

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

ACCOMMODATIONS & CONCESSIONS



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Department of Basic Education

Sol Plaatje House
222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street
Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110

<http://www.education.gov.za>

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Disclaimer

This document addresses the most relevant and widely implemented accommodations currently available. However, it does not encompass all potential accommodations, including those arising from technological advancements or other novel supports tailored to the unique learning needs of learners experiencing barriers to learning. Each application for accommodation must thus be reviewed individually, considering its merits, the learner's relevant scholastic history, supporting documentation, and the specific support required. This approach shall ensure that a combination of or unique accommodations, which may not be detailed in this document, are considered and applied as best suited to meet the learner's needs. Furthermore, in instances where a condition and/or accommodation is not mentioned, the matter should be taken to the District-Based Support Team for decision-making.



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ABBREVIATIONS

AAC	Augmentative and Alternative Communication
ADHD	Attention-Deficit/Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CD-ROM	Non-rewritable compact disc read-only memory
DBAC	District-Based Accommodations Committee ¹
DBE	Department of Basic Education
DBST	District-Based Support Team
DSM-5 TR®	Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, text revision
EMGD	Education Management and Governance Development
HL	Home Language
ID	Intellectual Disability
IE	Inclusive Education
ISP	Individual Support Plan
NSC	National Senior Certificate
PBAC	Provincial-Based Accommodations Committee ²
PAM	Personnel Administrative Measures
PED	Provincial Education Department
SA-SAMS	South African School Administration and Management System
SASL	South African Sign Language
SBA	School-Based Assessment
SBST	School-Based Support Team
SIAS	Screening, Identification, Assessment and Support
SLD	Specific Learning Disorder
SMT	School Management Team
USB	Universal Serial Bus

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)

GLOSSARY OF TERMS

- i. **An accommodation** means adjustments or modifications to testing and/or examination environments and formats to ensure learners with disabilities or specific barriers can participate on an equal footing with their peers. These modifications aim to fairly assess learners' knowledge and skills without altering the assessment's content or cognitive demands
- ii. **An accommodation provider** is a person, typically a teacher or another qualified individual, designated to assist a learner by delivering specific supports tailored to the learner's disability or barrier to learning. These supports, known as assessment accommodations, ensure learners have equitable access to assessments. The role of an Accommodation provider may involve acting as a reader, scribe, prompter, South African Sign Language (SASL) interpreter, or personal assistant, depending on the learner's specific needs. Accommodation providers are responsible for administering these accommodations during assessments, ensuring learners can demonstrate their knowledge and skills fairly. Accommodation providers must undergo appropriate training, obtain valid certification, and sign a declaration of ethical conduct to fulfil their roles effectively. This ensures that they perform their duties with the highest levels of integrity and fairness, upholding the principles of equity in the assessment process (see Addenda 2, 3 & 4).
- iii. **Adaptation of assessment** means modifying the format of an assessment or specific items within the assessment task to accommodate individual learners who experience specific barriers to learning. This adaptation is done in a way that ensures the assessment remains fair and accessible without compromising the overall assessment standard. The goal is to provide all learners, regardless of their unique challenges, an equal opportunity to demonstrate their knowledge and skills (see 11.7. Adaption of questions).
- iv. **Assistive technologies** is an umbrella term encompassing a wide range of assistive, adaptive, and rehabilitative tools designed for individuals with disabilities. These devices are specifically created, modified, or adapted to help a person perform particular tasks or to compensate for functional limitations. The term also includes the process involved in selecting, locating, and utilising these devices. Assistive devices play a crucial role in promoting greater independence for individuals with disabilities by enabling them to perform tasks that they were previously unable to accomplish or found challenging. Examples of assistive devices include wheelchairs, hearing aids, screen readers, and prosthetic limbs, among others. These tools enhance the quality of life for people with disabilities, allowing them to engage more fully in daily activities and participate more actively in society.
- v. **Behavioural and psychosocial disorders** mean a range of mental health conditions that affect an individual's behaviour, emotions, social interactions, and overall psychological well-being. These disorders can manifest in various ways, including difficulties in managing emotions, forming and maintaining relationships, and coping with everyday stressors.



These difficulties may be temporary (for example, a response to a recent traumatic event) or long-term. Drowsiness, thirst, and visual and coordination difficulties may affect learners on prescribed medication.

- vi. **A concession** means a relaxation of a requirement or rule often made as an exception to the usual rules or standards. Concessions are designed to assist a learner with specific needs or challenges who might otherwise be disadvantaged if these measures are not provided. An example is 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 Regulation 16 of the Regulations Pertaining to the Conduct, Administration, and Management of the National Senior Certificate (2014b) examination. The exempted subject should be replaced by another subject.
- vii. **Curriculum differentiation** means modifying the content, teaching methods, learning activities, and assessments to accommodate learners' diverse needs, abilities, interests, and learning styles within a classroom. Curriculum differentiation aims to ensure that all learners can access the curriculum and succeed regardless of their differences. Refer to Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (DBE, 2011d).
- viii. **Diagnostic assessment** means a type of assessment used to identify learners' existing knowledge, skills, strengths, weaknesses, and learning needs before instruction begins. A diagnostic assessment gathers detailed information about a learner's understanding and abilities in a specific subject or area. This information helps educators tailor their teaching strategies and interventions to address the individual needs of each learner, thereby enhancing the effectiveness of the instructional process.
- ix. **Deaf-blindness** a unique and complex disability that involves a combination of both hearing and vision impairments. This dual sensory loss significantly impacts an individual's ability to communicate, access information, and navigate their environment, posing challenges beyond those associated with just deafness or blindness alone. Deaf-blindness can vary widely in its severity and degree of hearing and vision loss, with some individuals having residual hearing or vision that can be utilised with the help of assistive devices and specialised support. Due to the profound impact on communication and daily functioning, individuals with deaf-blindness often require specialised educational programs, communication methods (such as tactile sign language or Braille), and personalised support to achieve greater independence and quality of life.
- x. **External assessment** means an assessment process conducted by an entity outside the learner's regular educational institution, typically by an external examination body, organisation, or agency. External assessment objectively measures learners' knowledge, skills, and competencies against standardised criteria or benchmarks consistently across a broader region, state, or country.
- xi. **Hearing impairment**, or hearing loss, means a partial or total inability to hear sounds. It can range from mild to profound and affects one or both ears. Various factors, including genetics,

ageing, exposure to loud noises, infections, or injury, can cause hearing impairment. It can impact communication, social interactions, and learning. It may be managed with hearing aids, cochlear implants, or other assistive technologies, depending on the severity and cause of the hearing loss.

xii. Intellectual disability (ID) means a neurodevelopmental disorder with significant intellectual functioning and adaptive behaviour limitations. This affects everyday social and practical skills and manifests before age 18. Intellectual disability involves deficits in intellectual functioning (e.g., reasoning, problem-solving) and adaptive functioning (e.g., communication, self-care) that are below average and affect the individual's ability to adapt to everyday life (APA, 2015, p. ix).

xiii. Mental disorder means a significant disruption in an individual's thinking, feelings, or behaviour that indicates a problem in cognitive function. According to the American Psychiatric Association (2013) in the Diagnostic and Statistical Manual of Mental Disorders (5th Ed TR) (DSM-VTR), mental disorders are characterised by specific symptoms and are diagnosed by healthcare professionals. These disorders can lead to distress or disability in various aspects of life, including social interactions, school performance, work responsibilities, or family activities. In children, examples of mental disorders include:

- Anxiety disorders: Conditions characterised by excessive worry or fear.
- Depressive disorders: These include bipolar disorder and depression, marked by persistent feelings of sadness or mood swings.
- Trauma and stressor-related disorders: Disorders that occur in response to significant trauma or stress.
- Conduct disorders: Conditions involving patterns of behaviour that violate societal norms or the rights of others.
- Obsessive-compulsive disorders: Disorders involving intrusive thoughts and repetitive behaviours.
- Schizophrenia-spectrum and other psychotic disorders: Conditions characterised by distorted thinking and perceptions, such as hallucinations or delusions.

xiv. Neurodevelopmental disorders means a group of conditions that onset during the developmental period, typically before the age of 18. These disorders manifest early in a child's development, often before they enter school, and are characterised by impairments in personal, social, academic, or occupational functioning that persist into adulthood. The main categories of neurodevelopmental disorders include:

- Intellectual disability: Significant intellectual functioning and adaptive behaviour limitations.
- Communication disorders: Conditions affecting the ability to understand or use language and speech effectively.



- Autism spectrum disorder (ASD): A spectrum of disorders characterised by challenges in social interaction, communication, and repetitive behaviours.
- Neurodevelopmental motor disorders: Conditions involving difficulties with motor skills and coordination.
- Attention-deficit/hyperactivity disorder (ADHD): A disorder marked by persistent patterns of inattention and/or hyperactivity-impulsivity.
- Specific learning disorders: Difficulties in learning and using academic skills despite average intelligence, such as dyslexia or dyscalculia.

xv. Online examination platform means a digital system that facilitates online exam administration, delivery, and management. It allows educational institutions, organisations, or individuals to conduct assessments remotely.

xvi. Other medical conditions means various medically assessed conditions that can create barriers to learning. These barriers may be temporary or permanent and can impact a learner's ability to participate in educational activities. Types of medical conditions:

- **Temporary conditions:**
 - Fractures: Broken bones that may temporarily hinder mobility.
 - Infections: Communicable diseases such as Tuberculosis or COVID-19 that may require isolation or special considerations.
 - Pregnancy: This may lead to specific needs or adjustments in learning environments.
- **Chronic or permanent conditions:**
 - Severe diabetes: Long-term management is required to control blood sugar levels.
 - Chronic pain: Persistent pain that can affect concentration and participation.
 - Back/neck injury: Physical limitations may impact sitting, movement, and comfort.
 - Haemophilia: A condition affecting blood clotting, which may necessitate special care.
 - Coeliac disease: An autoimmune condition requiring a strict gluten-free diet.
 - Cardiovascular and pulmonary conditions: Heart and lung conditions that may limit physical exertion or cause fatigue.
- **Terminal Conditions:**
 - Leukaemia/cancers: Serious conditions requiring ongoing treatment and management.
 - HIV/AIDS: Chronic conditions that may impact overall health and energy levels.

Not all medical conditions will necessitate special accommodations and/or concessions.

The need for adjustments depends on the specific impact of the condition on the individual's learning and assessment needs. Accommodations are made based on how the condition affects the learner's ability to participate in and perform assessments.

xvii. Physical disability means a long-term impairment significantly affecting a person's ability to move, use their body, or maintain stamina. This disability can impact daily life, including personal activities, employment, and social interactions. Characteristics or manifestations of physical disability include:

- Movement limitations: Difficulties with mobility or motor functions, such as walking, grasping objects, or coordinating physical movements.
- Body usage: Challenges in performing tasks that require physical effort or dexterity, including personal care and household chores.
- Stamina: Reduced ability to sustain physical activity over time, leading to fatigue or limitations in endurance.

Types of physical disability include the following:

- Musculoskeletal conditions: Issues related to bones, joints, and muscles, such as arthritis, osteoporosis, or spinal injuries.
- Degenerative diseases: Conditions that progressively worsen, like muscular dystrophy or multiple sclerosis.
- Complex medical issues: Conditions that may involve multiple systems in the body, such as cerebral palsy or severe cases of diabetes that affect mobility.

