted or has difficulties with sensory processing, is diagnosed with an anxiety disorder and other neurological disorders such as but not limited to Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), planning and organising or other identified difficulties. The prompter refocuses the candidate's attention by using a verbal cue ("focus on your work" / "take a deep breath" / "you can do it") or a physical cue (tap on the desk or click fingers).
- 12.4.2. The person appointed to be a prompter should be an educator or other competent accredited person, and should not be the learners' subject teacher, nor may the prompter be related to the candidate. It is advisable to use the same prompter throughout the candidate's examinations.
- 12.4.3. The prompter may not interfere with the learners' answers to the examination. However, the prompter may:
- i. only encourage the candidate to complete the paper
 - ii. refocus a candidate who is easily distracted;
 - iii. inform the candidate of the structure of the paper, at the request of the candidate
 - iv. remind the candidate of the time allocation
 - v. remind the candidate to start each section on a new page
 - vi. remind the candidate numbers according to the numbering system
- 12.4.4. The prompter must not communicate with the candidate beyond what has been outlined above.

- 12.4.5. The prompter should sign an accommodation provider declaration to verify that they fulfilled their duties and in no way unduly assisted the learner with the responses/writing of the exam (**ADDENDUM 2: ACCOMMODATION PROVIDER DECLARATION (READER/SCRIBE/PROMPTER)**).
- 12.4.6. A candidate with a prompter must write in a separate venue.
- 12.4.7. For the NSC examinations, in addition to the prompter, there must be an invigilator for the separate venue, and ensure the recording of the examination is submitted together with the answer script (see section 11.3, Operational procedures for the implementation of accommodations and concessions).
- 12.4.8. The use of a separate venue, with a prompter, requires a continuous recording to be made of each examination. These recordings of the examination must be submitted on a CD-ROM or flash drive with the examination papers. An accommodations provider is not permitted to make recordings on any device/cellular phone or to participate in any activity that may compromise the confidentiality of the examination.

12.5. Use of a personal assistant

- 12.5.1. A personal assistant is appointed to aid a candidate who is unable to do certain basic physical tasks involved in an examination for him/herself (such as turning a page, positioning equipment in a practical examination, managing stationery, etcetera) as well as assist with personal care tasks (toileting, pressure relief, respiratory hygiene etcetera) as necessary. This is based on the learner's unique need for support during the examination.
- 12.5.2. The person appointed to be a personal assistant should be any competent adult, who is familiar with the personal needs of the learner but should not be a family member. A practice opportunity before the assessment/examination, with an appointed personal assistant is important to establish the learners' specific needs in the assessment/examination, based on their ISP. It is advisable to use the same personal assistant throughout the candidate's examinations.
- 12.5.3. The personal assistant may only speak to the candidate to gain clarity regarding an instruction. The personal assistant is not permitted to perform the role of a scribe, reader or prompter.

- 12.5.4. The personal assistant is permitted to accompany the learner to the bathroom if required, but a rest break must be requested as additional accommodation, so this time does not count as writing time. Where a learner needs to leave the venue with the personal assistant for the rest break, the invigilator needs to ensure the learner has adequate supervision.
- 12.5.5. The personal assistant will also sign a Code of Ethics declaration to ensure that they did not assist the learner in any way with the responses/writing of the exam (**ADDENDUM 3: CODE OF CONDUCT DECLARATION (ACCOMMODATION PROVIDER: PERSONAL ASSISTANT)**)
- 12.5.6. Each candidate receiving the accommodation of a personal assistant must work in a separate venue. For the NSC, there must be an invigilator present where a separate venue and/or a personal assistant is being used.
- 12.5.7. This accommodation in a separate venue requires a continuous recording to be made of each examination. These recordings must be submitted with the examination papers.

12.6. Adaptation of questions

- 12.6.1. Adaptation of questions refers to the examination paper being presented with rephrasing or modification of questions to accommodate either visual impairment or hearing impairment.
- 12.6.2. The adapted question papers for visually impaired learners means the paper is presented in Braille format for learners such as substituting visual images or graphs with text descriptions.
- 12.6.3. The adaptation of question papers or rephrasing for learners who are deaf or hard of hearing includes rephrasing or modification of written questions into simpler/uncomplicated language to reduce the complexity of written language, given that SASL is the home language of these learners. The standard of the question paper must not be compromised by the simplification of language. In the case of an adapted question paper being awarded, a sign language interpreter will not be provided. It must be noted that the learner will not be granted the adapted question paper and the sign language interpreter. However, in both cases, the learner would qualify for an additional time of 20 minutes per hour.

12.7. Braille and large print material

- 12.7.1. There are no blanket accommodations for learners with visual impairment (blind or those with low vision or partial sightedness). These learners may require accommodation in the curriculum and assessment/examinations for the:
- i. adaptation of questions;
 - ii. accommodation of the format of the assessment; and
 - iii. assistive technology.
- 12.7.2. Additionally, colour blindness and visual fatigue may pose a barrier that needs to be addressed through assessment accommodations in this category.
- 12.7.3. All learners with visual impairment receive additional time as stipulated in **Table 1: Allocation of additional time**.
- 12.7.4. Some learners who become blind through injury or progressive disease may not have had the opportunity to learn Braille and would need to be afforded a reader and scribe (with additional time and a separate venue). However, wherever possible, these learners should be provided with the opportunity to use a laptop, or screen reader software and to produce their scripts in the typed format as an appropriate long-term accommodation in the classroom and assessments/examinations.
- 12.7.5. Learners with visual impairment, who experience secondary barriers to learning may also be eligible to receive any of the other accommodations as their needs indicate, e.g., use of a reader, scribe, prompter, computer and assistive technology, handwriting accommodation, spelling accommodation, medication and food intake, rest breaks, and ad hoc accommodations.

12.8. Transcription of Braille

- 12.8.1. There is no need to request adaptation of questions if a learner requires Braille format question papers, as the questions are already adapted.
- 12.8.2. When a learner has accessed the curriculum using Braille, assessment/examination papers must be provided in the appropriate Braille code in the most appropriate format i.e., uncontracted or contracted.

- 12.8.3. Prior to translation into Braille, the assessment/examination papers must be adapted by examiners working in collaboration with experts in education for learners with visual impairment.
- 12.8.4. De-Brailling must be done under controlled circumstances.
- 12.8.5. During the marking process, the adapted memoranda as well as Braille experts must be available.
- 12.8.6. The recommended type of Braille for specific grades is as follows:
 - i. Learners from Grade 1 up to Grade 4 receive most assessments in uncontracted Braille, making use of the Home Language Braille codes; and
 - ii. All assessments in Grade 4-12 are produced in contracted Braille.
- 12.8.7. The type of Braille used by a learner will depend on the age at which they were introduced to this. Learners whose vision deteriorates and are introduced to Braille in FET band may still require assessment/examination papers in uncontracted Braille.
- 12.8.8. An adapted examination/assessment paper can be produced in an electronic format (in brf. format) to allow learners to read the paper from their refreshable Braille device. In a similar way, some learners may be permitted to use a screen reader software with a laptop to access the adapted examination/test paper through text-to-speech. The learner will require earphones for use with their assistive devices.
- 12.8.9. For assessments/examinations managed by the National or Provincial Departments of Education the timetable is centrally determined. If the brailleing of papers is not done centrally but at school-level, papers must be made available in electronic format timeously to afford the necessary adaptations.

