



basic education

Department:
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PROCEDURAL MANUAL FOR THE ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO ASSESSMENT FROM GRADE R TO 12

SEPTEMBER 2016

Table of Contents

| | |
|---|-----------|
| DEFINITIONS | 4 |
| ABBREVIATIONS..... | 6 |
| 1. Purpose of the Procedural Manual | 7 |
| 2. Philosophy and intent..... | 7 |
| 3. Relationship with the Policy on Screening, Identification, Assessment and Support (SIAS), 2014..... | 8 |
| 3.1 The key purposes of the SIAS policy are:..... | 8 |
| 3.2 Relevance of the SIAS Policy in the process of evaluating and managing accommodations.. | 9 |
| 4. Concept of differentiated assessment as part of differentiated teaching | 9 |
| 5. Other relevant policies | 10 |
| 6. Accommodations and concessions in the Foundation Phase, Intermediate Phase and Senior Phase | 10 |
| 7. Accommodations in the Further Education and Training (FET) Phase – Grades 10 -12 | 11 |
| 8. Determining eligibility of a learner for an accommodation/concession | 12 |
| 8.1 Determining eligibility for Gr R – 9 Learners | 12 |
| 8.2 Determining eligibility for Gr 10 – 12 Learners | 14 |
| 9. Implementation of Accommodations and Concessions | 15 |
| 9.1 General | 15 |
| 9.2 Requirements for Grade 12 | 15 |
| 10. Types of Accommodations | 17 |
| 10.1 Additional Time | 17 |
| 10.2 Use of a reader is something needed on who appoints the readers and scribes? | 18 |
| 10.3 Use of a scribe | 19 |
| 10.4 Use of a personal assistant | 20 |
| 10.5 Use of a prompter | 21 |
| 10.6 Use of a computer | 21 |
| 10.7 Braille and Large Print Material..... | 22 |
| 10.8 Handwriting Accommodation | 22 |
| 10.9 Spelling Accommodation..... | 23 |
| 10.10 Medication and food intake | 23 |
| 10.11 Rest Breaks | 24 |
| 10.12 Specific Equipment | 24 |

| | |
|--|-----------|
| 10.13 Ad hoc support/Emergency Accommodations..... | 24 |
| 10.14 Separate Venue | 24 |
| 10.15 Digital recorder, video recorder, web-cam | 25 |
| 10.16 Sign Language Interpretation | 25 |
| 11. Responsibilities of role players in terms of implementation procedures related to: | 26 |
| 11.1 Managing at school level | 26 |
| 11.2 Managing at District Level | 27 |
| 11.3 Managing at Provincial Level..... | 28 |
| 12 Systems to support the implementation of the Policy on Assessment of Learners who experience Barriers to Learning..... | 28 |
| 13. Diagrammatic Representation of the Process Flow | 30 |
| REFERENCES | 32 |

DEFINITIONS

Accommodation - (Reasonable accommodation) refers to necessary and appropriate modification of, and adjustments to, the environment, assessment format and/or curriculum format, as well as allowing the use of assistive devices and technology, where needed in a particular case, to allow learners with disabilities or those who experience specific barriers to learning, access to the curriculum and the possibility to show what they know and can do on an equal basis with others. The cognitive demand of the curriculum and the assessment is the same as that for learners who do not experience barriers to learning

Adaptations – alteration of the curriculum and/or assessment tasks for individual learners who experience specific barriers to learning.

Alternate assessment – measures performance through an assessment task which is modified and/or specifically designed for learners who experience specific barriers to learning. Both curriculum and assessments may be modified.

Concession – Concessions refer to permission given to candidates who experience barriers related to deafness, aphasia, dyslexia and a mathematical disorder, such as dyscalculia as set out in *Regulation 16 of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*, to be exempted from certain subjects or sections of the curriculum content.

Differentiated assessment - assessment that is different in some way to the standard delivery. Differentiated assessment involves accommodations and adaptations.

Intellectual disability - (intellectual developmental disorder) is a disorder that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains. The following three criteria must be met:

- i. Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience, confirmed by both clinical assessment and individualized, standardized intelligence testing.
- ii. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work, and community.
- iii. Onset of intellectual and adaptive deficits during the developmental period. (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition)

Severe intellectual disability is defined by the following levels of functioning:

Conceptual domain: Attainment of conceptual skills is limited. The individual generally has little understanding of written language or of concepts involving numbers, quantity, time, and money. Caretakers provide extensive support for problem solving throughout life.

Social domain: Spoken language is quite limited in terms of vocabulary and grammar. Speech may be single words or phrases and may be supplemented through augmentative means. Speech and communication are focused on the here and now within everyday events. Language is used for social communication more than for explication. Individuals understand simple speech and gestural communication. Relationships with family members and familiar others are a source of pleasure and help.