Physical disabilities can vary in severity, from mild impairments that cause occasional discomfort or inconvenience to severe limitations that require extensive support and accommodations. Managing a physical disability often involves medical treatment, rehabilitation, and adaptations to daily routines to enhance functionality and quality of life.

xviii. Personal Assistant means an accommodation provider specifically trained to assist individuals with personal care or manual tasks as needed in the classroom or during assessments and examinations. This role involves providing tailored support to help the learner perform daily activities and engage in educational activities effectively. The Personal Assistant creates an accessible and supportive learning environment by addressing specific needs and assisting learners to achieve their educational goals.

xix. Prompter means an accommodation provider who can be an educator or another qualified individual, trained and accredited to assist learners facing significant challenges with attention, concentration, sensory processing, planning, and organisation during classroom activities and assessments. The key responsibilities of a prompter include the following:

- Refocusing learners: Helping learners regain focus when they experience difficulties with attention or concentration or become easily distracted.



- Utilising cues: Employing various cues – physical, verbal, or non-verbal – to guide and support the learner in staying on task.
- Supporting organisation: Assisting learners in organising their thoughts and tasks to improve their ability to complete activities and assessments effectively.

The role of a Prompter is essential in creating an environment where learners can manage their challenges and achieve their educational goals.

xx. Reader means an accommodations provider who is an educator or another suitable person, trained and accredited to assist learners by reading the question paper during classroom activities and assessments or examinations. The term amanuensis is no longer used.

xxi. Scholastic assessments refer to the formal scholastic, continuous and formative assessment of a learner's reading level, writing, spelling and mathematics. 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 psychometrics 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.

xxii. Scribe means an accommodation provider who may be an educator or another suitable person, trained and accredited, to assist learners by writing their answers verbatim during classroom activities and assessments or examinations. The key responsibilities of a scribe include the following:

- Transcription: Accurately writing down the learner's responses exactly as spoken or dictated, ensuring that the learner's answers are faithfully recorded.
- Support during assessments: Help learners with writing or typing difficulties effectively communicate their knowledge and responses.
- Maintaining integrity: Ensuring that the scribing process does not alter the content or meaning of the learner's responses.
- Please note that the term scribe or amanuensis is no longer used.

xxiii. Speech and language disorders means a range of conditions that affect an individual's ability to communicate effectively. These disorders can impact speech production and language comprehension or expression.

- **Speech disorders include the following:**
 - Articulation disorders: Difficulty pronouncing sounds correctly, leading to unclear or distorted speech.
 - Fluency disorders: Problems with the flow of speech, such as stuttering or repetitions.
 - Voice disorders: Issues with the pitch, volume, or quality of the voice, often caused

by problems with the vocal cords or other parts of the speech mechanism.

- **Language disorders include the following:**

- Expressive language disorder: Challenges in using language to express thoughts and ideas, including difficulties with vocabulary, sentence formation, and grammar.
- Receptive language disorder: Difficulty understanding and processing spoken or written language, affecting comprehension and following instructions.
- Pragmatic language disorder: Problems with the social use of language, such as understanding and applying social norms of communication, including turn-taking and interpreting non-verbal cues.

xxiv. Specific learning disorders (SLD) means neurodevelopmental disorders diagnosed according to the DSM-5, commonly known as learning disorders or learning disabilities. These disorders typically become apparent during school-age years but may not be identified until the learning demands increase. The key characteristics of specific learning disorders include the following:

- Persistent difficulties: SLD involves ongoing challenges in one or more critical academic areas, which are essential for effective learning:
 - Reading: Difficulties with reading fluency, decoding, or comprehension
 - Writing: Challenges with spelling, grammar, and written expression.
 - Mathematics: Problems with mathematical calculations, problem-solving, or understanding of numerical concepts.

xxv. Visual Impairment refers to a range of conditions affecting vision, classified into two main categories: low vision and blindness, according to the World Health Organization's International Classification of Diseases, 11th Revision (ICD-11).

Low vision is a visual impairment that cannot be fully corrected with standard refractive methods (such as glasses or contact lenses) and significantly impacts functional vision. Low vision affects daily activities such as reading, writing, recognising faces, and navigating environments.

Blindness is a severe visual impairment where a person has no perception of light or only light perception without any form of perception or shape recognition. Individuals who are blind typically use non-visual techniques and aids, such as Braille, guide canes, or screen readers, to navigate and access information.

1. LEGISLATIVE FRAMEWORK

Legislative frameworks relating to accommodations and concessions with which teachers, School-Based Support Teams (SBSTs), and District-Based Support Teams (DBSTs) should be familiar:

- (1) Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (2001).
- (2) National Curriculum Statement (NCS) Curriculum Assessment Policy Statement: All phases and Subject-specific documents. (2011a, 2011b, 2011c)
- (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.
- (4) National Protocol for Assessment Grades R-12, Chapter 9: Assessment of learners with special needs.
- (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).
- (6) Addendum to the Policy Document the National Senior Certificate: A Qualification at Level 4 on the National Qualification Framework regarding Learners with Special Needs (2009).
- (7) White Paper on the Rights of Persons with Disabilities (2015), Section 6.4.1.2, states that persons with disabilities must have access to inclusive learning opportunities where they learn with peers without disabilities in barrier-free settings. This includes having access to reasonable accommodation, concession measures and specialised support.
- (8) 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, 2014, Annexure C1).
- (9) National Protocol on Assessment for Schools in the General and Further Education and Training Band (Grades R-12) (2011).
- (10) Curriculum and Assessment Policy Statement (CAPS) (2011) and amendments.
- (11) Policy on Screening, Identification, Assessment and Support (SIAS) (2014).
- (12) National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement (2014) and amendments.

2. INTRODUCTION

- (1) 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 they experience, to access the curriculum and

assessments. 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) This document provides information regarding learners eligible for accommodations or concessions, the various types of barriers to learning, and how the curriculum and assessment may be differentiated or the learner accommodated. The responsibilities of the different stakeholders concerned in achieving their role are also explained. It also provides information regarding learners who are eligible for exemption from mandatory subjects according to the policy.
- (3) This document is concerned with identifying accommodations and concessions for eligible learners. Still, it acknowledges that some learners will receive differentiated teaching or for whom assessment must be adapted/differentiated.
- (4) The Government Gazette, No. 37652, 2014, Annexure C1, should always be adhered to. In cases of uncertainty of application, these must always be referred to the Provincial Head of Education for a decision.

3. PURPOSE OF THE MANUAL

- (1) The purpose of the Procedural Manual for Assessment for Learners who Experience Barriers to Learning and Assessment is two-fold:
 - a. *To facilitate the integration, alignment and standardised implementation of accommodations and concessions for learners who experience barriers to learning across all grades, all schools offering the National Curriculum Assessment Policy Statement (CAPS) in all provinces concerning the legislative framework and key policy documents.*
 - b. *To ensure that all learners who experience barriers to learning receive the necessary support in School-Based Assessments (SBAs), examinations and external assessments.*

4. BACKGROUND

- (1) The South African government's decision to work towards inclusive education was heralded by 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) The Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (DBE, 2001), 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.

- (3) The critical elements of the legislation, which envisaged implementation over 20 years, were to:
 - a. *Establish full-service schools to cover all districts in all provinces.*
 - b. *Convert all special schools into resource centres*
 - c. *Establish district-based support teams (DBSTs)*
 - d. *Support learners in schools according to their needs*
 - e. *Facilitate access to the system for out-of-school children and retain such children in the education system.*
 - f. *Overhaul the identification of and assessment of learners who need additional support.*
 - g. *Launch an advocacy campaign to raise awareness and understanding of inclusion and the mindset required to succeed.*

5. POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT

- (1) The key purpose of the Policy on Screening, Identification, Assessment and Support (SIAS) (DBE, 2014c) 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.
- (2) The Policy on SIAS provides clear, step-by-step direction regarding the appropriate intervention to be taken when a learner is experiencing barriers to learning or not meeting the expected requirements. The Policy on SIAS guides the level of support required for individual learners to assist teachers, SBSTs and DBSTs in meeting all learners' needs and providing quality teaching and learning.
- (3) The application of the above measures can only be determined after the protocols as outlined in the Policy on SIAS have been applied, an Individual Support Plan (ISP) is in place for a learner, and the DBE Form 125: Curriculum Differentiation Schedule has been completed and approved by the DBST with the consent of the parents/guardians/caregivers.
- (4) 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).

6. SUPPORT STRUCTURES AND RESPONSIBILITIES

6.1 *Department of Basic Education*

6.1.1 Inclusive Education

- (1) Monitor the implementation of the Policy on SIAS, specifically regarding the provision of accommodations and concessions.
- (2) Monitor training of all support staff involved in support.
- (3) Provide technical support to Examinations and Assessments.
- (4) Conduct advocacy about applying the policy to benefit learners who meet the requirements.

6.1.2 Psycho-Social Support Services

- (1) Monitor the implementation of the Policy on SIAS, specifically regarding the provision of accommodations and concessions.
- (2) Monitor training of all psycho-social support staff involved in support.
- (3) Provide technical support to Exams and Assessments.
- (4) Conduct advocacy about applying the policy to benefit learners who meet the requirements.

6.1.3 Examinations and Assessments

- (1) Ensure that structures and systems are in place in all provinces to administer the application of accommodations across all grades.
- (2) Monitor the training of all staff on the procedures to be followed.
- (3) Conduct advocacy regarding applying the policy to benefit learners who meet the requirements.
- (4) Set targets for candidates to be registered for accommodations across all grades and provinces.
- (5) Monitor implementation and meeting of targets.
- (6) Monitor provincial budgets for the administration of the accommodations,
- (7) Oversee the development of the necessary regulations.
- (8) Ensure that the procedures are included in all sections of the exam monitoring processes (and in the procedural manual).
- (9) Deal with irregularities related to the administration of accommodations.

6.1.4 Examination System Administration and Certification and Data Analysis

- (1) Registration of candidates for the National Senior Certificate (NSC) examinations.
- (2) Keeping records of learners who have been granted accommodations.
- (3) Provide examination results, disaggregated according to disabilities for ordinary and special schools.
- (4) In the medium-term, establish a database of scribes and readers.

6.2 Provincial Education Departments

6.2.1 Provincial System Administrator

- (1) Capture candidate and centre information on the provincial databases, which feed into the national examinations database.

6.2.2 Inclusive Education and Psycho-Social Support Services

- (1) Monitor the implementation of the Policy on SIAS, specifically regarding the provision of accommodations.
- (2) Monitor training of all support staff involved in support.
- (3) Monitor training of all psycho-social support staff involved in support.
- (4) Provide technical support to Examinations and Assessments.
- (5) Conduct advocacy about applying the policy to benefit learners who meet the requirements.

6.2.3 Exams and Assessment Directorates

- (1) Ensure that structures and systems (including dedicated staff) are in place and functional to administer the application of accommodations across all grades.
- (2) Coordinate training of all staff (including invigilators) on the procedures to be followed, including training of scribes and readers.
- (3) Record names of accredited providers on a database.
- (4) Conduct advocacy about applying the policy to benefit learners who meet the requirements.
- (5) Set targets for accommodations and concessions across all grades.
- (6) Report on implementation and meeting of targets.
- (7) Allocate resources for the administration of the accommodations:
- (8) Payment of accommodations providers, such as scribes, readers, personal assistants, prompters, SASL interpreters, etc.

- (9) Providing appropriate assistive devices and technology, such as CD-ROMs, USB or flash drives, recording devices, assistive devices (reader pens, earphones, digital audio players), and assistive technology.
- (10) Providing examination papers in digital format for learners using computers and assistive technology (digital print or audio recording).
- (11) Coordinate all parts of the system administration.

6.3 Districts

6.3.1 System Administrator

- (1) Capture candidate and centre information on the district databases fed into the provincial exam database.