12.9. Enlarged Print

- 12.9.1. Enlarged print assessment/examination papers must be provided for learners with visual impairments (partial sightedness or low vision). The specific font size required will be determined by the nature and severity of the visual impairment. The optician/ophthalmologist should recommend the specific font size and type or screen interface that each individual learner requires. Typically, the learner will be provided with enlarged print assessment/examinations papers in Arial font size 14 or 18 or 24 but a specific request may be made for a different size font. Yellow paper may be requested

with the specific size font. Learners awarded large font examination papers are also eligible for additional time as per **Table 1** for all subjects, that is, 30 minutes per hour or as per individual needs.

- 12.9.2. A learner may also require an assistive device, such as a low-tech magnifier or digital magnifier in addition to an enlarged print paper. If the learner requires enlarged print exceeding Arial font 48, an accommodation for use of a computer, applicable software and electronic format of the paper should be considered.
- 12.9.3. Assessment/examination papers must be made available in electronic format for learners who use a computer with screen-magnification and/or screen reading software, to allow for customising of the size of print, as well as contrast and colour adjustments, for instance black on yellow to maximise their visual function and reduce visual fatigue. Electronic scanning of assessment/examination papers can be done by schools for SBAs through use of a digital magnifier for print or screen magnification software for computer use. This means that as part of the accommodation the school must request use of a computer and provision of electronic/digital examination papers for a learner.
- 12.9.4. The assessment/examination paper provided in a digital recorded format (CD-ROM) or flash drive may also be an appropriate accommodation for some visually impaired learners. It is recommended that the learner be provided earphones if this format is utilised for a group of learners in the main examination venue, or a separate venue if necessary.

12.10. Sign Language Interpreter

- 12.10.1. When applying for and administering accommodation assessment/examinations for learners who are Deaf the *Guidelines for the Conduct and Administration of Examinations in South African Sign Language Home Language (2019)* and the *Regulations Pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate, Government Gazette 31337* dated 29 August 2008, as amended, must be adhered to.
- 12.10.2. Teaching Deaf and severely hearing-impaired learners, using South African Sign Language as the language of teaching and learning, incorporates several accommodations and every assessment/examination context must replicate this

according to guidelines to ensure assessments/examinations are valid, reliable and consistent across all schools.

- 12.10.3. In addition to adaptation of questions in the examination paper and additional time (**Table 1**) these learners will require a South African Sign Language (SASL) interpreter as an accommodations provider to perform tasks in the examination venue specifically and only for the signing of examination instructions or in the absence of an electronic paper with an immersed signing of the assessment/examination questions. Signing of the examination questions of an adapted paper is not permitted.
- 12.10.4. In all assessments/examinations for Deaf learners' invigilators need to understand the role of the SASL interpreter (who may be an adult, a teacher or classroom assistant who is fluent in SASL) who perform the role of an accommodations provider, for an individual or group of learners. All accommodation providers must receive training and be in possession of a valid certificate and are required to sign a declaration of ethical conduct of their role as an accommodation provider (see Addenda 2-4).
- 12.10.5. The electronic access to examination papers for deaf learners is in the process of being implemented. This will ensure the standardisation of the quality of interpretation. In the interim, schools will continue utilising SASL interpreters where necessary.
- 12.10.6. In time, all school-based summative assessments need to be made available to learners in digital form.
- 12.10.7. This will ensure the standard of the sign language interpretation in each subject, provided that there are subject specialists available who have mastered all subject specific Sign Language terminology.
- 12.10.8. Question papers should therefore be transferred onto a visual presentation e.g., PowerPoint.
- 12.10.9. There should not be any simplification of the language in the paper in order to ensure that the standard is not compromised.
- 12.10.10. The question as it appears in the PowerPoint should be signed by a Deaf adult or a CODA (child of a deaf adult) provided that the individual is competent in the subject terminology and SASL linguistics on a video podcast and the clip should be inserted the same slide as the question.

- 12.10.11. The Deaf learner can then see the written version as well as the signed version of the question on the laptop screen and he/she has the option to use the version he/she feels most comfortable with.
- 12.10.12. The learners can then easily go back to previous questions to review their answers.
- 12.10.13. Learners should record their answers in answer booklets.
- 12.10.14. Learners who experience secondary barriers, such as with writing, should be granted an accommodation to sign the question on the webcam on the laptop. These signed answers can later be transcribed or marked if the teacher/marker is fluent in SASL.
- 12.10.15. Learners with hearing impairment who have secondary barriers to learning they may also be eligible to receive any of the other accommodations as their needs indicate, e.g., Use of a scribe, prompter, handwriting accommodation, spelling accommodation, medication and food intake, rest breaks and ad hoc support.
- 12.10.16. This method is totally objective as every learner gets the same question paper and can go back and forth as needed.
- 12.10.17. In this way the learner's subject knowledge is tested, instead of his knowledge of the second language.
- 12.10.18. The standard of the question paper must not be compromised by the simplification of language.
- 12.10.19. Each learner can work at his/her own pace.
- 12.10.20. The sign language interpreter used must not be the learners' subject teacher.
- 12.10.21. In the absence of an electronic paper and where an interpreter is provided, the integrity and the standard of the examination must be safeguarded by putting the following measures in place:
- i. The person allocated to interpreting duty during the examination session needs to be an interpreter only and may not be an invigilator as well.
 - ii. An interpreter information form needs to be used (**ADDENDUM 4: ACCOMMODATION PROVIDER (SOUTH AFRICAN SIGN LANGUAGE INTERPRETER) CODE OF CONDUCT DECLARATION**) including the name and personal particulars (including the ID Number) of the interpreter for the exam session. In cases where a paper is long and requires extensive interpretation, a second interpreter may be required for which the form must also be completed. The form

must also indicate the time slots or questions in which interpretation was provided by each interpreter. This will avoid irregularities.

- iii. There needs to be a clear explanation of the interpreter's role in the exam centre which is forwarded to the school that has applied for the accommodation, before the commencement of the exam.
- iv. There needs to be an allocated seat and standing place for the interpreter in each venue so that if an external monitor comes in, it is immediately clear who the interpreter is.
- v. All interpreters need to sign a Code of Ethics declaration which highlights the standards which are to be upheld.
- vi. All interpreters are to be provided with clear guidelines on how to interpret in exam settings without inadvertently giving answers to learners.
- vii. All interpreters must be competent in signing the specific subject content.
- viii. Learners should record their answers in answer booklets.