Practical domain: The individual requires support for all activities of daily living, including meals, dressing, bathing, and elimination. The individual requires supervision at all times. The individual cannot make responsible decisions regarding well-being of self or others. In adulthood, participation in tasks at home, recreation, and work requires ongoing support and assistance. Skill acquisition in all domains involves long-term teaching and ongoing support.

ABBREVIATIONS

| | |
|------|--|
| DBAC | District-Based Accommodations Committee |
| DBST | District Based Support Team |
| EMG | Education Management and Governance |
| HEI | Higher Education Institution |
| IE | Inclusive Education |
| NSC | National Senior Certificate |
| PAM | Personnel Administration Measures |
| PED | Provincial Education Department |
| SAQA | South African Qualifications Authority |
| SASL | South African Sign Language |
| SBAC | School Based Accommodations Committee |
| SBST | School Based Support Team |
| SETA | Sector Education Training Authority |
| SIAS | Screening, Identification, Assessment and Support Policy |
| SMT | School Management Team |

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

SEPTEMBER 2016

1. Purpose of the Procedural Manual

The purpose of the Procedural Manual for Assessment for Learners who Experience Barriers to Learning and Assessment is threefold:

- 1.1. To facilitate the standardised implementation of Annexure C1 of the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* (Accommodations and Concessions Policy), the *National Protocol for Assessment* (2011), the *Policy on Screening, Identification, Assessment and Support* (SIAS) (2014) and the *National Policy Pertaining to The Programme And Promotion Requirements of the National Curriculum Statement* (2011), across all grades, all schools and all provinces.
- 1.2 To ensure that all learners who experience barriers to learning receive the necessary support in both school-based assessments and external assessments.
- 1.3 To facilitate the integration and alignment of Annexure C1 of the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* (Assessment Policy), the *Policy on Screening, Identification, Assessment and Support* and the *National Protocol for Assessment*.

2. Philosophy and intent

The philosophy and intent of Annexure C1 of the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* (Assessment for learners who experience barriers to learning and assessment) are as follows:

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

In 2001 *Education White Paper 6: Special Needs Education - Building an Inclusive Education and Training System* was launched in which the government set out its plans to bring about an inclusive education system. The main intention of the policy 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 mainstream support services and programmes at all levels of the school system.

The key elements of the policy, which envisaged implementation over a period of 21 years, were:

- to create a number of full service schools to cover all districts in all provinces
- to convert all special schools into resource centres
- to establish district-based support teams
- to support learners in schools according to their needs
- to facilitate access of current out-of-school children to the system and to retain such children in the system
- to overhaul the identification of and assessment of learners who need additional support
- to launch an advocacy campaign to raise awareness and understanding of inclusion and the mind shift required if it is to be successful.

2.2 In keeping with the national drive towards inclusive education, the key purpose of this document is to facilitate reasonable accommodation through differentiation and accommodations, which will equalise opportunities for all learners regardless of grade and phase, to succeed and show what they know and can do in the teaching context and in assessments, whether school-based or external, formal or informal. In achieving this, the rigour expected of the appropriate assessment and the high expectations of all learners may not be compromised.

2.3 This document provides information regarding learners who are eligible for accommodations, the types of barriers to learning such learners may face, and the ways in which the curriculum may be differentiated and/or the learner accommodated. The responsibilities of the various stakeholders concerned in achieving the aforementioned are also explained.

2.4 The *National Policy pertaining to the Conduct, Administration and Management of the National Senior Certificate examination* is adhered to at all times. In cases where there is uncertainty of application, these must always be referred to the Provincial Head of Education for a ruling.

3. Relationship with the Policy on Screening, Identification, Assessment and Support (SIAS), 2014

3.1 The key purposes of the SIAS policy are:

- 3.1.1 To provide the framework for a standardised approach to screening, identifying, assessing and supporting learners who require additional support to enable them to perform to their potential in school.

- 3.1.2 To promote early identification of learners who experience barriers to learning, thus enabling learners to have a positive experience of participation and inclusion at school.
- 3.1.3 To assist teachers, School-Based Support Teams and District-Based Support Teams in their efforts to meet the needs of all learners and to provide quality teaching and learning.

3.2 Relevance of the SIAS Policy in the process of evaluating and managing accommodations

- 3.2.1 The SIAS policy adopts a holistic approach to addressing the needs of learners, with the intent of supporting them in their current school and community, which is in keeping with an inclusive philosophy.
- 3.2.2 The SIAS policy provides a clear, step by step and user-friendly guide regarding what to do when a learner is not performing as expected and in terms of who is responsible for taking action at each step of the support process.