6.3.2 Inclusive Education and Psycho-Social Support Services

- (1) As a member of the DBAC, you fulfil your duties to ensure a comprehensive service to all learners.
- (2) Monitor the implementation of the Policy on SIAS, specifically regarding the provision of accommodations and concessions.
- (3) Train and monitor the training of all psycho-social and support staff involved.
- (4) Provide specialist support services for exams and assessments, such as using and purchasing assistive devices.
- (5) Conduct advocacy about applying the policy to benefit learners who meet the requirements.

6.3.3 Exams and Assessment Directorates

- (1) As a member of the DBAC, you fulfil your duties to ensure a comprehensive service to all learners.
- (2) Ensure that structures and systems (including dedicated staff) are in place and functional to administer the application of accommodations and concessions across all grades.
- (3) Coordinate training of all staff (including invigilators) on the procedures to be followed, including training of scribes and readers.
- (4) Record names of accredited providers on a database.
- (5) Conduct advocacy about applying the policy to benefit learners who meet the requirements.
- (6) Develop a management plan for accommodations and concessions.
- (7) Report to the PBAC and district meetings on implementing the management plan, including

challenges, backlogs and remedial measures to overcome the challenges and backlogs.

- (8) Develop budgets for the administration of the accommodations:
- Payment of accommodation providers, such as scribes, readers, personal assistants, prompters, SASL interpreters, etc.
 - Providing appropriate assistive devices and technology, such as CD-ROMs, recording devices, assistive devices (reader pens, digital audio player, earphones), and assistive technology.
 - Providing examination papers in digital format for learners using computers and assistive technology (digital print or audio recording).
 - Coordinate all parts of the system administration.

7. MANAGEMENT OF ACCOMMODATIONS AND CONCESSIONS

- (1) Effective management and coordination of the administration and implementation procedures for accommodations and concessions for eligible learners requires collaboration between SBSTs and DBSTs. Thus, it is essential to ensure the awarding of accommodations by stipulated times, preferably by the end of June of the Matric year, to allow for the finalisation of logistical arrangements and appeals. The turn-around time for the whole application and decision-making process must not exceed three months.

7.1 *Management at School Level*

- (1) The school principal is responsible and accountable for the overall management of support for learners who need accommodations.
- (2) The school needs to ensure that a recording device (audio or video) is provided for the examinations when an accommodations provider is utilised in a separate venue. This includes the purchasing of CD-ROMs and USBs.
- (3) The SBST is responsible for identifying, applying and coordinating accommodations to support learners who experience barriers to learning. The SBST is responsible for the timely 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 Accommodations Committee (DBAC). The SBST must also implement the decisions of the DBAC.
- (4) Regarding accommodations granted for the external examinations, the SBST/SBAC must coordinate all aspects of the accommodations during exams, e.g., provisioning of assistive devices and technology, timetabling, venues, etc.
- (5) For learners from independent schools, the SBST must submit applications with supporting documents and any relevant evidence of previously awarded accommodations.
- (6) The application of accommodations is to be made available in all school-based formal assessment tasks that contribute towards progression and promotion.

7.2 *Management at the District Level*

- (1) The Policy on SIAS provides the framework for implementing the policy on assessing learners who experience barriers to learning, ensuring that all learners who need accommodations are identified and supported as early as possible.
- (2) The DBST will delegate the decision-making of the applications for accommodations to a District-Based Accommodations Committee (DBAC) consisting of representatives from a range of units (e.g., Curriculum, Assessment, Inclusive Education, Psychosocial Support Services and Education Management and Governance Development (EMGD)). The DBAC will grant accommodations for Grades 1 to 9. The DBST will monitor implementation by the SBSTs. The relevant completed documentation from the Policy on SIAS must accompany the application.
- (3) The DBSTs will also monitor, review and re-evaluate accommodations awarded (see DBE, (2014), p. 38).
 - The process flow consolidating the application procedure is outlined in the Flow Chart for the Application Process (section 15).
 - Final approval for the application of learners in Grades 10 to 12 accommodations can only be awarded by the Provincial-Based Accommodations Committee (PBAC). Once granted, the accommodation will be valid for the rest of the Further Education and Training (FET) Phase.
 - The recommendations the PBAC considers will be based on evidence and supporting documents provided by the DBST/ DBAC.
 - Applications for NSCs must be submitted by the latest in October of the Grade 10 year. The application dates will coincide with the National Examinations Management Plan.
 - Time frames, as determined within the National Examinations Management Plan, must ensure that timeous feedback on decisions is given to schools and candidates to make logistical arrangements.
 - It is advisable that monthly standing meetings of the DBAC are held to ensure that applications and supporting documentation are reviewed and recommendations are sent to the Provincial Accommodations Committee (PBAC) regularly, avoiding bottlenecks and delays.
 - The DBST is responsible for identifying and training suitable persons to serve as accommodations providers (readers, scribes, prompters, personal assistance, SASL interpreters, etc.). Relevant training and accreditation of readers, scribes and promoters must be done annually. The DBST must keep a database of these accommodations providers.

7.3 *Management at the Provincial Level*

- (1) The PBAC makes a final decision regarding the accommodations awarded per learner and submits this information to the Director: Assessment and Examinations, stating the specific accommodations required.

- (2) The decision must be communicated not later than three months after submitting the application from the DBAC.
- (3) The Management Plan for awarding accommodations must align with the National and Provincial Exam Management Plans.
- (4) The management plan must also allow for the appeals process to be concluded in time.
- (5) The PED must conduct ongoing training for the DBAC.
- (6) The Director: Assessment and Examinations must ensure that all the decisions regarding assessment accommodations are implemented (National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination, 2014, p. 88).

7.4 Management at the National Level

- (1) The DBE will also provide an advisory, support, and monitoring function on complex cases related to support for learners with barriers to learning in collaboration with PEDs. In all cases, parents/stakeholders with queries must follow due process through their PEDs.

8. ELIGIBILITY FOR ACCOMMODATIONS OR CONCESSIONS FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND ASSESSMENT

8.1 Eligibility

- (1) Learners who are eligible for accommodations or concessions as per Government Gazette No. 37652, dated 16 May 2014, are:
 - a. *Those who have special educational needs arising from a disability, learning difficulty, learning disability, or behaviour or psycho-social disorder, which creates a barrier to the learner achieving their potential in the assessment or*
 - b. *Those who experience medical, social, emotional, or domestic challenges during the assessment or examination period.*

8.2 Grades R-9

- (1) The primary focus of the early years of basic education is to develop the essential foundational skills and competencies necessary for the senior schooling years of learners.
- (2) In addition, it is the intention that as many learners as possible should be able to cope independently in the school environment.
- (3) Early identification and intervention are critical if a learner is not achieving as expected for a specific grade. Such intervention will prevent the learner from falling significantly behind before seeking individual support.
- (4) The provision of accommodation does not mean that attempts to remediate the difficulties are halted. Instead, these processes should work concurrently, with the desirable goal being that the learner eventually no longer needs support measures.

- (5) Depending on the specific barriers to learning experienced, some learners may require accommodations throughout their school career.
- (6) Learners assessed and found eligible should have access to the appropriate accommodations required in all grades. Assessment and eligibility are considered processes. It 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 Policy on SIAS.
- (7) 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 to default on their responsibility to apply remedial strategies and interventions to support learners who need more time to master skills.
- (8) Learners must be supported to access and participate in the curriculum, not only assessments/ examinations. The granting of accommodation is a continuation of the support offered to learners experiencing barriers to learning in the classroom.
- (9) In the GET band, accommodations granted to learners may be seen as temporary measures that a.) are part of ascertaining what strategies assist the learner by addressing the barrier(s) to learning they are experiencing and b.) over time may no longer be necessary.
- (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, teachers and relevant support staff. The school must provide evidence to support the new application. If a revised or different accommodation is applied, the school should trial the accommodations, where applicable, for a short period to determine effectiveness.
- (11) It should be emphasised that the purpose of assessment accommodations is to enable learners who experience barriers to learning to demonstrate their ability in the assessments and examinations without changing the construct. Accommodations awarded must not give a learner an advantage over other learners.
- (12) It must be borne in mind that there may be learners without the relevant scholastic history or supporting documentation in the implementation stages of the Policy on SIAS. 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.
- (13) Any accommodations awarded are valid only for a phase or band, Foundation, Intermediate and Senior Phases or FET band. The SBST must review awarded accommodations at the end of each phase. The SBST must submit a new application to the DBAC for review at the beginning of the next phase.
- (14) The SBST must ensure that the list of the learners awarded accommodations is captured in the South African School Administration and Management System (SA-SAMS). The DBAC must forward the list of learners awarded assessment accommodations 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.

- (15) The Policy on SIAS specifies the roles and responsibilities of the Principal/SBSTs at school, district and provincial levels for identifying and supporting 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.
- (16) Class and subject teachers are responsible for identifying the learners who need accommodations or concessions to access the curriculum in consultation with parents. This needs to be documented by completing the SNA process outlined in SNA 1 and SNA 2 of the Policy on SIAS protocol and providing evidence of support.
- (17) All teachers must receive the necessary training and support to identify such learners.
- (18) The SBST must hold a meeting to discuss whether learners are eligible for the award of accommodations or concessions. A decision must be taken after each application has been considered holistically concerning the scholastic, medical and 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.
- (19) The accommodation 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 inform them of what the accommodations and/or concessions would entail.
- (20) Form DBE 124 must be completed for all learners in Grades R-9 for whom the SBST has proposed accommodations or concessions. Such proposals must then be submitted to the DBAC on Form DBE 120: Request for Support from the DBST by the SBST.
- (21) 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 or psychological, healthcare professional, and educational specialist reports; ISP, SNA 1 and 2; school reports, study permit and any other relevant substantiating evidence, which the school must submit to the DBST.
- (22) The decision of the DBAC must be shared with the DBST, which in turn must be sent to the SBST for capturing onto SA-SAMS and incorporating the awarded accommodation into the ISP of the relevant learner.
- (23) 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.
- (24) In cases where a Grade R learner has received early intervention or support, it is the responsibility of the school, working with the learner's parent, guardian or caregiver, to acquire evidence for accommodations and awarded accommodations when the learner is enrolled for Grade 1 if the learner did their Grade in another school. This will enable the school to apply the relevant accommodations and concessions, ensuring continued support for the learner.

- (25) When a learner transfers or moves to another school, the SBST of their previous school must submit relevant documents concerning the learner's awarded accommodation or concession to the receiving school; this will enable the receiving school to implement the awarded accommodations or concessions, ensuring continued support for the learner.
- (26) From Grades R to 9, any accommodations and/or concessions awarded must be reviewed by the SBST at the end of the phase in line with the SIAS process. Under certain circumstances, such re-assessment could be conducted more often, especially when there might be a change in the learner's condition.
- (27) The DBAC must approve changes when accommodations and concessions are no longer necessary or when an award of a new accommodation and concession is essential. The record of accommodations and concessions awarded must accompany a learner who progresses from Grade 7 to secondary school to ensure that learners are not disadvantaged.
- (28) At no stage should a previously awarded accommodation be terminated without consultation with the DBST not to disadvantage a learner.
- (29) 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 kept and made available when required.
- (30) The list of learners awarded accommodations and concessions must be loaded onto the SA-SAMS and kept by the DBAC.
- (31) District Inclusive Education and Assessments and Examinations sections must monitor and support schools in implementing the awarded accommodations to prevent the exploitation of the system and awarding of inappropriate accommodations. Properly administering the accommodations is essential to help avoid disputes and appeals against awards, which may disadvantage learners.