12.10.22. SASL HL for Grade 12 learners:

- i. Learners do not automatically qualify for an interpreter as accommodations are already catered for when setting the SASL HL question papers.
- ii. Learners who experience secondary barriers may apply for an interpreter or other alternative methods, e.g., reader and/or scribe.
- iii. There needs to be a clear explanation of the interpreter's role in the examination centre which is forwarded to the school which has applied for the accommodation, before the commencement of the exam.
- iv. There needs to be an allocated seat and standing place for the interpreter in each venue so that if an external monitor comes in, it is immediately clear who the interpreter is.
- v. All interpreters need to sign a Code of Ethics declaration which highlights the standards which are to be upheld.
- vi. All interpreters are to be provided with clear guidelines on how to interpret in exam settings without inadvertently giving answers to learners.
- vii. All interpreters must be competent in signing the specific subject content.

12.10.23. The use of a SASL interpreter may require a separate venue and requires a continuous recording to be made of each examination on a permitted digital recording device. These recordings of the examination must be submitted on a CD-ROM, Universal Serial Bus (USB) or flash drive (per learner) with the examination papers. The SASL interpreter must not make recordings on any device/cellular phone or to participate in any activity that may compromise the confidentiality of the examination.

12.11. Handwriting

- 12.11.1. This accommodation may be approved when learners have illegible handwriting (that is difficult to read). For approval of this accommodation a recent sample of the learners' formal written work (not a draft or mind-map), in the language of learning and teaching needs to be submitted, with other supporting documents. In addition, if the learner's handwriting is significantly slower than the age norm, then additional time may be requested with this accommodation.
- 12.11.2. In the case where a learner has significantly slow speed of handwriting or has writing that cannot be deciphered or has a physical disability that makes handwriting not viable, then use of computer or a scribe with additional time, may be a more appropriate accommodation.
- 12.11.3. In all grades, including the Grade 12 NSC examination a handwriting sticker must be placed on the cover of every examination answer script. It indicates to the marker that untidy handwriting must be accommodated.
- 12.11.4. The marking of examination papers where a handwriting accommodation is awarded can be subjective, and it is advised that peer support is utilised in marking centres, or a specialist educator with experience is utilised as a marker.
- 12.11.5. The letter awarding this accommodation must also be attached to the answer script that is submitted.

12.12. Spelling

12.12.1. This accommodation is granted to learners:

- i. Diagnosed with a Specific Learning Disorder, with impairment in written expression (spelling accuracy), where there is a significant discrepancy ⁶ between the chronological age of the learner and spelling age of the learner.
- ii. Where there is evidence of a significant discrepancy between the chronological age and spelling age, of at least four years, seen within a holistic evaluation of the learner profile. This may include learners with other disabilities such as learners who are deaf or hard of hearing.

12.12.2. For approval of this accommodation a recent sample of the learners' formal written work (not a draft or mind-map), in the language of learning and teaching needs to be submitted, with the results of a standardised or scholastic assessment of spelling and other supporting documents. This spelling discrepancy must present consistently in the learners' scholastic history and samples of work across all subjects.

12.12.3. A spelling accommodation will not be granted where the primary area of difficulty is with the language of learning and teaching and assessment because this is not the home language of the learner (*National Policy pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination*, p. 76).

12.12.4. For all learners awarded a spelling accommodation, including the Grade 12 NSC examination a spelling sticker must be placed on the cover of every examination answer script. This indicates to the marker that spelling errors must be ignored so long as the words are phonetically correct, or text can still be deciphered. This includes learners who have been diagnosed with a Specific Learning Disorder (SLD) (previously referred to dyslexia, see *Govt Gazette no 3652, p 6*).

12.12.5. Please note that in the FET phase, in the languages in Paper 1: Language and Comprehension, where textual editing is examined and spelling is part of content knowledge, spelling will count.

⁶ A discrepancy of 4 or more years' is regarded as significant for learners diagnosed with a SLD. This spelling discrepancy must present consistently in the learners' scholastic history and samples of work across all subjects.

- 12.12.6. The marking of examination papers where a spelling accommodation is awarded can be subjective, and it is advised that peer support is utilised in marking centres, or a specialist educator with experience is utilised as a marker.
- 12.12.7. The accommodations approval letter must be attached to the answer script of all learners with accommodations.

12.13. Orals

12.13.1. Exemption from oral activities and assessments

- 12.13.1.1. Learners who are experiencing significant difficulty with oral activities, such as, but not limited to speeches, debates, role-play, dialogue, presentations etc. and for oral practical tests and assessment, such as for language or music assessments, or other subjects may be afforded the accommodation or exemption from oral format using an alternative format to replace the oral activity required for assessment. This accommodation will be considered for all oral activities, in all languages as typically the barrier to learning presents across all languages.
- 12.13.1.2. This exemption from oral format and alternative format must be awarded with the approval of DBAC, and Examinations and Assessments and Curriculum officials as the alternative format paper should be developed to not compromise the standard of the task. On the form DBE 124 form this accommodation can be requested as Other as it is a relatively new and deemed appropriate accommodation for learners who are eligible, with motivation provided.
- 12.13.1.3. This accommodation is afforded to learners with communication and/or social communication disorders (such as dysarthria, stuttering, vocal impairment etc. and Autism Spectrum Disorder, with language impairment) where the learners speech and/or communication is impaired, the SBST needs to specifically offer alternatives or alternate format activities and assessments for oral practical examinations. There are other instances where a learner may have a diagnosed mental health/disorder, neurodevelopmental or anxiety disorders who may be eligible for this accommodation.

- 12.13.1.4. The learner is permitted to produce written text rather than oral format, but the structure of the task should remain i.e., a written assessment that is written in speech writing format, as this is the component to be marked.
- 12.13.1.5. The use of text-to-speech production software to produce the oral task which is then recorded in an appropriate format and saved onto a new non rewritable CD-ROM, should be considered to give the learner the opportunity to have the written oral read audibly to the assessors, as this format is comparable with other learners.
- 12.13.1.6. This accommodation will most likely be used with other appropriate accommodations, such as separate venue, use of computer and text-to-speech software and other assistive devices.

12.13.2. Oral examination

- 12.13.2.1. Allowing a learner to be assessed orally, without a scribe, is permitted when the learner cannot produce their answers in a written format. However, an electronic recording of the learner's answers must be available for marking purposes. It is recommended that the oral format must be replaced with an application for a scribe as a form of accommodation. This will allow for an assessment or examination manuscript to be marked. An option for an oral assessment or examination has been provided on Form DBE 124. However, this should be used only in very specific circumstances, where a scribe cannot be used.

12.14. Use of a computer/tablet/laptop, Computer/voice to text/ text to voice/ Digital/ Video/ Webcam and any other assistive device or assistive medical technology

- 12.14.1. A computer, or laptop or tablet and/or assistive device, with hardware and software may be used for learners who require assistive technology to present their answers in typed format rather than handwriting, such as learners who present with:
 - i. illegible handwriting (that cannot be deciphered);
 - ii. very slow speed of handwriting;
 - iii. physical disability or fatigue that makes handwriting impossible;
 - iv. a diagnosed specific learning disorder affecting handwriting, such as dysgraphia; or
 - v. a diagnosed specific learning disorder with impairment in written expression.