4. Concept of differentiated assessment as part of differentiated teaching

- 4.1 Differentiated assessment means assessment that is different in some way to the standard delivery. Differentiated assessment involves accommodations and adaptations. The purpose of differentiated assessment is to enable a learner who has barriers to learning to be able to show what he/she knows and can do, and thus close the gap between current performance and perceived ability.
 - 4.1.1 An accommodation is designed to mitigate the negative effects of a barrier to learning on the performance of a learner in a set school task, test, or examination, without changing the construct being measured by the given assessment task.
 - 4.1.2 An adaptation is an alternate assessment task designed to enable learners with intellectual disabilities or other difficulties to demonstrate academic progress and achievement in their schooling.
 - 4.1.3 The three types of alternate assessment are as follows:
 - i. Alternate assessments based on alternate attainment: a learner will be working on the grade level content of the level that he/she is at regardless of his/her age. Only key concepts are covered which are assessed at a less abstract level. Target learners will have an intellectual disability and could be in special or ordinary schools.
 - ii. Alternate assessment based on modified attainment of knowledge: in certain subjects a learner will be working on the content of a lower grade than the one he/she is in currently and is assessed accordingly. The expectation is that the learner will progress to the appropriate level but needs more time to do so. Target learners could include learners who are deaf or have moderate intellectual disability.
 - iii. Alternate assessments based on grade level attainment of knowledge: this involves the adaptation of the standard assessments in terms of format or procedure to enable learners with disabilities to demonstrate what they know and can do.

The application of the above measures can only be determined after the protocols as outlined in the SIAS Policy have been applied and an Individual Support Plan is in place for a learner and Form DBE 125 (Curriculum Differentiation Schedule) has been completed and approved by the District-based Support Team (DBST) with the consent of the parents.

- 4.2 Every learner should be able to receive the standard of assessment which best suits his/her needs. High expectations will be held with regard to all learners.
- 4.3 All learners need to be able to exit the school system with their competencies formally recognised with either a certificate from external examinations or a recognition of competence through a national statement of school leaving achievement (for learners who exit the system before Grade 12). The format of such a statement of achievement will be made available by the Department of Basic Education in the case where the learner does not meet the requirements of the General Certificate of Education, the General Certificate of Education: Skills and Vocational or any other SAQA accredited qualification.

5. Other relevant policies

Further policies relating to accommodations and concessions with which teachers, SBSTs and DBSTs should be familiar:

- 5.1 *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R – 12, Chapter 6: 33 – Concessions and 34 - A National Senior Certificate with Endorsement for Learners who Experience Barriers to Learning.*
- 5.2 *National Protocol for Assessment Grades R-12, Chapter 9: Assessment of Learners with Special Needs.*
- 5.3 *An Addendum to the Policy Document the National Senior Certificate: a Qualification at Level 4 on the National Qualification Framework regarding Learners with Special Needs.*
- 5.4 *National Curriculum Statement Curriculum Assessment Policy Statement: Guidelines for Responding to Learner Diversity in the Classroom (2012).*
- 5.5 *White Paper on the Rights of Persons with Disabilities (2015), Section 6.4.1.2 which states that persons with disabilities must have access to inclusive learning opportunities throughout their lives where they learn with peers without disabilities in barrier-free settings. This includes having access to reasonable accommodation measures and specialised support.*

6. Accommodations and concessions in the Foundation Phase, Intermediate Phase and Senior Phase

- 6.1 The primary focus of the early years of Basic Education is to develop the essential foundational skills and competencies necessary for the senior years of high school.
- 6.2 In addition, it is the intention that as many learners as possible should be able to cope independently in the school environment.

- 6.3 If a learner is not achieving as expected for a specific grade, early intervention is critical. Such intervention will prevent the learner from falling significantly behind before individual support is sought.
- 6.4 The provision of accommodations does not mean that attempts to remediate the difficulties are halted. Rather the two processes should work concurrently, with the desirable goal being that the learner may eventually no longer need the support measures.
- 6.5 In these phases, accommodations granted to learners should be seen as temporary measures which a) are part of a process of ascertaining what strategies assist the learner by addressing the barrier(s) to learning that he/she is experiencing and b) with the passage of time may no longer be necessary.
- 6.6 Dependent on the specific barriers to learning experienced, some learners may require accommodation measures throughout their school career.
- 6.7 All learners who have been assessed and found eligible should have access to the full range of accommodations listed in the policy, in all grades from Gr 1 to 9.
- 6.8 However, notwithstanding point 6.7, it needs to be recognised that foundational skills such as writing and reading may be attained at different stages and teachers should not use the policy as a way of reneging on their responsibility to apply remedial strategies and interventions to support learners who need more time to master skills.
- 6.9 Any accommodations awarded need to be reviewed regularly by the SBST and specifically at the end of each phase. The DBST must be informed of any changes. Accommodations approved in Grade 9 must be approved by DBET (see 8.1.6)
- 6.10 The SBST must ensure that the list of learners who have been granted accommodations is forwarded to the Examination Section at the District Office for monitoring and support purposes and to be considered during the promotion meetings at the end of each year.
- 6.11 The District-based Assessment Committee must appoint an Appeals Committee which will review appeals received and are accompanied with comprehensive documentary proof, on a regular basis and ensure that a decision is communicated within a period of two months

7. Accommodations in the Further Education and Training (FET) Phase – Grades 10 -12

- 7.1 It is the expectation that a learner who enters the FET phase will leave school with a National Senior Certificate or Endorsed National Senior Certificate and thus will sit for external national examinations.
- 7.2 Accommodations implemented at school in this phase must have been approved by the appropriate district and provincial support teams as well as the Director: Assessment and Examinations as per the Assessment Policy (Annexure C1: of the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination*) and the SIAS policy.