8.3 *Grades 10-12*

- (1) A learner who enters the FET band is expected to leave school with an NSC or Endorsed NSC and thus will sit for an external examination.
- (2) Assessment accommodations and concessions implemented in the FET band must be recommended by the DBAC and approved by the PBAC and the Director: Assessment and Examinations as per Government Gazette (2014) No. 37652, Annexure C1 and the Policy on SIAS.
- (3) PEDs must call for new applications at the beginning of each phase. Assessment accommodations and concessions awarded for learners in Grades 10 or 11, unless they must be changed/revised, will still apply. Schools must ensure that relevant documents are submitted for verification by the DBAC and approved by the PBAC and the Director: Assessments and Examinations to enable the application of the relevant accommodation/concession and efficient administration and management of the NSC. In this regard, the

school must submit the following:

- *Form DBE 124 (please refer to the Policy on SIAS documents): Application by the SBST/DBST for an Assessment Accommodation, Concession, Exemption, or Endorsed NSC to alleviate the learning barrier(s) experienced by the learner)*
 - *SNA forms must be included as per the Policy on SIAS*
 - *Evidence of awarded accommodations and/or concessions*
 - *Copy of Grades 10 and 11 results*
- (4) Applications, where learners who were previously awarded accommodations and concessions in Grades 10 and 11 but the accommodation is changed/revised, must be accompanied by:
- *Copy of the learners' Grade 11 results*
 - *Form DBE 124 (please refer to the Policy on SIAS): Application by the SBST/DBST for Accommodation, Exemption or Endorsed NSC to alleviate the learning barrier/s experienced by the learner)*
 - *Psychological, healthcare professional, and educational specialist reports (as necessary)*
 - *Evidence confirming the previous accommodation awarded*
- (5) For first-time applications for learners in Grade 12, which may include ad hoc accommodations, applications must be accompanied by the following and submitted by the school to the DBST:
- *Copy of the learners' Grade 11 results.*
 - *Psychological, healthcare professional, and educational specialist reports.*
 - *ISP, Support Needs Assessment 1 (SNA 1), SNA 2, school reports, study permit, and other relevant substantiating evidence.*
 - *Form DBE 124.*
 - *All other relevant supporting evidence may be required depending on the application.*
- (6) For learners who are eligible for assessment accommodations and/or concessions in Grades 10, 11 or 12:
- *Applications must be submitted by 30 June of the Grade 10 year (Government Gazette No. 37652, 2014, Annexure C1, p.76), as per the management communicated by the Provincial Director: Assessments and Examinations, to allow for processing of applications on time.*
- (7) An accommodation 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 case of a re-write.
- (8) Learners placed in the Technical Occupational Curriculum, are eligible for a assessment accommodation. The Form DBE 124 should be included in the application to indicate the accommodation needed by the learner. The school should make a re-application only in the final year of the learner, and the DBAC or the PBAC would be responsible for the decision making.

9. IMPLEMENTATION OF ACCOMMODATIONS AND CONCESSIONS

9.1 Background

- (1) “Reasonable Accommodation”, as defined in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which South Africa is a signatory, refers to the “necessary and appropriate modifications and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure persons with disabilities enjoy or exercise, on an equal basis with others, all human rights and fundamental freedoms” (United Nations, 2006, p. 5).
- (2) Article 24 of the UNCRPD outlines the education sector’s obligation to ensure that learners who experience barriers to learning, including those with disabilities, are accommodated and supported. This commitment emphasises the need for inclusive practices that enable all learners to access quality education and achieve their full potential.

9.2 Planning, administration and monitoring

- (1) In assessments and examinations, logistical and practical considerations are vital to consistently providing reasonable accommodations. These accommodations must be available on an ongoing and regular basis to ensure that learners experiencing barriers to learning receive the necessary support throughout their educational journey. Learners who have been granted accommodations must be afforded this support not only in standardised assessments but also in school-based assessments (SBAs), practical assessment tasks, oral examinations, and internal and external examinations. This approach guarantees a fair and equitable evaluation of their abilities, allowing their true potential to be reflected without impeding by their specific challenges. (Refer to Government Gazette, No. 37652, 2014, Annexure C1).
- (2) PEDs must plan and budget for the materials, assistive devices, and technologies required by learners who require accommodations. Once assistive devices and technologies 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.
- (3) The school must implement the awarded accommodations for all learners across all grades for all assessments, including SBAs, practical assessment tasks, orals and examinations.
- (4) The PED must establish a centralised database of accredited accommodation providers available in each district for use by districts and schools.
- (5) The compensation of providers (readers, scribes, prompters, personal assistants, 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 regarded as part of their official duties.

- (6) Parents, guardians or caregivers must not be required to pay for accommodations for their children. Under no circumstances must a learner be disadvantaged by the awarded accommodations, and neither may a school withdraw nor refuse to implement the awarded accommodations. Failure to implement the awarded accommodations should be reported to the relevant District Office.
- (7) Districts and schools should identify a panel to manage the accommodation provider selection. The identified panel must be trained and capacitated by the DBAC.
- (8) The DBAC must train readers, scribes, and prompters and issue certificates of competency valid for three (3) years from the issue date.
- (9) To ensure sustainability and accountability, the PBAC must capacitate the DBAC to conduct training at district and school levels on an annual basis.
- (10) The district must facilitate and lead the logistics to ensure that accommodation providers are assigned to schools.
- (11) All accommodation providers (readers, scribes, prompters, personal assistants, sign language interpreters, etc.) must sign a declaration of confidentiality regarding their work with learners to safeguard the integrity of the assessments or examinations. See:
 - *Addendum 2: Accommodation Provider Declaration (Reader/Scribe/Prompter)*
 - *Addendum 3: Code Of Conduct Declaration (Accommodation Provider: Personal Assistant)*
 - *Addendum 4: Accommodation Provider (South African Sign Language Interpreter) Code of Conduct Declaration*
- (12) Provincial and district officials must monitor the implementation of accommodations, concessions, and quality assured by PEDs. As the external regulatory body, Umalusi (Council for Quality Assurance in General and Further Education and Training) conducts quality assurance for the NSC.
- (13) The DBAC must make available to the SBST the list of letters to the learners who have been awarded accommodations. The list and letters must stipulate the types of accommodations awarded.
- (14) Invigilators must be made aware to ensure learners who have been awarded specific accommodations and concessions during assessments and examinations are not disadvantaged.

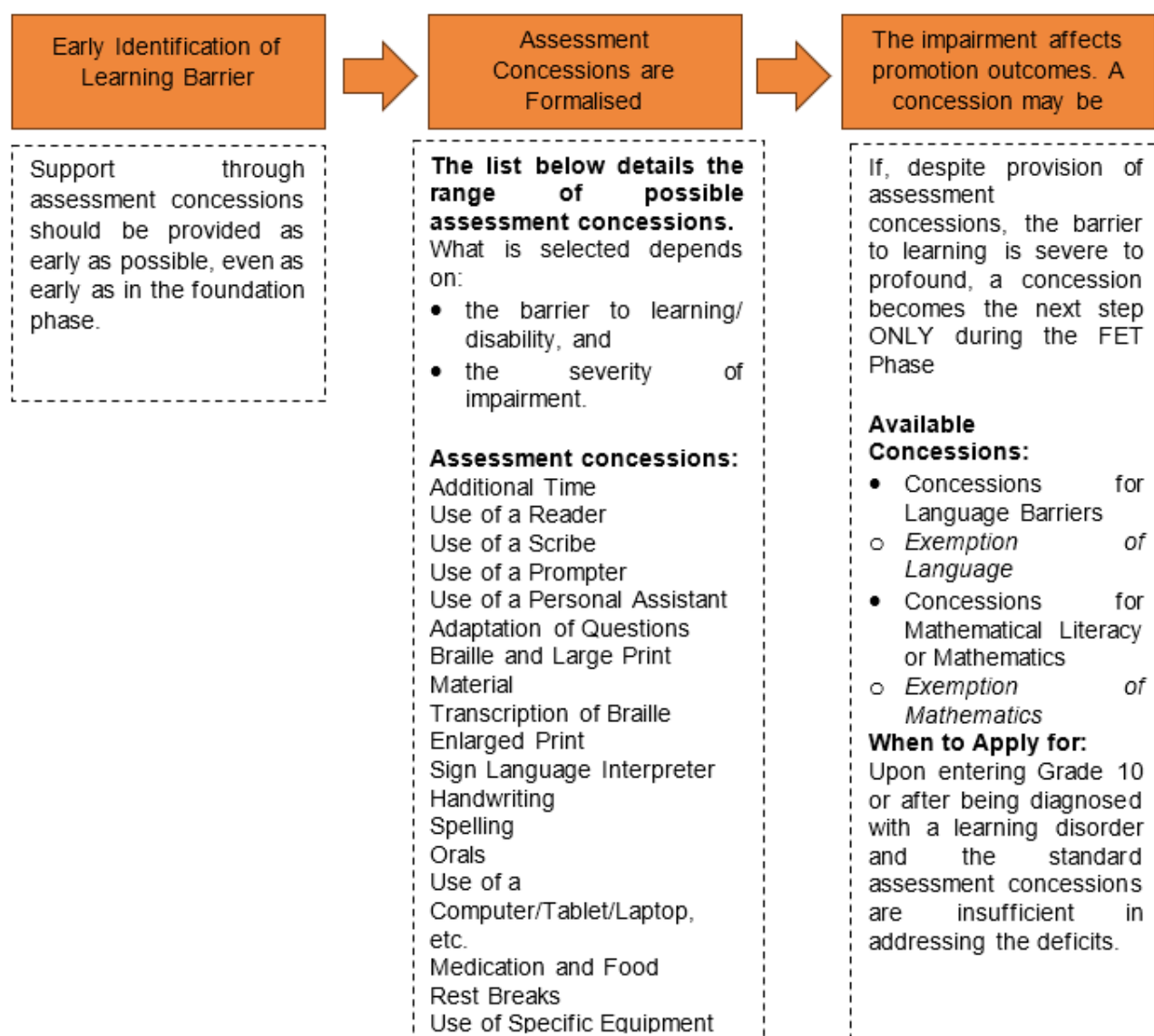
9.3 Operational procedures for the implementation of accommodations and concessions

- (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 and to ensure the integrity of the examination.
- (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.

- (3) Where a separate venue is used, it must be accredited in terms of the relevant procedures.
- (4) The PED must make an invigilator available for the separate examination venue for accommodations. The accommodations provider must not simultaneously perform the dual role of an invigilator and accommodations provider in the same venue.
- (5) For all grades, the accommodation approval letter must be pasted onto the desk of each learner who has been awarded an accommodation, stipulating what these are.
- (6) For all grades, the accommodation approval letter must be attached to the learner's answer script or, where necessary, the handwriting or spelling stickers (on the front cover) if this has been awarded.
- (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.
- (8) If an accommodation provider requires a rest break, the invigilator must pre-arrange this. This interruption must be noted on the learners' answer script from when it commences until they resume, and the lost time must be granted to the learner to enable them to complete the examination or assessment.
- (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:
 - *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 Addendum 2: Accommodation Provider).*
 - *A signed declaration by the learner providing consent for the recording as contemplated above (Addendum 1: Learner Declaration).*
 - *The signed statement by the Invigilator and Chief Invigilator confirms that the learners utilised the approved accommodation (Addendum 5: Declaration by Invigilator).*
- (10) Departmental employees trained and accredited as accommodation providers may be assigned to support the conduct of accommodations.
- (11) Any deviation from the standard assessment or examination procedures must be approved in writing by the Provincial Director: Assessment and Examinations or their delegated representative.