- 12.14.2. A computer, or laptop or tablet and assistive device, hardware and software may be used to support learners who require assistance with accessing the reading or reading of the assessment/examination paper in a digital format/alternative format, such as learners who present with:
- i. visual impairment requiring screen-reading and/or magnification software.
 - ii. a diagnosed specific learning disorder with impairment in reading.
- 12.14.3. A computer, or laptop or tablet and assistive hardware may be used to support learners who require assistance with both reading the assessment/examination paper and to produce answers in typed script, such a learner who presents with:
- i. visual impairment requiring screen-reading and magnification software.
 - ii. a diagnosed specific learning disorder, with impairment in written expression and reading.
- 12.14.4. When recommending the accommodation of the use of a computer and assistive technology/software, the DBAC needs to evaluate the learners' specific learning context and provide supporting documents. The following issues need to be considered:
- i. legibility, speed and efficiency of the learners' handwriting;
 - ii. the learners diagnosed with a specific learning disorder with impairment in written expression (See criteria for scribe);
 - iii. the learners diagnosed with a specific learning disorder with impairment in reading (See criteria for reader); and
 - iv. whether the learner is proficient in using the assistive technology in classwork activities.
- 12.14.5. Assistive technology should be utilised daily by the learner as the primary means to present their answers in typed format and/or to access reading materials, so there is a high familiarity and proficiency with the technology and assistive devices.
- 12.14.6. Where a school or examination centre is utilising computers (including tablets and laptops) and assistive technology in assessment accommodations, for the learner to present their answers in typed format or to access reading of the examination paper in alternative format (digital/electronic form), the Chief Invigilator is responsible for ensuring that all issues relating to the administering of a computer use as assessment accommodation is safe, secure and effective for the learner.

- 12.14.7. In all assessments/examinations using computers and assistive devices and/or technology the School Principal and the Chief Invigilator have the responsibility, with the Information Technology (IT) technician⁷ and the accommodation provider/s to ensure all issues relating to the preparation and administration of the assessment accommodation during the assessment/examinations are addressed.
- 12.14.8. Preparation of the assistive technology to be used in the examination involves preparation and administration and may include the following types of assistive technology:
- i. Battery operated devices approved for the assessment/examination, such as recording devices, hand-held magnifiers, listening/hearing devices, wireless mouse/pointer, reader pens, visual schedule etc. must be tested prior to their use in each examination and the battery life checked. Should the battery power be low, unused/new batteries must be inserted into the device prior to the examination. Devices must be checked prior to the start of the assessment/examination. Spare batteries must be available.
 - ii. Low-tech assistive devices and computer hardware and accessories approved for the assessment/examination, such as document holder, mounting devices for tablet/laptop, pen/pencil grips, visual supports, or visual schedule/planning aid, ear defenders, sensory regulation devices etc., must be set up at and checked at the learners allocated seat/desk and checked prior to the start of the assessment/examination.
 - iii. Assistive technology approved for the assessment/examination, such as camcorder, microphone, speakers, ear/headphones, specialised keyboard, listening/hearing device, mouse or pointing device (eye-gaze, head pointer) etc., approved for the examination need to be set up and checked at the learners allocated seat/desk prior to the start of the assessment/examination.
- 12.14.9. The school or examination centre must utilise the expertise of the Information Technology (IT) Technician or suitably qualified educator at the school, district education offices or from a Special School as Resource Centre, to ensure appropriate IT

⁷ Where the school does not have a dedicated IT technician, the school may utilise the Computer Assisted Technology or Information Technology educator or other educator, or a suitably qualified official or subject advisor from the education district offices. Alternatively, an IT technician may be used from a Special School as Resource Centre

preparation is done ahead of time, and correct processes are followed during the assessment/examination.

- 12.14.10. All computers, printers and electronic equipment used at the examination centre must be inspected prior to the examination, e.g., the electricity cables and wall connections must be in good working order, and preferably taped to the floor surface to prevent accidents. This may prevent a power failure caused by defective electrical apparatus. Preferably each computer room should be on its own circuit breaker to prevent power failures.
- 12.14.11. Venues with computers and servers need to have air conditioners in good working order to ensure adequate ventilation and safety.
- 12.14.12. The school must ensure that they have two (2) new non-rewritable compact disc read-only memory (CD-ROM) or flash drive per learner on which to save answer scripts. One CD-ROM/flash drive with saved answer script must be submitted to the relevant district exam distribution/nodal point immediately after the examination, for marking.
- 12.14.13. The second CD-ROM must be used as a backup on which to save each learner's responses. This second CD-ROM must be securely kept at the examination centre or school, marked clearly with the learner examination number, subject name and code, examination centre number and date, for at least six months after the conclusion of the examination. Therefore, one CD-ROM/flash drive must be sent to the marking centre and one CD-ROM/flash drive must be kept at the school.
- 12.14.14. Computers and other devices may be connected to the school network or the internet for the duration of the examination only for learners accessing an approved assessment accommodations portal. Where applicable, the necessary management software restrictions must be installed to ensure that learners cannot access any material that will give them an unfair advantage.
- 12.14.15. There should be at least one additional computer/laptop/tablet available if a candidate's computer/laptop/tablet malfunctions.
- 12.14.16. An IT technician must be present during the examination so that he/she can provide the necessary technical assistance. The IT technician is not part of the invigilation team and may not work on any computer during the examination session, unless when providing technical assistance. His/her role will include:

- i. Prior to the examination all hardware, software and hand-held devices must be checked to ensure that these are working properly. In addition, predictive text software, editing functions (grammar check, spell check, thesaurus and dictionary) and reading software or pen-reader must also be disabled. Specialised software approved for use in the assessment examination must be in working order and updated.
- ii. Computers/Networks must be virus-free. Antivirus software must be updated one day before the examination. Windows and other updates must be done to ensure the computer is working at optimal speed.
- iii. E-mails and/or messaging systems and search engines/internet browsers must be deactivated during the examination period or the necessary website control software must be activated to ensure that learners cannot access any material that will give them an unfair advantage.
- iv. Ensure that all computers are 'clean' i.e., no programme, application or documents (other than those required by the said examination), hidden files and/or examples or templates of any kind may be stored or be accessible on the hard disks or the network. A learner may use a secondary profile on a laptop or device for the examination, which has been 'cleaned'.
- v. Security measures should be in place to prevent candidates from accessing any other computers, folders and/or documents other than those required by the said examination. In the case of peer-to-peer networks or where learners store on local hard drives, all network communication devices must be switched off. This includes wireless and wired network connectors such as switches and routers. Where applicable, network control software may be used to prevent access to materials that will give the learner an unfair advantage.
- vi. At the end of the session the IT technician and or Invigilator must assist with verifying that candidates' files are written to these CD-ROMs/flash drives and responses are saved correctly. The IT technician must ensure that all candidates' saved responses open correctly in a readable format e.g., Word, pdf etc.