- 7.3 It is essential that learners eligible for accommodations in external examinations have submitted the relevant applications by October of the Grade 10 year (Conduct Policy p 76 2 (4) in order to enable sufficient time for the learner to practise with any accommodation/concession which may be granted and thus gain maximum benefit from it.
- 7.4 It should be emphasised that the purpose of accommodations and concessions is to enable candidates who experience specific barriers to learning to demonstrate their true ability in the examinations without changing the construct of the assessment. In addition, accommodations must not give a candidate an advantage over other candidates.
- 7.5 It must be borne in mind that in the implementation stages of the SIAS Policy there may be learners without the relevant track record or supporting historical documentation. This should not prevent them being granted an accommodation should there be a proven need and provided other validatory documentation is made available.

8. Determining eligibility of a learner for an accommodation/concession

8.1 Determining eligibility for Gr R – 9 Learners

- 8.1.1 It is essential that the processes stipulated in the SIAS policy are followed. This will ensure that accurate and appropriate information is obtained in order to support learners according to their needs. The forms mentioned below are to be found in the SIAS Policy.
- 8.1.2 Class and subject teachers are responsible for identifying the learners who need accommodations/concessions in order to show what they know and can do through the completion of the Support Needs Assessment process as outlined in SNA 1 and SNA 2 of the SIAS protocol.
- 8.1.3 It is critical that all teachers receive the necessary training and support to be able to identify such learners.
- 8.1.4 A panel discussion is arranged for all members of the SBST involved. A consensus decision is reached after taking a holistic approach in which scholastic, medical and any other relevant aspects are considered as captured in the SNA 1, 2 and in Form DBE 126, the Health and Disability Assessment Form. The final decision is made in collaboration with the School Assessment Team.
- 8.1.5 The kind of accommodation/concession that would best support the learner is determined and discussed with the parents to obtain their approval as per Form DBE 124 and to inform them of what the accommodations would entail.
- 8.1.6 Form DBE 124 must be completed for all learners in Gr R – 9 for whom accommodations are proposed by the SBST, and such proposals then submitted to the District-Based Assessment Committee (DBAC) on Form DBE 120, *Request for Support from the DBST by the SBST*. (Grade 9 accommodations applications must go to provincial level)
- 8.1.7 The DBST reviews the supporting documents before approving the accommodations to be granted. The application as well as supporting documentation, (medical and/or

psychological test reports; individual support report, study permit etc.), and a report of support rendered to the learner must be submitted by the school to the District Based Support Team.

- 8.1.7 The decision of the District-Based Accommodation Committee (DBAC) is made available to the DBST which in turn sends it to the SBST at the school which incorporates this into the Individual Support Plan of the Learner.
- 8.1.8 The SBST in consultation with the School Management Team (SMT) makes the necessary arrangements at the school for the implementation of the accommodation(s), including training of teachers who will be fulfilling the various functions related to the administration, procurement of assistive devices and specialised equipment and planning by the School Management Team which prepares assessment timetables for the school.
- 8.1.9 There is no formal requirement to request any accommodation for Grade R learners. However, learners who have received early intervention will be recorded in the Learner Profile providing history of the support needs of that learner. There would then be a record early in the learner's school career that he/she may need additional support. There is no requirement that all such learners must be captured and approved.
- 8.1.10 From Grade 1 to 9 any accommodations granted are revised at the end of a phase by the SBST in consultation with the School Assessment Team as per the ongoing SIAS process. The re-assessment could be done more often for any conditions where there might be a change in the condition. The DBST must approve any changes either when an accommodation is no longer necessary or when a new accommodation is granted. The record of accommodations granted must accompany a learner who moves from Grade 7 into secondary school to ensure that a learner is not disadvantaged.
- 8.1.3 The SIAS Policy process allows for a holistic profile of a learner's development across each year of schooling, which will provide the necessary information for the DBST to determine eligibility for an accommodation or concession or whether further assessment is required. At no stage should the accommodation be terminated because of delay in response by the DBST.
- 8.1.4 It is therefore imperative that the SIAS Policy is implemented correctly. Historical records of learner progress, learner work, support interventions provided must be documented and must be available.
- 8.1.5 The list of learners who have been awarded accommodations/adaptions must be forwarded to District Exams Committee. District (Inclusion and Exams Directorate) must monitor and support schools in this regard to avoid exploitation of the system and granting of inappropriate accommodations/adaptations. This will prevent disputes/grievances later.