9.4 Quick Reference: The Sequence of Assessment Accommodation and Concession Support Provision



10. TYPES OF ACCOMMODATIONS

- (1) 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 unique reasonable accommodations best suited to the learner's educational needs.

ASSESSMENT ACCOMMODATIONS	BRIEF DESCRIPTION	PAGE
Additional Time	Allows extra time to complete tests or exams tailored to the learner's needs.	32
Reader	A designated person reads the exam questions to the learner.	33
Scribe	A person writes down answers as dictated by the learner.	35
Use of a Prompter	Supports learners needing help to maintain focus or manage anxiety during exams.	38
Use of a Personal Assistant	Aids learners requiring assistance with physical tasks or personal care during exams.	39
Adaptation of Questions	Modifies exam questions to accommodate learners with specific barriers, such as visual or hearing impairments.	40
Braille and Large Print Material	Provides exams in Braille for blind learners and in large print for those with low vision.	40
Transcription of Braille	Converts written material into Braille for blind learners.	41
Enlarged Print	Offers exam papers with larger print to accommodate learners with visual impairments.	42
Sign Language Interpreter	Provides a sign language interpreter for Deaf learners or those with significant hearing loss who communicate in South African Sign Language (SASL)	42
Handwriting	Accommodation for learners with challenges in producing legible handwriting.	45
Spelling	Assists learners with specific learning disorders affecting their spelling.	45
Orals	Exemption from oral activities and assessments: Exempts learners from oral components due to specific barriers. Oral examination: Modifies oral examinations to accommodate learners' needs.	47
Use of a Computer/ Tablet/Laptop, etc.	Allows the use of digital devices and assistive technology for exam taking.	47
Medication and Food	Permits access to medication and food as needed during exams.	51
Rest Breaks	Allows breaks during exams for learners who require them due to medical conditions or stress management.	38
Use of Specific Equipment	Permits equipment or devices tailored to the learner's needs, like magnifiers or specialised software.	51
Use of Separate Venues	Provides a separate examination room for learners requiring a quiet or more controlled environment.	52

Table 1: Quick reference to accommodations in the manual



- (1) The following accommodations may be made available to 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.
- (2) Note, for accommodation(s) not listed in the above table, the matter should be taken to the District-Based Support Team for decision-making.

10.1 Additional time

- (1) Where the school/SBST requests additional time for a learner, 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 allocating additional time awarded per impairment category are as follows.

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.
Specific Learning Disability	The time allocation could range from 5 to 20 min, depending on the severity of the condition.
Chronic Pain	A maximum of 15 minutes per hour, depending on the severity of the condition.
Visual Impairment (blind)	A maximum of 30 minutes per hour, depending on the severity of the visual impairment.
Visual Impairment (partially sighted/low vision)	A maximum of 15 minutes per hour, depending on the severity of the visual impairment.
Hearing impairment (Deaf)	A maximum of 30 minutes per hour, depending on the severity of the hearing impairment.
Hearing impairment (Hard of hearing)	A maximum of 15 minutes per hour, depending on the severity of the hearing impairment
Any other disability/medical conditions not identified in the above list	A maximum of 15 minutes per hour, depending on the nature and severity of the condition.

Table 2: Allocation of additional time

- (2) The additional time awarded will apply to all subjects for the respective learner.
- (3) A learner may be awarded additional time if they experience a barrier to learning that prevents them from completing tasks/examinations within the stipulated time.

- (4) Learners who have been awarded an accommodation of additional time should ideally be seated in a disruption-free area of the examination venue according to the allocation of additional time, if at all practically possible. This will prevent disruption when the rest of the cohort exits an examination venue.
- (5) Learners who have been awarded additional time must be informed about their specific finishing times and given the appropriate time warnings to ensure they are not confused by the times for the general cohort.
- (6) Additional time must be requested as an accommodation, together with the use of a reader 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.
- (7) Learners who have been awarded additional time and have not used the allotted time may be allowed to leave the assessment/examination venue.

10.2 Reader

- (1) A learner may be awarded an accommodation to use a reader if diagnosed with the following:
 - *Specific learning disorder, with impairment in respect of reading.*
 - *A significant discrepancy between their chronological and reading ages.³*
 - *A visual impairment, and they are not proficient in Braille (contracted or uncontracted) or computer and screen reading software.*
- (2) A reader will be appointed to read as directed by the learner:
 - *any part of the assessment or examination paper, question by question, including the mark allocation; and*
 - *any part of the learner's answers may only be re-read at the learner's request.*
- (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. After answering a question, you must tell me what to read next. If you want me to read your response, tell me to do so".
- (4) The provision of a reader requires a separate venue. This is necessary to avoid disruptions if the learner is in the main assessment or examination venue.
- (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 the same and no other accommodations are required for any other learner in the group. A learner or candidate may not request the reader to read their answers.
- (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 I can continue reading the next question".

³ A discrepancy of 3 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.

- (7) Readers should be trained, assessed on competency and accredited before appointment by the DBAC.
- (8) The reader must always remain neutral and impartial.
- (9) The person appointed as a reader must preferably be an educator or other competent and trained person, who should not be the learners' subject teacher or related to the candidate or learner. Using the same reader throughout the candidate's or learner's assessments and examinations is advisable.
- (10) Readers must pay special attention to subjects where equations, formulas, numbers and symbols are used. The reader must read the instructions and only point to equations, formulas, numbers and symbols. Any additional information the reader provides may communicate the knowledge that the learner requires to respond to the question. For blind learners, full and rich descriptions will be needed, including the description of equations, symbols and technical notations.
- (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) 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. This is done to ensure the integrity of the examination when a reader is granted.
- (13) The learner or candidate and the reader must each receive a copy of the question paper.
- (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- 20- or 30-minute additional time per hour) depending on the severity of the barrier to learning that the learner may be experiencing.
- (15) 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 Universal Serial Bus (USB) or flash drive on their computer must be provided with earphones. Where alternate technology fails or is impossible, a reader must be utilised.
- (16) 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, 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.

- (17) A rest break of 5 minutes per hour can be considered for a reader, which must be arranged with the invigilator.

10.3 Scribe

- (1) A learner may be awarded an accommodation for the use of a scribe where there is significant evidence of:
 - *Specific learning disorder, with a severe impairment in written expression.*
 - *Severe difficulties with speed, fluency, and legibility of handwriting.*
 - *Severe visual impairment, where a learner might not yet have learned braille.*
 - *Learners with physical disabilities/injuries.*
- (2) The severity level must be determined through an appropriate assessment and supported by relevant reports. Where using a computer and assistive technology is not a viable option, then using a scribe must be considered.
- (3) Visually impaired or blind learners who are not proficient in Braille may be provided with a scribe.
- (4) A scribe may not be awarded where a skill that is being assessed has 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.
- (5) A scribe may be appointed to write the learner's or candidate's responses to questions verbatim (word-for-word/exactly) as the learner says it, including punctuation and formatting for all subjects as awarded (see 11.4.8. Language Paper specifications). In this instance, learners will produce their answers orally so that the scribe may write them down.
- (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 as the learner directs. The scribe may draw or add to maps, diagrams, graphs and tables strictly following the learner's instructions.
- (7) A practice opportunity with an appointed scribe before the assessment or examination is essential to establish the learner's specific needs in the assessment or examination and to familiarise them with the processes.

Language paper specifications

- (8) For Grade 12, it must be noted that the scribing for all language papers has specific examination requirements as outlined in the Government Gazette, No. 37652, 2014, Annexure C1, p.11 (Spelling). The following guidelines are recommended:
 - *In Language examination Paper 1: Language and Comprehension, the learner must*

spell words, including plurals and punctuation, as this is part of language content knowledge.

- *In Language examination Paper 2: Literature, the learner is required to dictate verbatim. This paper considers content knowledge, and spelling is not penalised if phonetically correct.*
 - *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 in the writing format, for example, business or personal letters, diary entries, etc.*
- (9) Scribes should be trained, assessed on competence and accredited before appointment by the DBAC.
 - (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 a selection of pens/pencils and other stationery in a transparent pencil case and may not have their cellular phone in the examination venue.
 - (11) It is permissible that a proficient typist scribe 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 11.15 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) The learner or candidate and the scribe must each receive a copy of the question paper.
 - (13) The learner may be allowed to plan answers (through, for example, a mind map or essay plan) before dictation. The learners may draft the planning, rough work, or dictate verbatim by the scribe. The planning or rough work must be submitted with the answer script at the end of the examination, indicating the work that should not be marked as such.
 - (14) The scribe may only communicate with the candidate to:
 - *request that an answer or phrase be repeated or*
 - *slow the pace of dictation, or if they do not hear clearly.*
 - (15) The scribe may not:
 - *Offer suggestions or help with any aspect of the examination.*
 - *Advise on which questions to select, the order of questions to be answered and when to move to the next question.*
 - *Simplify, adapt or interpret the question to the learner/candidate.*
 - (16) The learner or candidate may only communicate with the scribe to:

- *Read completed answers.*
 - *Make corrections.*
 - *Indicate when they require the answer booklet to make notes, diagrams, rough drafts, or mind maps.*
- (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.
- (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. Please view Addendum 2: Accommodation Provider Declaration (Reader/Scribe/Prompter).
- (19) A scribe may only scribe for one candidate at a time.
- (20) Each candidate receiving the accommodation of a scribe must work in a separate venue.
- (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.
- (22) Additional time is required as an accommodation when a scribe is used. The scribe should be well informed about how much additional time has been granted to the learner as per the approval letter.
- (23) The following instructions should be read to the learner at the beginning of each examination:
- *"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 wish and if there is time to do so".*
- (24) An alternative to providing a scribe is to allow the learner to present their answers in typed format on a computer or laptop, where appropriate. Additional assistive technology, such as speech-to-text software or eye-gaze technology, may also be permitted. It is recommended that computers and assistive technology be introduced as early as possible during the learner's schooling to ensure they become familiar with the process.
- (25) When a scribe is used in a separate venue, a recording should be made for each examination on a permitted digital recording device, to ensure the integrity of the examinations. These recordings must be submitted on a CD-ROM, 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.
- (26) A rest break of 5 minutes per hour can be considered for a scribe, which must be arranged with the invigilator.

10.4 Rest breaks

- (1) A candidate may be granted a rest break if he/she 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.
- (2) The purpose of granting a rest break is to help the candidate maintain focus and reduce fatigue while avoiding disruptions to their overall performance. In this regard, the following key considerations must be applied:
 - *5-minute breaks: This is a common allowance, providing a brief period for the learner to rest without losing focus on the examination. It is usually sufficient for a short mental or physical refresh.*
 - *10-minute breaks: In some cases, especially where the learner has more significant needs (e.g., physical discomfort, fatigue, attention difficulties), a longer break of up to 10 minutes per hour may be provided*
- (3) Depending on the learner's needs, these breaks can be taken simultaneously (for example, a single 10-minute break) or split into shorter intervals (for example, two 5-minute breaks) within each hour.
- (4) Rest breaks are typically not counted as part of the examination time. This means that the time spent on breaks is added to the total time allotted for the exam, ensuring that the learner is not disadvantaged.
- (5) In some instances, a separate venue may be required for this accommodation, to prevent disruptions to other candidates in the examination venue.
- (6) This accommodation may be used in conjunction with other approved accommodations.
- (7) Rest breaks should be documented, including how long and when they were taken, to ensure transparency and consistency in their application.
- (8) The learner is not obliged to utilise the rest breaks granted if they do not need them on the day of the examination or any other given time.