- vii. Only the candidate's examination number, the centre number, the date and code of the examination taken must be clearly indicated on all CD-ROMs/flash drives submitted for marking.
- 12.14.17. Candidates may use an answer script booklet for rough work and to answer some questions that are not well-suited to typed responses. Learners may obtain permission to use a computer for all subjects including Mathematics, Physical Sciences, EGD or Accounting papers. There are some practical subjects that are not suitable for the use of computers, and therefore an alternative accommodation must be applied.
- 12.14.18. An invigilator must be present in the venue where a computer, assistive devices and technology and assistive hardware and/or software is being utilised as an assessment accommodation and must make themselves aware of the procedures to be followed and the role and responsibilities of the IT technician.
- 12.14.19. The learner must type his/her examination number at the top of each page of typing, and the pages must be correctly number.
- 12.14.20. At the end of the examination the learner's work must be printed out and the learner must verify that it is his/her work. Access to a printer is therefore essential. Answer scripts may be used for planning essay answers for all papers. A learner may choose to answer some questions that are not well-suited to typed responses (e.g., a drawing or graph).
- 12.14.21. It is recommended that the school attach a declaration to the answer script that indicates that the candidate produced their exams on a computer and in the answer script (written answers, drafts, mind-maps etc.)
- 12.14.22. The Chief Invigilator must ensure that these answer scripts are also submitted. The learners typed document should be printed and attached to the answer script with the CD-ROM for marking. The accommodations letter must also be attached to the answer script that is submitted.
- 12.14.23. The same procedures as specified in the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examinations, Annexure A, (p. 70, see points 6 and 7)* should be followed when a computer malfunctions or during a power failure. In case of power cuts, the school must have in place contingency plan and alternative need to be explored e.g., a scribe and/or reader may be used.

12.14.24. In the case of computers and technology being used for South African Sign Language as Home Language please refer to Circular E5 2019 and DBE Guidelines for the Implementation and Conduct of Examinations in South African Sign Language Home Language (2019).

12.15. Medication and food

- 12.15.1. Learners may need to take medication during an examination (orally, intravenously, nasally, injectable etc.) to manage pain or other health conditions and/or have access to food and beverages used to maintain sugar levels and treat low blood sugars.
- 12.15.2. Rest breaks should also be applied for in conjunction with this accommodation. The time taken to administer the medication and eat and/or drink will then be added on to the standard examination time.
- 12.15.3. In cases where a medical device will need to be used throughout the examination, such as an oxygen cylinder with nasal cannula or patient-controlled syringe driver, and this may be accompanied by medical software on a separate electronic device, other than a smart phone.
- 12.15.4. The Chief Invigilator must ensure that all issues relating to this medical device and software used during the examination is secure and has gone through the same process of ICT verification as for any computer (**see 12.14 Use of a computer/tablet/laptop, Computer/voice to text/ text to voice/ Digital/ Video/ Webcam and any other assistive device or assistive medical technology**).
- 12.15.5. A separate venue is usually required when this accommodation is granted so as not to disturb other candidates.
- 12.15.6. Where a learner does not have a personal assistant, the invigilator needs to ensure the learner has adequate supervision if it is necessary for the learner to leave the venue to take medication and/or food.

12.16. Rest breaks

- 12.16.1. The rest break is granted based on the information provided by the relevant professional. This is a period when the learner is not required to be at his/her desk but must remain in the examination venue. Rest break time does not count as extra writing time. The rest

break time used will be added to the examination session. A separate venue is required for this accommodation.

- 12.16.2. A rest break may be granted to a learner who is not able to remain seated or continue writing for the duration of the examination. This could be due to a physical condition such as chronic back pain or fatigue, for example where a learner needs to change position or rest physically, or for the purposes of administering medication or planned toileting.
- 12.16.3. A rest break not exceeding 20-minutes after two hours may be considered, or one could consider a 10-minute rest break for every hour for examinations longer than two hours.
- 12.16.4. This accommodation may be used in conjunction with other approved accommodations.
- 12.16.5. Where a learner needs to leave the venue for the rest break, the invigilator needs to ensure the learner has adequate supervision.
- 12.16.6. The learner is not obliged to utilise the rest breaks granted if he/she feels no need for them on the day.

12.17. Use of specific equipment

- 12.17.1. The DBST or the Director: Assessment and Examinations, as appropriate, must be notified of and grant approval for, the use of any specific equipment (other than a computer, assistive device or technology) required by a learner in order for him/her to show what he/she knows and can do.
- 12.17.2. Such equipment must not give a learner any advantage over his/her peers.
- 12.17.3. Should such equipment be a source of distraction for other learners the use of a separate venue must be requested.

12.18. Use of separate venues

- 12.18.1. A separate venue is an alternative environment or facility away from the main examination centre and must meet the minimum requirements to be approved as an examination venue. It must have its own approved invigilator.
- 12.18.2. The use of a separate venue is utilised either:
 - i. to assist an individual learner for specified medical conditions, psychological disorders or learning barriers, which necessitates a separate venue, or

- ii. to prevent possible disturbance of others by the learner concerned.
- 12.18.3. The planning of separate or alternative examination venues, will require logistical planning and careful consideration of all the accommodations granted for that examination/s, considering the resources (invigilators and accommodation providers) and venues available.
- 12.18.4. Any examination conducted in a separate venue involving a single learner and an accommodations provider, or several learners and a reader (as accommodation provider) must be recorded in its entirety either as a video or audio-recording and submitted with the answer script. It is the responsibility of the invigilator to ensure that this recording is done as part of the operational implementation of the awarded accommodations (**see 11.3 Operational procedures for the implementation of accommodations and concessions**).
- i. A recording of the entire examination proceedings must be made on a recording device (other than a cellular phone) i.e., digital audio recorder or video-recorder, and the two copies of the digital recording should be made onto non-re-writable compact disc read-only memory (CD-ROM) at the end of each examination.
 - ii. One CD-ROM must be marked clearly with the learner's examination number, subject name and code, examination centre number and date, and handed in with the answer script at the end of every exam. The other recording should be /secure storage at the school for a period of 6 months after the examinations.
 - iii. Digital recordings may be supplied on a Universal Serial Bus (USB) or flash drive (per learner) if accepted by the Invigilator.
 - iv. The recording device must be tested prior to its use in each examination and the battery life checked. Should the battery power be low, new/unused batteries must be inserted to the device prior to the examination.
 - v. The chief invigilator must sign the statement declaring the procedures and entire process was carried out correctly.
- 12.18.5. Any examination conducted in a separate venue, such as a hospital, prison or child and youth care centre will also need to be recorded in its entirety either as a video or audio-recording and submitted with the answer script. An approved invigilator must be

present. It is the responsibility of the invigilator to ensure that this recording is done as part of the operational implementation of the ad hoc examination.

- 12.18.6. If the use of the separate venue will involve speaking aloud (such as for use of a scribe or reader, to a single learner, or prompter) only one candidate may be in each separate venue.
- 12.18.7. If a separate venue is needed for a learner to produce their script in typed format using a computer and assistive technology, then several candidates may be in one venue.

13. TYPES OF CONCESSIONS FOR LEARNERS EXPERIENCING BARRIERS TO LEARNING

An application for an assessment/examinations concession requires specific application for permission by the Provincial Director: Assessment and Examinations for substitution of specific subjects (language/s and/or mathematics) for promotion requirements for a learner in the Senior/FET phases. Other concessions in the GET relate to immigrant learners as set out in the NPPR, Chapter 2, pp. 3-4, which can be applied for from Senior Phase. Application for a concession can be made on the Form DBE 124, selecting ‘Other’.