8.2 Determining eligibility for Gr 10 – 12 Learners

- 8.2.1 As the policy requires learners to be registered for accommodations by October of their Grade 10 year, confirmation of eligibility through the SIAS processes should already have been completed in the course of the GET phase.
- 8.2.2 The same process that is outlined above in section 8.1 will be followed for learners to be granted accommodations for external examinations.
- 8.2.3 For the purposes of granting/ awarding the accommodation for external exams, the application must be made to the DBAC. This will maintain the integrity of the policy and will assist with the chain of logistical arrangements that need to be made by regarding examinations.
- 8.2.4 In cases of neurological impairment and specific learning disabilities, assessments from the appropriate specialists confirming such specific conditions must be provided. Such specialists may be based within education, other government departments, HEIs, local hospitals/clinics or in private practice. The requirement for a psycho-educational assessment report is stipulated in the *National Policy pertaining to the Conduct, Administration and Management of the NSC Examination* (page 89). However, it must be stressed that any diagnosis made by a specialist cannot be considered in isolation when awarding an accommodation for the National Senior Certificate. The historical record that has been built up for the learner through the SIAS processes will play an important role in the decision making.
- 8.2.5 From the assessments in respect of 8.2.4, clarity will be sought in respect to the exact nature of the disability and its implications for scholastic tasks or activities such as examinations. Consequently, in processing the application for accommodations, the emphasis will be on identifying and addressing the barrier to learning rather than the diagnosis itself.
- 8.2.6 Please note that the rationale for the granting or denial of specific accommodations must be able to stand up in court. All required documentation as per the SIAS Policy must be available as well as validated approval at school, district and provincial levels. All accommodations applications and supporting documents must be recorded, and both securely and appropriately stored by the DBAC.
- 8.2.7 The SIAS Policy specifies the roles and responsibilities of the support teams at school, District and Provincial levels.
- 8.2.8 The SIAS Policy indicates which health professionals should be involved in diagnostic processes. These could include psychologists and therapists based at special schools.

In addition, a psychologist may be called upon to provide expertise when there are any queries during the validation and decision making process by the DBAC and SBAC in individual cases. These committees will eventually quality assure the administration process and handle appeals and grievances. The recommendation made to the provincial assessment committee must be signed off by the District Director.

- 8.2.9 A discrepancy between current performance and perceived performance is indicative of a learning difficulty. Such a learning difficulty indicates that an accommodation should be applied for in order for the learner to perform to potential. The actual current performance of the learner in terms of marks is irrelevant if it is felt she/he is not reaching his/her potential.
- 8.2.10 The ideal as stipulated in the policy, is that the final determination on awarding accommodations must be made by October of the learner's Gr 10 year. In cases where this has not happened, the final decision must be made at the latest by the end of June of the Matric year to allow for the finalisation of logistical arrangements and appeals.
- 8.2.12 The turn-around time for the whole application and decision-making process must not exceed three months.

9. Implementation of Accommodations and Concessions

9.1 General

- 9.1.1 Reasonable Accommodation as defined by the UN Convention on the Rights of Persons with Disabilities (to which South Africa is signatory) means "necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms". In the school assessment context, provision of reasonable accommodations on an ongoing regular basis is influenced by logistical and practicability factors. However, learners who have been granted accommodations and concessions must be granted them in school based assessments and external examinations as a minimum.
- 9.1.2 Provinces must plan and budget for the availability of recording devices and other assistive technology to learners who need them. Resources can be accessed from the Examinations and Assessment Directorate. Implementation of these technologies will take time, but careful planning and investigation must commence. Once obtained such technological assistance should be available throughout the learner's school career.
- 9.1.3 Thus, whilst ideally the necessary accommodations should be provided throughout the learner's schooling career, they must be provided from the June examinations in Grade 12 onwards. In addition, a learner in Grade 12 who has been granted an accommodation/concession will need to be provided with the stipulated support for any assessment that contributes to the SBA marks for the NSC. This is the responsibility of the PEDs.

9.2 Requirements for Grade 12

- 9.2.1 The province will establish a database of accommodations providers in each district who have accredited training. Schools may make use of this across grades and subjects. The PED will pay for the services of accommodations providers as per the PAM. A comment made about not yet – is this correct? – any change needed here?