10.5 Prompter

- (1) A prompter, previously referred to as a planning aid, is used for learners who experience significant difficulties with attention and concentration, are easily distracted, or have challenges with sensory processing. This accommodation is also applicable to those diagnosed with anxiety disorders or neurological conditions such as autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD), as well as those who struggle with planning and organising. The prompter helps refocus the candidate's attention using verbal cues (e.g., "focus on your work", "take a deep breath", "you can do it") or physical cues (e.g., tapping on the desk, clicking fingers).
- (2) The person appointed to be a prompter should be an educator or other competent accredited person, not 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.

- (3) The prompter may not interfere with the learners' answers to the examination, but:
 - *Only encourage the candidate to complete the paper.*
 - *Refocus a candidate who is easily distracted.*
 - *Inform the candidate of the structure of the paper at the candidate's request.*
 - *Remind the candidate of the time allocation.*
 - *Remind the candidate to start each section on a new page.*
 - *Remind the candidate numbers according to the numbering system.*
- (4) The prompter may not communicate with the candidate beyond what has been outlined above.
- (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. See Addendum 2: Accommodation Provider Declaration (Reader/Scribe/Prompter).
- (6) In an instance where a candidate with a prompter requires a separate venue 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.
- (7) 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, USB 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.

10.6 Personal assistant

- (1) A personal assistant is appointed to aid a candidate who is unable to do specific basic physical tasks required to complete an examination (such as turning a page, positioning equipment in a practical examination, managing stationery, etc.) as well as assist with personal care tasks (toileting, pressure relief, respiratory hygiene, etc.) as necessary. This is based on the learner's unique need for support during the examination.
- (2) The person appointed as a personal assistant should be any competent adult familiar with the learner's needs but not a family member. A practice opportunity before the assessment/examination, with an appointed personal assistant, is essential to establish the learners' specific needs in the assessment/examination based on their ISP. Using the same personal assistant throughout the candidate's examinations is advisable.
- (3) The personal assistant may only speak to the candidate to clarify an instruction. The personal assistant is not permitted to perform the role of a scribe, reader or prompter.
- (4) The personal assistant is permitted to accompany the learner to the bathroom if required, but a rest break must be requested as an 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.

- (5) The personal assistant will also sign a Code of Conduct declaration to ensure that they did not assist the learner in any way with the responses/writing of the exam. See Addendum 3: Code of Conduct Declaration (Accommodation Provider: Personal Assistant).
- (6) Each candidate receiving the accommodation of a personal assistant must work in a separate venue. An invigilator must be present for the NSC, where a separate venue or personal assistant is used.
- (7) The integrity of the examination conducted in a separate room must be protected and therefore the continuous recording should be made of each examination. These recordings must be submitted with the examination papers.

10.7 Adaptation of questions

- (1) Adaptation of questions refers to the examination paper being presented with rephrasing or modifying questions to accommodate visual or hearing impairment.
- (2) The adapted question papers for visually impaired learners means the paper is presented in Braille format for learners, such as by substituting visual images or graphs with text descriptions.
- (3) For learners who are Deaf or hard of hearing, adapting or rephrasing question papers involves simplifying the language to reduce complexity, as SASL is their home language. This simplification must not compromise the standard of the question paper. A sign language interpreter will not be provided if an adapted question paper is provided. This means learners cannot receive an adapted question paper and a sign language interpreter.

10.8 Braille and large print material

- (1) All learners with visual impairment receive additional time as stipulated in Table 1: Allocation of additional time.
- (2) In addition to the additional time (see Table 1), learners with visual impairment (blind or those with low vision [or partial sightedness]) may require other accommodations depending on their needs, as per ISPs.
- (3) These learners may require accommodation in the curriculum and assessment/examinations for the following:
 - *Adaptation of questions.*
 - *Format of the assessment.*
 - *Assistive technology.*
- (4) Additionally, colour blindness and visual fatigue may pose a barrier that needs to be addressed through assessment accommodations in this category.
- (5) All learners with visual impairment receive additional time as stipulated in Table 1: Allocation

of additional time.

- (6) Some learners who become blind due to injury or progressive disease may not have had the opportunity to learn Braille. These learners should have a reader and scribe, additional time and a separate venue. However, whenever possible, they should be allowed to use a laptop or screen reader software and submit their work in typed format as a long-term accommodation for classroom activities and assessments/examinations.
- (7) 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, for example, use of a reader, scribe, prompter, computer and assistive technology, handwriting accommodation, spelling accommodation, medication and food intake, rest breaks, and ad hoc accommodations.

10.9 Transcription of Braille

- (1) There is no need to request the adaptation of questions if a learner requires Braille format question papers, as the questions have already been adapted.
- (2) When a learner is accessing the curriculum using Braille, assessment/examination papers must be provided in the appropriate Braille code in the most suitable format, uncontracted or contracted.
- (3) Before translation into Braille, the assessment/examination papers must be adapted by examiners working in collaboration with education experts for learners with visual impairment.
- (4) De-Brailling must be done under controlled circumstances.
- (5) The adapted memoranda and Braille experts must be available during the marking process.
- (6) The recommended type of Braille for specific grades is as follows:
 - *Learners from Grade 1 up to Grade 4 receive most assessments in uncontracted Braille, making use of the Home Language Braille codes and*
 - *All assessments in Grades 4-12 are produced in contracted Braille.*
- (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 the FET band may still require assessment/examination papers in uncontracted Braille.
- (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. Similarly, some learners may 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.
- (9) The timetable is centrally determined for assessments/examinations managed by the DBE or PED. If the brailleing of papers is not done centrally but at the school level, papers must be made available in electronic format timeously to afford the necessary adaptations.



10.10 Enlarged Print

- (1) Enlarged print assessment or examination papers must be provided for learners with visual impairments, such as partial sightedness or low vision. The specific font size required will depend on the nature and severity of the visual impairment, as recommended by the learner's optician or ophthalmologist. Typically, enlarged print papers are provided in Arial font sizes 14, 18, or 24, but requests for different font sizes can be accommodated. Yellow paper with a specific font size may also be requested in some cases. Learners who receive enlarged print examination papers are eligible for additional time, as outlined in Table 1.
- (2) A learner may also require an assistive device, such as a low-tech or digital magnifier, and an enlarged print paper. If the learner requires an enlarged print exceeding Arial font 48, an accommodation for using a computer, applicable software and electronic format of the paper should be considered.
- (3) Assessment and examination papers must be available in electronic format for learners who use computers with screen magnification or screen reading software. This allows them to customise the print size, contrast, and colour settings—such as black and yellow—to enhance visual function and reduce visual fatigue. Schools can use a digital magnifier to scan assessment papers or employ screen magnification software for electronic use. As part of this accommodation, schools must request a computer and provide the learner with electronic or digital examination papers.
- (4) The assessment/examination paper provided in a digitally recorded format on a CD-ROM, USB or flash drive may also be an appropriate accommodation for some visually impaired learners. It is recommended that the learner be provided with earphones if this format is utilised for a group of learners in the main examination venue or a separate venue if necessary.

10.11 South African Sign Language Interpreter

- (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 (2021) and the Regulations Pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate, Government Gazette 31337 dated 29 August 2008 (2014b), as amended, must be adhered to.
- (2) Teaching Deaf and hard of hearing learners, using SASL 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.
- (3) In addition to the adaptation of questions in the examination paper and additional time (Table 1), these learners will require a SASL interpreter as a accommodations provider to perform tasks in the examination venue specifically and only for signing 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.

- (4) In all assessments/examinations for Deaf learners' invigilators must understand the role of the SASL interpreter (an adult, a teacher or a classroom assistant fluent in SASL) who performs the role of an accommodation provider for an individual or group of learners. Accommodation providers must be trained appropriately and issued a valid competence certificate. They must also sign a code conduct declaration for their accommodation provider role (see Addenda 2, 3 & 4).
- (5) Electronic access to examination papers for Deaf learners is being implemented. This will ensure the standardisation of the quality of interpretation. In the interim, schools will continue utilising SASL interpreters where necessary.
- (6) In time, all school-based summative assessments must be made available to learners in digital form.
- (7) This will ensure the standard of the SASL interpretation in each subject, provided that subject specialists who have mastered all subject-specific sign language terminology are available.
- (8) Question papers should, therefore, be transferred onto a visual presentation, for example, PowerPoint.
- (9) There should not be any simplification of the language in the paper to ensure that the standard is not compromised.
- (10) As it appears in the PowerPoint, the question should be signed by an individual who is competent in the subject terminology and SASL linguistics. This individual should preferably be Deaf individual.
- (11) The Deaf learner can then see the written and signed versions of the question on the laptop screen, and they can use the version they feel most comfortable with.
- (12) The learners can then easily review previous questions to review their answers.
- (13) Learners should record their answers in answer booklets.
- (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.
- (15) This method is objective, as every learner receives the same question paper and can go back and forth as needed.
- (16) In this way, the learner's subject knowledge is tested instead of his knowledge of the second language.
- (17) The simplification of language must not compromise the standard of the question paper.
- (18) Each learner can work at their own pace.
- (19) Learners with hearing impairment who have secondary barriers to learning may also be eligible to receive additional accommodations based on the evidence and or reports submitted.

(20) 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:

- *The person allocated to interpreting duty during the examination session must be an interpreter only and may not be an invigilator.*
- *An interpreter information form needs to be used. Addendum 4: Accommodation Provider (SASL Interpreter): Code of Conduct Declaration including the interpreter's name and personal particulars (including the ID Number) for the exam session. In cases where a paper is long and requires extensive interpretation, a second interpreter may be necessary, and the form must also be completed. The form must also indicate the time slots or questions each interpreter provided interpretation to prevent irregularities.*
- *There needs to be a clear explanation of the interpreter's role in the exam centre, which must be forwarded to the school that applied for the accommodation before the commencement of the exam.*
- *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.*
- *Interpreters must sign a declaration regarding the Code of Conduct highlighting the standards that must be upheld.*
- *All interpreters are to be provided with clear guidelines on interpreting in exam settings without inadvertently giving answers to learners.*
- *All interpreters must be competent in signing the specific subject content.*
- *The sign language interpreter used must not be the learners' subject teacher.*
- *Learners should record their answers in answer booklets.*

(21) SASL HL for Grade 12 learners:

- *Learners who experience secondary barriers may apply for additional accommodations, based on evidence and relevant.*
- *A clear explanation of the interpreter's role in the examination centre must be forwarded to the school that applied for the accommodation before the commencement of the exam.*
- *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.*
- *Interpreters must sign a declaration (see Addendum 4) highlighting the standards to be upheld.*
- *Interpreters are to be provided with clear guidelines on interpreting in exam settings without inadvertently giving answers to learners.*
- *Interpreters must be competent in signing the specific subject content.*

(22) Using a SASL interpreter may require a separate venue and to require the consideration of the integrity of the examination according to the section on the separate venue.

10.12 Handwriting

- (1) This accommodation may be approved when learners have illegible handwriting (that is difficult to read). To approve 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, along with other supporting documents. In addition, if the learner's handwriting is significantly slower than the age norm, additional time may be requested with this accommodation.
- (2) If a learner has a significantly slow handwriting speed, has writing that cannot be deciphered, or has a physical disability that makes handwriting not viable, then the use of a computer or a scribe with additional time may be a more appropriate accommodation.
- (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.
- (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.
- (5) The letter awarding this accommodation must also be attached to the submitted answer script.