- 13.1. The following concessions in respect of languages may be applied to candidates who experience barriers related to deafness, aphasia and SLD:
 - 13.1.1. Learners who are deaf (and have not learned /acquired SASL as home language), or have been diagnosed with a specific language disorder (such as aphasia or SLD) may be offered only one official language at First Additional Level, if:
 - 13.1.2. Another subject from Group B, as listed in the policy document, *National Policy Pertaining to the Programme And Promotion Requirements of the National Curriculum Statement Grades R-12 (Annexure B, Tables B1-B8)* is offered in the place of the official language that is not being offered, and
 - 13.1.3. A candidate needs to comply with the promotion requirements as contemplated in paragraph 11 (1) of this policy document, *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*.

- 13.2. Candidates who have been diagnosed to have a specific learning disorder (such as dyscalculia), may be exempt from offering Mathematical Literacy or Mathematics as a subject, if:
- 13.2.1. another subject from Groups A or B, listed in the policy document, *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12* is offered in place of Mathematical Literacy or Mathematics; and
 - 13.2.2. such candidate complies with the promotion requirements as contemplated in paragraph 29 (1) of the policy document, *National Policy Pertaining to The Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*.
- 13.3. All applications for concessions must be directed to the Provincial Director: Exams and Assessment when the learner enters Grade 10, or immediately after the learner has been diagnosed with the learning disorder, as contemplated in Regulation 16(1)(a) and (b).
- 13.4. All applications referred to in sub-regulation (2) must be accompanied by an evaluation conducted by the unit in the PED responsible for learners who experience barriers to learning, or by external, professionally registered experts in the relevant fields.

14. ROLES AND RESPONSIBILITIES

For the management and success of the administration and implementation procedures for accommodations and concessions for eligible learners, it is crucial that there is collaboration of members of both Schools Based Support Teams and District Based Support Teams. Accommodations are part of a comprehensive support process, according to the Policy on SIAS (2014) to afford learners the opportunity to realise their potential in the assessments and examinations on an equal basis with other learners. To ensure the success thereof, all district and provincial officials from these sections are required to support the Examination and Assessment Section, each with their own specific roles and responsibilities e.g., Curriculum, Inclusive Education, Psychosocial Support Services, Information Communication Technology and Education Management and Governance.

14.1. Management at School Level

- 14.1.1. The principal of the school is responsible and accountable for the overall management of support for learners who need differentiated assessment and accommodations.

- 14.1.2. The School-Based Support Team (SBST) is responsible for identifying, applying and coordinating differentiated assessments and accommodations to support for learners who experience barriers to learning. The SBST is responsible for timeous completion of the required SIAS documentation and compilation of the relevant medical/psychological reports and evidence of scholastic work as part of the application process to the District Based Assessment Committee (DBAC). The SBST is also responsible for implementing the decision of the DBAC.
- 14.1.3. In the case of accommodations granted for the external examinations, the SBST/SBAC will be responsible for coordinating all aspects related to the implementation of the accommodations during exams, e.g., provisioning of assistive devices and technology, timetabling, venues, etc.
- 14.1.4. The application of accommodations is to be made available in all school-based formal assessment tasks that contribute towards progression and promotion.

14.2. Management at District Level

- 14.2.1. The Policy on SIAS provides the framework for the implementation of the policy on assessment of learners who experience barriers to learning ensuring that all learners who need differentiated assessment will be identified and supported as early as possible.
- 14.2.2. The District-Based Support Team will delegate the decision making of the applications for accommodations to a District-Based Accommodations Committee consisting of representatives from a range of units (e.g., Curriculum, Assessment, Inclusive Education, Psychosocial Support Services and Education Management and Governance. Accommodations for Grade 1 to 9 will be granted by the District-Based Accommodations Committee. The DBST will monitor implementation by the SBSTs. The relevant completed documentation from the Policy on SIAS must accompany the application.
- 14.2.3. The DBSTs will also be responsible for monitoring, reviewing and re-evaluating accommodations that have been awarded (see the Policy on SIAS, p. 38).
 - i. The process flow consolidating all provincial procedures is outlined in Figure 1 below.

- ii. Final approval for application of learners in Grade 10 to 12 accommodations can only be awarded by the Provincial Accommodations Committee. Once granted the accommodation will be valid for the rest of the FET phase.
 - iii. The recommendations considered by the Provincial Accommodations Committee will be based on evidence and supporting documents provided by the DBST/DBAC.
 - iv. Applications for accommodations for the NSC must be submitted by October of the Grade 10 year at the latest. The application dates will coincide with the National Examinations Management Plan.
 - v. Time frames as determined within the National Examinations Management Plan must ensure that timeous feedback of decisions is given to schools and candidates so that logistical arrangement can be made.
 - vi. It is advisable that monthly standing meetings of the DBAC are held to ensure that applications and supporting documentation is reviewed and recommendations are sent to the PAC on a regular basis and in so doing avoiding bottle necks and delays.
- 14.2.4. The DBST is responsible for the identification and training of suitable persons to serve as accommodations providers (readers, scribes, prompters, personal assistance, SASL interpreters, etcetera). Relevant training and accreditation of readers, scribes and promoters must be done annually. A database of these accommodation providers must be kept by the DBST.

14.3. Management at Provincial Level

- 14.3.1. The Provincial-Based Accommodations Committee makes a final decision regarding the accommodations/concessions to be awarded per learner and submits this information to the Director: Assessment and Examinations stating the specific differentiated assessment and accommodations required.
- 14.3.2. The decision must be communicated not later than three months after the submission of the application from the DBAC.
- 14.3.3. The Management Plan for awarding accommodations must be aligned to the National and Provincial Exam Management Plans.
- 14.3.4. The management plan must also allow for the appeals process to be concluded in time.
- 14.3.5. Ongoing training must be done by the PED.

- 14.3.6. The Director: Assessment and Examinations must ensure that all the decisions regarding differentiated assessment and accommodations are implemented (*National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination*, 2014, p.88).

14.4. Management at national level

- 14.4.1. The DBE will also provide an advisory, support and monitoring function on complex cases about support to learners with barriers to learning in collaboration with PEDs. In all cases parents/stakeholders who have queries will need to have followed due process through their PEDs.

15. SUPPORT STRUCTURES AND SYSTEMS

15.1. DBE: Inclusive Education

- 15.1.1. Monitor the implementation of the Policy on SIAS, with specific regard to the provision of accommodations and concessions.
- 15.1.2. Monitor training of all support staff involved in support.
- 15.1.3. Provide technical support to Exams and Assessment.
- 15.1.4. Conduct advocacy about the need to apply the policy to benefit learners who meet the requirements.

15.2. DBE: Psycho-Social Support Services

- 15.2.1. Monitor the implementation of the Policy on SIAS, with specific regard to the provision of accommodations and concessions.
- 15.2.2. Monitor training of all psycho-social support staff involved in support.
- 15.2.3. Provide technical support to Exams and Assessments.
- 15.2.4. Conduct advocacy about the need to apply the policy to benefit learners who meet the requirements.