- 9.2.2 Schools that do not have enough staff to provide accommodations during exams periods, should contact the Province for information regarding the provincial database of accredited providers.
- 9.2.3 Each Provincial Accommodations Committee will evaluate the standard of training of the external training providers that are placed on the provincial database of trainers. It is, however, advisable that the PBAC capacitates the DBACs to conduct training at school level as to ensure sustainability and accountability.
- 9.2.4 The logistics involved in ensuring that accommodations providers are assigned to schools, must be approved by the District and quality assured by the Provincial Examinations and Assessment Directorate.
- 9.2.5 Parents will not be required to pay for the provision of accommodations to their children.
- 9.2.6 All accommodations providers must sign a declaration stating that: they will maintain confidentiality regarding their work with learners; they are trained, appointed invigilators and will not compromise the integrity of the paper.
- 9.2.7 All accommodation providers must be trained annually.
- 9.2.8 Readers and scribes need to have subject knowledge of the examination they are working with.
- 9.2.9 **Documentary Procedures for Grade 12:**
 - i. The letter from the Province granting approval of accommodations/concessions must contain a notification that the candidate will be recorded during the examinations.
 - ii. For NSC examinations, the letter from the District-based Support Team needs to be pasted onto the desk of each candidate who has been granted accommodations, stipulating what the accommodation/s are.
 - iii. Any separate venue used must be an accredited examination venue.
 - iv. For each examination involving a candidate who will be writing in a venue other than the main examination venue, the documentary validation of the procedure must include the following:
 - a. A signed affidavit by the accommodations provider that he/she has been trained to do this task, and is a trained invigilator.
 - b. A signed declaration by the candidate giving consent for a recording to be made and then at the end of the examination, a signed declaration that the procedure was fair.
 - c. The time that the candidate was withdrawn from the examination room and the time that the session was completed.
 - d. The composite time table for the procedures.
 - e. The signed statement by the chief invigilator that the entire process was carried out correctly.

- 9.2.10 Any examination conducted in a separate venue involving a single learner and an accommodations provider must be recorded in entirety and the recording submitted with the exam script.
- 9.2.11 An invigilator should be present in the separate room used for scribing and reading. This is in addition to the reader or scribe. If an additional invigilator is not available, the accommodations provider administering the session must be a trained invigilator.
- 9.2.12 If reasonably practical, certain roles can double up, e.g. the scribe may serve as a prompter.
- 9.2.13 School-based or circuit-based therapists and/or educational psychologists may be assigned to support the conduct of the concessions/accommodations. Educators who are not invigilating should also assist with the concessions/accommodations conducted in separate venues.
- 9.2.14 Any deviation from the standard exams procedure, must be approved in writing by the Provincial Director of Exams, e.g. when scripts cannot be returned to the district exam hub within the stipulated time.
- 9.2.16 All financial implications of the administration of accommodations must be included in the overall budget for the National Senior Certificate exams.

10. Types of Accommodations

The following accommodations must be available to all learners who are deemed eligible to receive them and be available for all subjects taken by such learners all of their subjects:

10.1 Additional Time

10.1.1 The amount of additional time granted per category of impairment is as follows:

| Impairment | Additional Time that may be made available |
|---|---|
| Physical Disability/Repetitive Strain Injury | 5 to 10 minutes per hour to accommodate slower writing speed. |
| Learning Disability | 20 minutes per hour for perusal / formulating/ writing/ checking answers. |
| Chronic Pain | 15 minutes per hour for standing and/or moving around. |
| Vision Impairment | Double time for learners who are blind, and time and a half for learners who have low vision. |
| Hearing Loss | 20 minutes per hour for perusal/ formulating/ writing/ checking answers. |
| Any other disability not identified in the above list | may use the above-mentioned time allocation, not exceeding 20 minutes per hour. |

- 10.1.2 A learner may be granted extra time as he/she has a barrier to learning which prevents the completion of tasks/examinations within the standard time allocated. This barrier could be a slow handwriting speed or a processing difficulty, for example.
- 10.1.3 Candidates who have been granted additional time must be seated in a specific area of the examination venue according to the amount of extra time they have and where they will not be disrupted when the rest of the cohort exit an examination.
- 10.1.4 The amount of extra time per hour that each candidate has been granted should be indicated on a sticker affixed to the relevant desk.
- 10.1.5 The extra time candidates must be informed as to their specific finish times and be given the appropriate time warnings as the end of the examination approaches.
- 10.1.6 Candidates who have been granted extra time need not make use of the full extra time period, but they must remain in the exam room for the standard time set for the paper.
- 10.1.7 The additional time must be provided in all subjects that the learner is writing.
- 10.1.8 The candidate is entitled to have a rest break, should it be required/requested, if the addition of the extra time makes the exam session longer than 3 hours.

10.2 Use of a reader is something needed on who appoints the readers and scribes?

- 10.2.1 A learner may be granted the use of a reader if there is a significant discrepancy between the learner's chronological age and reading age.
- 10.2.2 A reader is appointed to read, as directed by the candidate, a) any part of the examination paper and b) any part of the candidate's answers. Text may only be re-read at the request of the candidate.
- 10.2.3 Readers should be appointed by the District Based Accommodations Committee after verifying competence and providing training, where necessary.
- 10.2.4 The reader must be neutral and impartial at all times. Equations and symbols should simply be pointed to, and not read, as this could communicate knowledge the learner does not have.
- 10.2.5 The person appointed to be a reader should be a current teacher, a retired teacher or other competent adult. The reader must not be a family member of the candidate. It is advisable to use the same reader throughout the candidate's examinations. Where subject knowledge is required, the teacher who is reading may not be the subject teacher of the learner.
- 10.2.6 A reader can read to a number of candidates simultaneously.
- 10.2.7 Candidates receiving the accommodation of a reader must work in room which meets the minimum requirements to be approved as an examination venue .