10.13 Spelling

- (1) This accommodation is granted to learners:
 - *Diagnosed with a specific learning disorder, with impairment in written expression (spelling accuracy), where there is a significant discrepancy⁴ between the learner's chronological age and the learner's spelling age.*
 - *Where there is evidence of a significant discrepancy between the chronological age and spelling age of at least three 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.*
- (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 be present consistently in the learners' scholastic history and work samples across all subjects.
- (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 learner's home language (National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination, 2014, p. 76).*
 - *A scribe is awarded, as the scribe will produce the answer script.*
- (4) For all learners awarded a spelling accommodation producing their script on a computer, the

⁴ A discrepancy of 3 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

thesaurus and special functions on the word processing application (e.g., Microsoft Word, Google Docs, etc.) should be turned off for all examinations. 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 the text can still be deciphered. This includes learners who have been diagnosed with a Specific Learning Disorder (SLD) (previously referred to as dyslexia), see Government Gazette, No. 37652, 2014, Annexure C1, p.6) (DBE, 2014d).

- (5) Please note that spelling will count 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.
- (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.
- (7) The accommodation approval letter must be attached to the answer script of all learners with accommodations.

10.14 Exemption from oral activities and assessments

- (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 assessments, such as for language or music assessments or other subjects may be afforded the accommodation or receive an 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 the barrier to learning typically presents across all languages.
- (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 not to compromise the standard of the task. On the DBE 124 form, this accommodation can be requested as Other as it is relatively new and deemed an appropriate accommodation for eligible learners, with motivation provided.
- (3) This accommodation is afforded to learners with communication or social communication disorders (such as dysarthria, stuttering, vocal impairment, etc. and autism spectrum disorder, with language impairment) where the learner's speech 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, which may be eligible for this accommodation.
- (4) The learner can produce written text rather than oral format, but the task structure should remain, that is, a written assessment in speech writing format, as this is the component to be marked.
- (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, USB or flash drive, should be considered to allow the learner to have the written oral read audibly to the assessors, as this format is comparable with other learners.

- (6) This accommodation will most likely be used with other appropriate accommodations, such as a separate venue, use of computer and text-to-speech software and other assistive devices.

10.15 Oral examination

- (1) Allowing learners to be assessed orally without the use of a scribe, should only be permitted under exceptional circumstances. However, an electronic recording and transcript of the learner's answers must be available for marking purposes.
- (2) It is recommended that the oral format be replaced with an application for a scribe as a form of accommodation. This will allow for an assessment or examination script to be marked. An option for an oral assessment or examination has been provided on Form DBE 124.

10.16 Assistive and medical devices and technologies

- (1) A computer, laptop, tablet 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:
 - *Illegible handwriting (that cannot be deciphered).*
 - *Slow speed of handwriting.*
 - *Physical disability or fatigue that makes handwriting impossible.*
 - *A diagnosed specific learning disorder affecting handwriting, such as dysgraphia.*
 - *A diagnosed specific learning disorder with impairment in written expression.*
- (2) A computer, 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:
 - *Visual impairment requiring screen-reading or magnification software.*
 - *A diagnosed specific learning disorder with impairment in reading.*
- (3) A computer, laptop or tablet and assistive hardware may be used to support learners who require assistance with both reading the assessment/examination paper and producing answers in the typed script, such as a learner who presents with:
 - *Visual impairment requiring screen-reading and magnification software.*
 - *A diagnosed specific learning disorder, with impairment in written expression and reading.*
- (4) When recommending a computer and assistive technology/software accommodation, the DBAC must evaluate the learners' specific learning context and provide supporting documents.



The following issues must be considered:

- *Legibility, speed and efficiency of the learners' handwriting.*
 - *The learners diagnosed with a specific learning disorder with impairment in written expression (See criteria for scribe 10.3).*
 - *The learners diagnosed with a specific learning disorder with impairment in reading (See criteria for reader 10.2).*
 - *Whether the learner is proficient in using the assistive technology in classwork activities.*
- (5) Assistive technology should be utilised daily by the learner as the primary means to present their answers in typed format or to access reading materials to have a high familiarity and proficiency with the technology and assistive devices.
 - (6) Where a school or examination centre 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 an alternative format (digital/electronic form), the Chief Invigilator is responsible for ensuring that all issues relating to the administering of computer use as assessment accommodation is safe, secure and effective for the learner.
 - (7) In all assessments/examinations using computers and assistive devices or technology, the School Principal and the Chief Invigilator have the responsibility, with the Information Technology (IT) technician 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.
 - (8) When a school is utilising an approved online examination platform, the guidelines provided in this procedural manual should also be applied. It is still the role and responsibility of the school Principal and Chief Invigilator to ensure all issues relating to the preparation and administration of the assessment accommodation during assessment/examinations are addressed.
 - (9) Preparation of the assistive technology to be used in the examination involves preparation and administration and may include the following types of assistive technology:
 - *Battery-operated devices approved for the assessment/examination, such as recording devices, hand-held magnifiers, listening/hearing devices, wireless mouse/pointer, reader pens, visual schedules, etc., must be tested before each examination, and the battery life must be checked. Should the battery power be low, unused/new batteries must be inserted into the device before the examination. Devices must be checked before the start of the assessment/examination. Spare batteries must be available.*
 - *Low-tech assistive devices and computer hardware and accessories approved for the assessment/examination, such as document holders, mounting devices for tablet/laptop, pen/pencil grips, visual supports, or visual schedule/planning aid, ear defenders, sensory regulation devices, etcetera, must be set up at and checked at the learners allocated seat/desk. They must be checked before the start of the assessment/examination.*
 - *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 must be set up and checked at the learners allocated seat/desk before the start of the assessment/examination.

- (10) The school or examination centre must utilise the expertise of the IT technician or suitably qualified educator at the school, district education offices or from a Special School as a Resource Centre to ensure appropriate IT preparation is done ahead of time and correct processes are followed during the assessment/examination.
- (11) All computers, printers and electronic equipment used at the examination centre must be inspected before 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. Each computer room should preferably have its circuit breaker to avoid power failures.
- (12) Venues with computers and servers must have air conditioners in good working order to ensure adequate ventilation and safety.
- (13) The school must ensure that they have two (2) CD-ROMs, USBs, or flash drives per learner to save answer scripts. For marking, one CD-ROM/flash drive with a saved answer script must be submitted to the relevant district exam distribution/nodal point immediately after the examination.
- (14) The second CD-ROM/flash drive must be a backup to save each learner's responses. This second CD-ROM/flash drive 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.
- (15) Computers and other devices may be connected to the school network or the internet for the examination only for learners accessing an approved assessment accommodations portal. Where applicable, the necessary management software restrictions must be installed to ensure learners cannot access any material that will give them an unfair advantage.
- (16) There should be at least one additional computer/laptop/tablet available if a candidate's computer/laptop/tablet malfunctions.
- (17) An IT technician must be present during the examination to provide 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. Their role will include:
 - *Before the examination, all hardware, software, and hand-held devices must be checked to ensure they work properly. In addition, predictive text software, editing functions (grammar check, spell check, thesaurus and dictionary) and reading software or pen-reader must also be turned off. Specialised software approved for the assessment examination must be in working order and updated.*

- *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.*
 - *Emails 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.*
 - *Ensure that all computers are 'clean', i.e., no programme, application or documents (other than those required by the examination), hidden files, examples, or templates of any kind may be stored or 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'.*
 - *Security measures should be in place to prevent candidates from accessing any other computers, folders 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.*
 - *At the end of the session, the IT technician or invigilator must assist with verifying that candidates' files are written on these CD-ROMs/flash drives and that responses are saved correctly. The IT technician must ensure that all candidates' saved responses open correctly in a readable format, such as Word, PDF, etc.*
 - *Only the candidate's examination number, the centre number, and the date and code of the examination taken must be indicated on all CD-ROMs/flash drives submitted for marking.*
- (18) 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, Engineering, Graphics and Design (EGD or Accounting papers). Some practical subjects are unsuitable for computers, so an alternative accommodation must be applied.
- (19) An invigilator must be present in the venue where a computer, assistive devices and technology and assistive hardware or software are 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.
- (20) The learner must type their examination number at the top of each typing page, and the pages must be numbered correctly.
- (21) At the end of the examination, the learner's work must be printed out, and the learner must verify that it is their work. Access to a printer is, therefore, essential. Answer scripts may be used to plan essay answers for all papers. A learner may answer some questions unsuited to typed responses (e.g., a drawing or graph).

- (22) 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.). See Learner Declaration Form in Addendum 1 (a).
- (23) 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/flash drive for marking. The accommodations letter must also be attached to the submitted answer script.
- (24) The same procedures specified in the National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examinations, Annexure D1 p 91-101 (2014a) should be followed when a computer malfunctions or during a power failure. In case of power cuts, the school must have a contingency plan, and alternatives must be explored. For example, a scribe or reader may be used.
- (25) Regarding computers and technology used for SASL as a Home Language, please refer to the Guidelines for the Conduct and Administration of Examinations in South African Sign Language Home Language (DBE, 2021).

10.17 Medication and food

- (1) Learners may need to take medication during an examination (orally, intravenously, nasally, injectable, etc.) to manage pain or other health conditions or have access to food and beverages used to maintain sugar levels and treat low blood sugar.
- (2) Rest breaks should also be applied in conjunction with this accommodation. The time taken to administer the medication, eat, or drink will then be added to the standard examination time.
- (3) In cases where a medical device must be used throughout the examination, such as an oxygen cylinder with a nasal cannula or patient-controlled syringe driver, this may be accompanied by medical software on a separate electronic device other than a smartphone.
- (4) The Chief Invigilator must ensure that all issues relating to this medical device and software used during the examination are secure and have gone through the same process of ICT verification as for any computer (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).
- (5) A separate venue is usually required when this accommodation is granted to avoid disturbing other candidates.
- (6) Where a learner does not have a personal assistant, the invigilator must ensure the learner has adequate supervision if it is necessary to leave the venue to take medication or food.

10.18 Specific equipment

- (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 for them to show what they know and can do.

- (2) Such equipment must not give a learner an advantage over their peers.
- (3) Should such equipment be a source of distraction for other learners, a separate venue must be requested.

10.19 Use of separate venues

- (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.
- (2) The use of a separate venue is utilised either:
 - *To assist an individual learner with specified medical conditions, psychological disorders or learning barriers, which necessitates a separate venue, or to prevent possible disturbance of others by the learner concerned.*
 - *Planning separate or alternative examination venues will require logistical planning and careful consideration of all the accommodations granted for that examination/s, considering the available resources (invigilators and accommodation providers) and venues.*
- (3) Any examination conducted in a separate venue involving a single learner, an accommodations provider, or several learners and a reader (as accommodations provider) must be managed as outlined under the section on separate venues. In this regard, the chief invigilator must sign that the relevant procedures and processes have been carried out diligently.
- (4) The integrity of an examination conducted in a separate venue, such as a hospital, prison or child and youth care centre, must also be ensured according to section on separate venues.
- (5) If the use of the separate venue involves speaking aloud (such as for the use of a scribe or reader, to a single learner, or prompter), only one candidate may be in each separate venue.
- (6) Suppose a separate venue is needed for learners to produce their script in a typed format using a computer and assistive technology. In that case, several candidates may be in one venue.

11. TYPES OF CONCESSIONS

- (1) An examination concession requires a specific application for permission by the Provincial Director: Assessment and Examinations to substitute specific subjects (language/s 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 National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (2014a), Chapter 2, pp. 3-4, which can be applied from Senior Phase. A concession can be applied on Form DBE 124, selecting 'Other'.
- (2) The following concessions concerning languages may be applied to candidates who experience barriers related to deafness, aphasia and SLD. Learners who are Deaf (and have

not learned /acquired SASL as a 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:

- *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 (2014a), (Annexure B1, Tables B1-B8), is offered in the place of the official language that is not being offered, and*
 - *A candidate must comply with the promotion requirements 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 (2014a).*
- (3) Candidates who have been diagnosed with a specific learning disorder (such as dyscalculia) may be exempt from offering Mathematical Literacy or Mathematics as a subject if:
- *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 (2014a), is offered in place of Mathematical Literacy or Mathematics, and*
 - *Such a candidate complies with the promotion requirements 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 (2014a).*
- (4) 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).
- (5) 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.