15.3. DBE: Examinations and Assessments (GET and FET)

- 15.3.1. Ensure that structures and systems are in place in all provinces to administer the application of accommodations across all grades.
- 15.3.2. Monitor the training of all staff on the procedures to be followed.
- 15.3.3. Conduct advocacy regarding the need to apply the policy to benefit learners who meet the requirements.

- 15.3.4. Set targets for candidates to be registered for accommodations across all grades and in all provinces.
- 15.3.5. Monitor implementation and meeting of targets.
- 15.3.6. Monitor provincial budgets for administration of the accommodations,
- 15.3.7. Oversee development of the necessary regulations.
- 15.3.8. Ensure that the procedures are included in all sections of the exam monitoring processes (and in the procedural manual).
- 15.3.9. Deal with irregularities related to the administration of accommodations.

15.4. DBE: Examination System Administration and Certification and Data Analysis

- 15.4.1. Registration of candidates for the NSC examinations.
- 15.4.2. Keeping records of learners who have granted accommodations and concessions.
- 15.4.3. Provide exam results, disaggregated in terms of disabilities for ordinary and special schools.
- 15.4.4. In the medium-term, establish a database of scribes and readers.

15.5. PED: Provincial System Administrator

- 15.5.1. Capture candidate and centre information on the provincial databases which feed into the national exam database.

15.6. PED: Exams and Assessment Directorates (GET and FET)

- 15.6.1. Ensure that structures and systems (including dedicated staff) are in place and functional to administer the application of accommodations across all grades.
- 15.6.2. Coordinate training of all staff (including invigilators) on the procedures to be followed, including training of scribes and readers.
- 15.6.3. Record names of accredited providers on a database.
- 15.6.4. Conduct advocacy about the need to apply the policy to benefit learners who meet the requirements.
- 15.6.5. Set targets for accommodations and concessions across all grades.
- 15.6.6. Report on implementation and meeting of targets.
- 15.6.7. Develop budgets for administration of the accommodations:
 - i. Payment of accommodation providers e.g., scribes, readers, personal assistants, prompters, SASL interpreters, etc.

- ii. Providing appropriate assistive devices and technology e.g., CD-ROMS, recording devices, assistive devices (reader pens, recording devices) and assistive technology.
- iii. Providing examination papers in digital format for learners using computers and assistive technology (digital print or audio recording).

15.6.8. Co-ordinate all parts of the administration of the system.

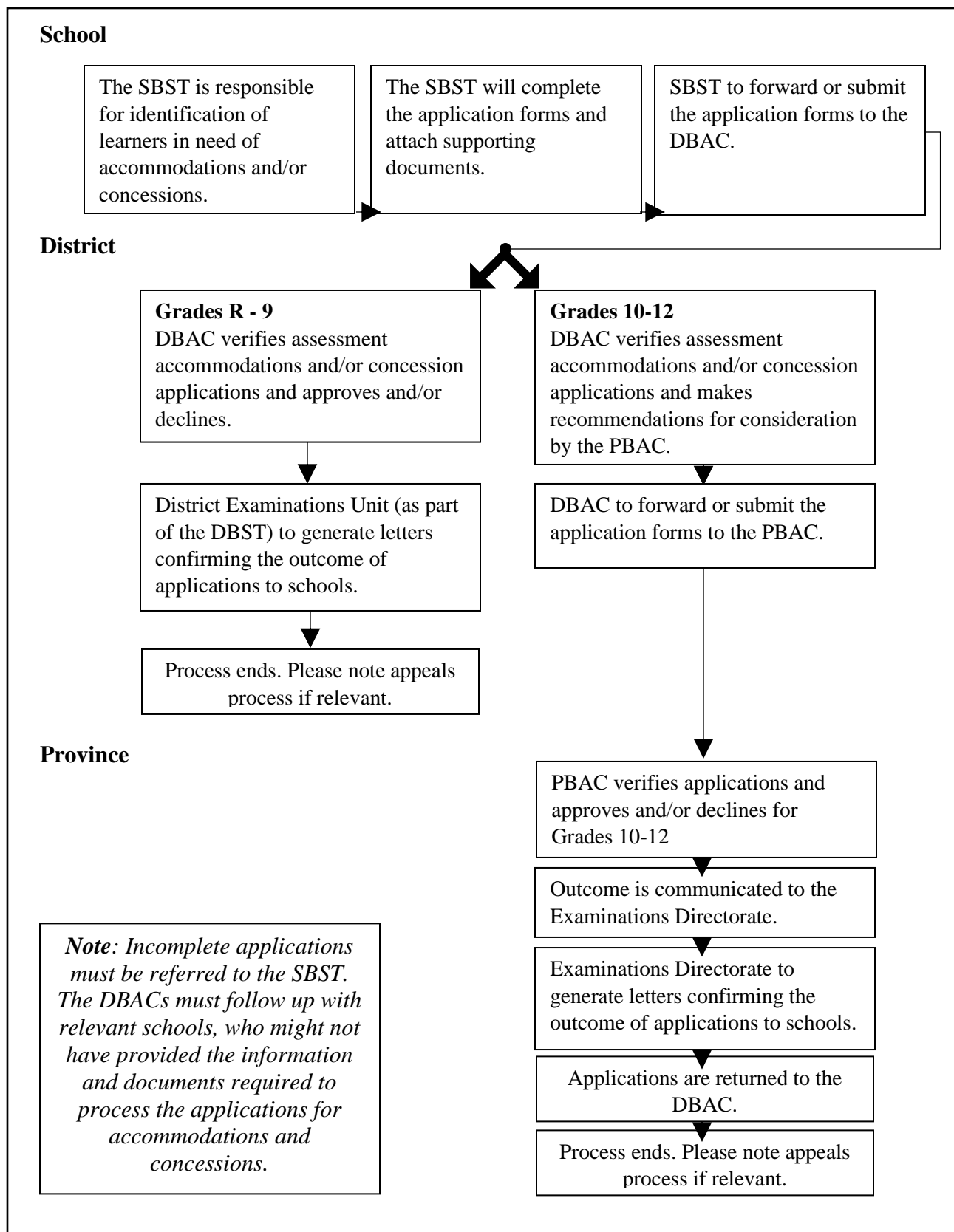
16. PROCESS FLOW

16.1. The summary below provides a quick overview of how SNA 1 and 2 supports assessment accommodation applications.

School-Based Identification and Decision-Making Process (SNA 1 and 2)

- Learner is identified as having additional support needs by the class teacher / teacher. Teacher renders support (and documents it – SNA1 and 2). If support does not deliver desired result, teacher presents the learner to the School Based Support Team (SBST) who further supports the learner (and documents it on ISP). If this support does not lead to the desired result, the SBST submits a request for support (which may include request approval for accommodation), via the principal to the District Based Support Team (DBST).
- Evidence is presented and discussed by the school-based support team (SBST) and the DBST. The DBST together with the SBST may decide to recommend an assessment accommodation. Applications for concessions for Immigrant learners are submitted directly from the SBST to the District Assessment Co-ordinator.
- The application as well as supporting documentation, (medical-, psychological-, test reports; individual support reports, study permit etc), including a report of support rendered to the learner must be submitted by school to the District Based Support Team.