- 10.2.8 For NSC examinations, the use of a separate venue requires a continuous recording to be made of each examination.
- 10.2.9 These recordings must be submitted with the examination papers.
- 10.2.10 NSC examinations, there must be an invigilator in addition to the reader.
- 10.2.11 The candidate and the reader must each receive a copy of the question paper.
- 10.2.12 A rest break not exceeding 20 minutes after two hours may be considered and a 10 minute rest break for every hour exceeding a two hour paper.
- 10.2.1 The following instructions should be read to the candidate at the beginning of each examination:

“You must tell me what to read. I may not explain any word or question. When you have finished answering a question you must tell me what to read next. If you want me to read what you have written, you must tell me to do so.”

10.3 Use of a scribe

- 10.3.1 A learner may be granted the use of a scribe if his/her writing speed is very slow, if the writing is illegible or if the use of a computer is not an option for accommodating the aforementioned two barriers.
- 10.3.2 A scribe is appointed to write the candidate’s answers to questions verbatim.
- 10.3.3 Prior to appointment a potential scribe’s writing ability should be assessed by giving him/her text of an appropriate level to write. The writing must be legible and the spelling correct. The scribe may only communicate with the candidate to request that an answer be repeated.
- 10.3.4 The person appointed to be a scribe should be a current teacher, a retired teacher or other competent adult. The scribe may not be a family member of the candidate. It is advisable to use the same scribe throughout the candidate’s examinations.
- 10.3.5 A scribe may only scribe for one candidate at a time.
- 10.3.6 Each candidate receiving the accommodation of a scribe must work in a separate venue.
- 10.3.7 The use of a separate venue requires a continuous recording to be made of each examination.
- 10.3.8 These recordings must be submitted with the examination papers.
- 10.3.9 There must be an invigilator in addition to the scribe.
- 10.3.10 The candidate and the scribe must each receive a copy of the question paper. The candidate may be allowed to plan answers prior to dictation and the planning may be

scribed. The examination booklet must be submitted at the end of the examination. Work that should not be marked must be clearly indicated.

10.3.11 A rest break not exceeding 20 minutes after two hours may be considered and a 10 minute rest break for every hour exceeding a two hour paper.

10.3.12 It is preferable that the learner should draw and label any diagrams required. If the barrier to learning makes this not feasible, then the scribe should perform exactly as directed by the learner.

10.3.13 Candidates who make use of a scribe may also apply for additional time.

10.3.14 The following instructions should be read to the candidate at the beginning of each examination:

“When you are ready you must tell me what to write. You must indicate capital letters, punctuation and the beginning of new paragraphs. If the correct spelling of a word is being assessed in language examinations, you must spell it for me. I will write down exactly what you dictate to me. You may read over what I have written and request that I make changes, if you so wish, and if there is time to do so.”

10.4 Use of a personal assistant

10.4.1 A personal assistant is appointed to aid a candidate who is unable to do certain basic tasks involved in an examination for him/herself (such as turning a page or manipulating equipment in a practical examination).

10.4.2 The person appointed to be a personal assistant should be a current teacher, a retired teacher or other competent adult. The personal assistant may not be a family member of the candidate. The personal assistant may be familiar with the learner but must not teach the subject concerned. It is advisable to use the same personal assistant throughout the candidate's examinations.

10.4.3 The personal assistant may only speak to the candidate in order to gain clarity regarding an instruction.

10.4.4 Each candidate receiving the accommodation of a personal assistant must work in a separate room.

10.4.5 The use of a separate venue requires a continuous recording to be made of each examination.

10.4.6 These recordings must be submitted with the examination papers.

10.4.7 For the NSC, there has to be an invigilator where a personal assistant is being used.

10.4.8 The personal assistant may not do scribing or reading duties.

10.5 Use of a prompter

- 10.5.1 A prompter is used when a learner is easily distracted. The prompter refocuses the candidate's attention by using a verbal cue ("Focus on your work.") or a physical cue (tap on the shoulder or desk).
- 10.5.2 The prompter must not communicate with the candidate beyond what is outlined above.
- 10.5.3 A candidate with a prompter must write in a separate venue.
- 10.5.4 For the NSC, there must be an invigilator in the room where a prompter is supporting a learner.