Quick Reference: Types of Concessions

CONCESSION TYPE	ELIGIBILITY	PROVISION	CONDITIONS
Concessions for Language Barriers	Candidates experiencing barriers related to deafness, aphasia, and Specific Language Disorders (SLD).	Offered only one official language at the First Additional Level.	Another subject from Group B is offered instead of the official language not being offered. Candidates must comply with promotion requirements.
Concessions for Mathematical Literacy or Mathematics	Candidates diagnosed with a specific learning disorder, such as dyscalculia.	Exemption from offering Mathematical Literacy or Mathematics as a subject.	An alternative subject from Groups A or B must be offered instead of Mathematical Literacy or Mathematics. Candidates must comply with promotion requirements.

12. REVIEW AND APPEALS PROCESS

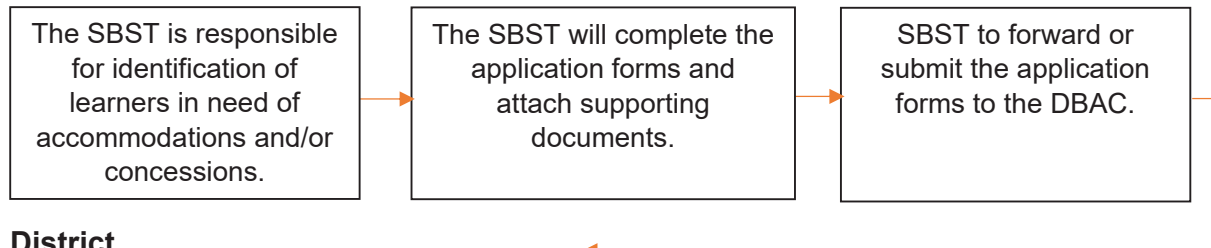
- (1) The DBAC must appoint an Appeals Committee to review and process appeals received using relevant evidence. The Appeals Committee must communicate its decision within 30 days of receiving the appeal.
- (2) The school and the parent may appeal a decision within two months of receipt of the original decision. This means that a parent or a learner cannot submit an appeal application alone. The appeal must be addressed to and submitted to the District Office.
- (3) An accommodation may only be appealed once. Only the original application may be submitted for the appeal. However, the PED reserves the right to request further information to enable a fair outcome of the appeal.
- (4) Once a decision has been made, the appeal cannot be re-appealed.

13. AD HOC SUPPORT/EMERGENCY ACCOMMODATIONS

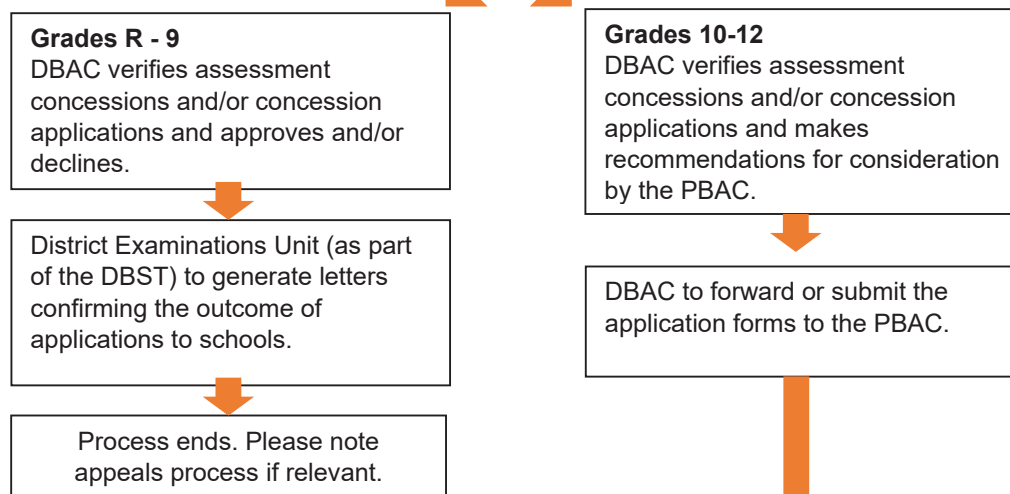
- (1) Ad hoc support/emergency concessions refer to the support that may be required under unforeseen circumstances such as pregnancy, injury, medical events, trauma, anxiety or panic attacks, epileptic seizures, psychotic episodes or cultural/spiritual episodes, hospitalisation or imprisonment.
- (2) The SBST must immediately notify the DBST when a learner needs an ad hoc or emergency accommodation. The DBAC must then discuss the matter telephonically with the PBAC to obtain approval for the application. If PBAC officials cannot be reached, the DBAC may decide and must inform the PBAC within 24 to 72 hours, providing supporting evidence for the emergency case.
- (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.
- (4) Support for a learner who has been awarded an accommodation may include, for example, arrangements for the examination to be written in a venue other than the standard one or for the assessment to be postponed until the next examination or assessment period.
- (5) Should a learner require an emergency or ad-hoc assessment accommodation not previously approved due to reasons outlined in Government Gazette No. 37652, Annexure C1, the Provincial Director: Assessments and Examinations, or a designated representative, must decide.
- (6) 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.

14. APPLICATION PROCESS

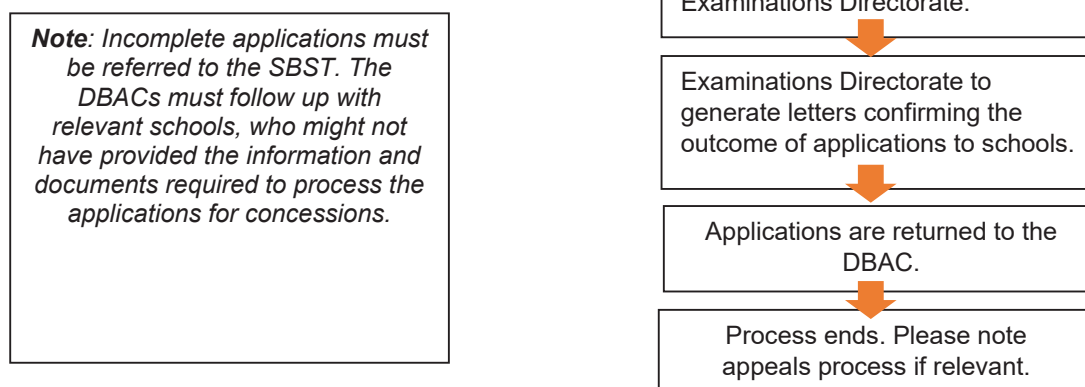
School



District



Province



Note: Incomplete applications must be referred to the SBST. The DBACs must follow up with relevant schools, who might not have provided the information and documents required to process the applications for concessions.

Table: Differentiation Strategy or Accommodations for Barriers to Learning

Differentiation Strategy or Accommodations	Visual impairment/ colour blindness	Deaf/ Hard of Hearing/ Deaf Blind	Physical Barriers	Learning Difficulty	Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders	Limited Functional Speech	Other Medical Conditions
Adaptation of questions	✓	✓	✓	✓		✓	
Additional Time	✓	✓	✓	✓	✓	✓	✓
Digital recording (supplied with audio player and earphones)	✓		✓	✓	✓	✓	
Braille	✓						
Computer with/without adapted software	✓	✓	✓	✓	✓	✓	✓
Enlarged Print	✓		✓				
Handwriting	✓		✓	✓	✓	✓	✓
Medication/ food intake	✓		✓				✓
Oral examination	✓	✓	✓	✓	✓	✓	✓
Personal assistant			✓				✓
Prompter				✓	✓		
Reader	✓	✓	✓	✓			✓
Rest Breaks	✓	✓	✓	✓			✓
Scribe	✓	✓	✓	✓	✓	✓	✓
Separate Venue	✓	✓	✓	✓	✓	✓	✓
Sign Language Interpreter		✓					
Spelling		✓		✓		✓	

Amended from DBE (2014a), Annexure C1, p. 80

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ADDENDA**ADDENDUM 1 (b): LEARNER DECLARATION****LEARNER DECLARATION WHEN A TYPED ANSWER SCRIPT IS PROVIDED**

SCHOOL LETTERHEAD

I _____ (name of learner) declare that I have produced my answer script in a typed format, verifying that it is my work. I have also produced my rough work by hand in the script (Mark the most relevant with an X):

YES / NO

Signature of learner:

Signed by Invigilator:

Signed by Principal/Chief Invigilator:

SUBJECT:

SCHOOL/EXAMINATION CENTRE:

DISTRICT:

DATE:



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

ACCOMMODATION PROVIDER DECLARATION (READER/SCRIBE/PROMPTER)

Letterhead

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

ID _____, hereby confirm that:

- a) *I have been trained and have 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. I will not disclose any information about the learner as per personal data information regulations or 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)

Letterhead

I _____ (name of Personal Assistant)

ID _____, hereby confirm that:

- a) *I have been trained on the personal assistant tasks required of the learner. I can testify that 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. I will not disclose any information about the learner as per personal data information regulations or 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

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 have a certificate for SASL interpreting for learners communicating in SASL issued by....., valid until (Specify date)*
- d) *I will treat the entire examination process as confidential. I will not disclose any information about the learner as per personal data information regulations or 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 the candidate used an accommodation provider reader/scribe/prompter during the assessment/examination.

OR

I hereby declare that the candidate prepared the examination answer script by computer and attached typed answer sheets, the answer book for marking, and the CD-ROM/USB or flash drive for the typed script.

OR

I hereby declare that the candidate made use of an assessment accommodation requiring a separate venue in which the invigilator ensured the integrity of the examination or assessment.

NAME OF INVIGILATOR	NAME OF CHIEF INVIGILATOR
SIGNATURE	SIGNATURE

School Stamp



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

Provincial Education District Logo/Letterhead

This is to be used if Form DBE 126 practitioner declaration is unavailable.

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) 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 did not engage in any form of coaching to increase the candidate's likelihood of obtaining a 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: _____

ADDENDUM 7: RESPONSE TO ACCOMMODATIONS APPLICATION

Provincial Education District Logo/Letterhead

CONSIDERED ASSESSMENT ACCOMMODATIONS/CONCESSIONS FOR THE FOLLOWING CANDIDATE: _____

With reference to your application, the following accommodations/concessions have been APPROVED and will be applicable for the phase [SELECT ONLY APPROVED ACCOMMODATION]:

- ***Additional Time [Note the time allocation approved]***
- ***Use of a Reader***
- ***Use of a Scribe***
- ***Use of a Prompter***
- ***Use of a Personal Assistant***
- ***Adaptation of Questions***
- ***Braille and Large Print Material***
- ***Transcription of Braille***
- ***Enlarged Print***
- ***Sign Language Interpreter***
- ***Handwriting***
- ***Spelling***
- ***Orals***
- ***Use of a Computer/Tablet/Laptop, etc.***
- ***Medication and Food***
- ***Rest Breaks***
- ***Use of Specific Equipment***
- ***Use of Separate Venues***

Adhoc Support/Emergency Accommodation

Duration of the accommodation as per the medical report: _____

Other (indicate the type of accommodation): _____

CONCESSION(S)

Concession Approved (please tick)

- ***Language concession (Indicate the language): _____***
- ***Mathematics Concession***
- ***Mathematical Literacy concession***

Yours sincerely,

NAME AND SURNAME (PRINT)	DESIGNATION	SIGNATURE	DATE