16.2. Diagram to illustrate levels of responsibility for managing assessment accommodations and /or concessions.



17. RELEVANT POLICY DOCUMENTS

Department of Basic Education. (2001). Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System. Pretoria: Department of Education

Department of Basic Education. (2009). *An Addendum to the Policy Document the National Senior Certificate: A Qualification at Level 4 on the National Qualification Framework (NQF) regarding Learners with Special Needs*⁴

Department of Basic Education. (2011). *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R -12*. Pretoria: Department of Education.

Department of Basic Education. (2011). *National Curriculum Statement Curriculum Assessment Policy Statement: Guidelines for Responding to Learner Diversity in the Classroom*. Pretoria: Department Basic of Education.

Department of Basic Education. (2011). *National Protocol on Assessment Grades R-12*. Pretoria: Department of Basic Education.

REFERENCES

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental health disorders (5th ed.)*. Washington: American Psychiatric Association Publishing.
- Department of Basic Education. (2014). NATIONAL POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION (ANNEXURE C1).
- Pather, S. (2011). Evidence on inclusion and support for learners with disabilities in mainstream schools in South Africa: off the policy radar? *International Journal of Inclusive Education*, 15:10, pp. 1103-1117. doi:10.1080/13603116.2011.555075
- UN General Assembly. (2006). *Convention on the Rights of Persons with Disabilities* ,13 December 2006, A/RES/61/106, Annex I.
- World Health Organization. (2019). International Classification of Diseases for Mortality and Morbidity Statistics (11th Revision). Geneva, Switzerland.

ADDENDA

ADDENDUM 1: LEARNER DECLARATION

LEARNER DECLARATION

SCHOOL LETTERHEAD

Before examination

- a) I _____ (name of learner) hereby give my consent that a recording of the examination process be made.

Signature of learner: _____

After examination

- b) I _____ (name of learner) hereby confirm that the above-mentioned process was fair.

SIGNATURE OF LEARNER

SIGNATURE OF SCRIBE

SUBJECT:

SCHOOL/EXAMINATION CENTRE:

DISTRICT:

DATE:

**ADDENDUM 2: ACCOMMODATION PROVIDER DECLARATION
(READER/SCRIBE/PROMPTER)**

ACCOMMODATION PROVIDER DECLARATION (READER/SCRIBE/PROMPTER)

SCHOOL LETTERHEAD

I _____ (name of reader/scribe/prompter),

ID _____, hereby confirm that:

- a) I have been trained and am in possession of a certificate for readers/scribes/prompter, issued by the Department of Education, valid until
(Specify date)
- b) I will treat the entire examination process as confidential and will not disclose any information about the learner as per personal data information regulations and about the examination itself, that may compromise the integrity of the examination process.

SIGNATURE OF READER/SCRIBE/PROMPTER

SCHOOL/EXAMINATION CENTRE:

DISTRICT:

DATE:

ADDENDUM 3: CODE OF CONDUCT DECLARATION (ACCOMMODATION PROVIDER: PERSONAL ASSISTANT)

CODE OF CONDUCT DECLARATION (ACCOMMODATION PROVIDER: PERSONAL ASSISTANT)

SCHOOL LETTERHEAD

I _____ (name of Personal Assistant)

ID _____, hereby confirm that:

- a) I have been trained on the personal assistant tasks required for the learner and testify I undertook my duties as prescribed without unduly assisting the learner in the writing /answers of the examination.
- b) I will treat the entire examination process as confidential and will not disclose any information about the learner as per personal data information regulations and about the examination itself, that may compromise the integrity of the examination process.

SIGNATURE

SCHOOL/EXAMINATION CENTRE:

DISTRICT:

DATE:

ADDENDUM 4: ACCOMMODATION PROVIDER (SOUTH AFRICAN SIGN LANGUAGE INTERPRETER) CODE OF CONDUCT DECLARATION

**ACCOMMODATION PROVIDER (SOUTH AFRICAN SIGN LANGUAGE INTERPRETER)
CODE OF CONDUCT DECLARATION**

| |
|-------------------|
| SCHOOL LETTERHEAD |
|-------------------|

I _____ (name of SASL interpreter),
ID _____, hereby confirm that:

- a) I am fluent in SASL
- b) I have been trained in the protocol and procedure for interpreting SASL during examinations
- c) I am in possession of a certificate for readers/scribes/prompter, issued by the Department of Education, valid until (Specify date)
- d) I will treat the entire examination process as confidential and will not disclose any information about the learner as per personal data information regulations and about the examination itself, that may compromise the integrity of the examination process.
- e) During the examination I interpreted the following questions/sections (specify)
.....
.....
.....

SIGNATURE

SCHOOL/EXAMINATION CENTRE:

DISTRICT:

DATE:

ADDENDUM 5: DECLARATION BY INVIGILATOR

DECLARATION BY INVIGILATOR

(Attach to answer sheet)

I hereby declare that an accommodation provider reader/scribe/prompter was used by the candidate during the assessment/examination.

OR

I hereby declare that the examination answer script was prepared by the candidate by computer and attached typed answer sheets and the answer book for marking, as well as the CD-ROM for typed manuscript.

OR

I hereby declare that the candidate made use of an assessment accommodation requiring a separate venue that was continuously recorded by the invigilator to maintain integrity of the assessment. Find attached digital recording.

| NAME OF INVIGILATOR | NAME OF CHIEF INVIGILATOR |
|----------------------------|----------------------------------|
| | |
| SIGNATURE | SIGNATURE |
| | |

SCHOOL STAMP

ADDENDUM 6: PSYCHOLOGIST /COUNSELLOR/ THERAPIST/ EDUCATOR AFFIRMATION FORM

Provincial Education District Logo/Letterhead

To be used if Form DBE 126 practitioner declaration is not available.

PSYCHOLOGIST /COUNSELLOR/ THERAPIST/ EDUCATOR AFFIRMATION FORM

| | |
|--------------------------|--|
| ASSESSOR'S NAME | |
| CATEGORY OF REGISTRATION | |
| CONTACT NUMBER | |
| EMAIL ADDRESS | |
| CLIENT'S NAME | |
| DATE OF ASSESSMENT | |

PSYCHOLOGIST / COUNSELLOR/ THERAPIST/EDUCATOR AFFIRMATION

I, _____,
psychologist / counsellor / therapist / educator registered with the Health Professions Council
of South Africa (HPCSA) and / or South African Council for Educators (SACE), Registration
No. _____, hereby confirm that I have administered and reported on
the required tests for _____ (client's / learner's name).

I affirm that I have reported accurately on the candidate and that I did not engage in any form
of coaching so to increase the candidate's likelihood of obtaining an accommodation or
exemption. I acknowledge that the manipulation of results and coaching may result in the
submission of a complaint to the HPCSA / SACE by the Department of Education.

Signature: _____

Date: _____