10.6 Use of a computer

- 10.6.1 A computer is used if a learner has writing that is illegible, a very slow speed when writing by hand, or some other difficulty that makes handwriting not viable.
- 10.6.2 Computers utilised for examination purposes must be correctly disabled for the duration of the entire examinations session. Such computers must be checked by the District prior to the examinations session. Standard formatting is permissible but the computer may not contain any stored information, nor may a data base be used. In addition, predictive text software, Grammar Check, Spell Check, a thesaurus and a dictionary must also be disabled.
- 10.6.3 Computers may not be connected to each other or to the school network or the internet.
- 10.6.4 Candidates may use an answer 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 Maths, Physical Sciences, EGD or Accounting papers.
- 10.6.5 An invigilator must be present in the computer room.
- 10.6.6 The learner must type his/her examination number at the top of each page of typing.
- 10.6.7 At the end of the examination the learner's work must be printed out and the learner must verify that it is his/her work. Access to a printer is therefore essential.
- 10.6.8 If a computer is a viable option, it could be used instead of a scribe. This would expand the number of learners who can write in one room. In addition, the use of a computer promotes learner independence.
- 10.6.9 The evaluation for determining granting of the accommodation of the use of a computer must consider issues such as writing versus typing speed.
- 10.6.10 In case of power cuts, a scribe must be used.

10.7 Braille and Large Print Material

10.7.1 There are NO blanket concessions for learners with visual impairment. Due to the individual support needs of learners, an initial application must be submitted to the DBAC. All applications for Grade 12 candidates must be reviewed at the beginning of the Grade 12 year to ensure that the candidate receives the appropriate accommodation.

10.7.2 When a learner has been educated using Braille, examination papers must be provided in the appropriate Braille code. Prior to translation into Braille, the examination papers must be adapted by examiners working in collaboration with experts in education for learners with visual impairment. De-Brailling must be done under controlled circumstances. During the marking process, the adapted memoranda as well as Braille experts must be available.

10.7.3 Type of Braille for specific grades

- Learners from Grade 1 up to Grade 4 receive most assessments in uncontracted Braille, making use of the Home Language Braille codes
- All assessments in Grade 5 -12 are produced in contracted Braille.

10.7.4 Brailling of common examinations

For common examinations managed by the national or provincial Departments of Education the timetable is centrally determined. If the Brailling of papers is not done centrally and has to be done at school-level, papers must be made available in electronic format, at least three days before the date of the examination, so as to enable the teachers to adapt it for Braille production timeously.

10.7.5 Enlarged examination papers must be provided for learners with visual impairments. The specific font size required will be determined by the nature of the impairment. Such papers can be provided in hard copy or in electronic format.

The optician/ophthalmologist should recommend the specific font or screen interface that each individual learner requires.

10.7.6 All learners with visual impairment receive additional time as stipulated in the table above.

10.7.7 Learners with visual impairment may also be eligible to receive any of the other accommodations, e.g. Use of a reader, Scribe, Prompter, Computer, Handwriting concession, Spelling concession, Medication and food intake, Rest breaks, and Ad hoc support.

10.8 Handwriting Accommodation

10.8.1 This accommodation will be provided to learners whose handwriting is very difficult to read and for whom the use of a computer is not appropriate.

10.8.2 A sticker with “Handwriting” on it is affixed to every page of the examination answer booklet. It indicates to the marker that time and care must be taken with the script in order to accommodate the learner concerned. The paper should preferably be given to a senior marker to mark the whole paper. Using a marker from a special school will be a consideration. This only applies to the NSC papers.

10.8.3 The accommodations letter must also be attached to the exam script that is submitted.

10.9 Spelling Accommodation

10.9.1 This accommodation is granted to learners experiencing a Specific Learning Disability, including dyslexia, where there is a significant discrepancy between the chronological age of the learner and spelling age of the learner, and the learner’s ability to express his/her thoughts adequately is thus compromised (a significant discrepancy between chronological age and spelling age is considered to be at least two years, seen within a holistic evaluation of the learner profile.)

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

10.9.3 A spelling flag/sticker is affixed to the front cover of the examination answer booklet together with the accommodations approval letter. This indicates to the marker that spelling errors must be ignored so long as the words are phonetically correct. The accommodations approval letter could also be affixed to the answer script of all learners with accommodations.

10.9.4 Please note that in the FET, in the languages in Paper 1, where textual editing is examined, the ability to correct spelling errors is considered part of the content knowledge a learner should have at the particular grade level and thus, spelling will count. Recalculate the mark without the spelling question – was mentioned? But the spelling is content knowledge required at NSC level?? Deaf learners??

10.10 Medication and food intake

10.10.1 Learners may need to take medication during an examination and/or have access to food and beverages used to maintain sugar levels and treat low blood sugars.

10.10.2 Rest breaks should also be applied for in conjunction with this accommodation. The time taken to eat and/or drink will then be added on to the standard examination time.

10.10.3 A separate venue is usually required when this accommodation is granted so as not to disturb other candidates.

10.11 Rest Breaks

- 10.11.1 A rest break is granted to a learner who is not able to remain seated and writing for the duration of the examination. This could be due to a back problem, for example.
- 10.11.2 The rest break is a period of time when the learner is not required to be at his/her desk but must remain in the examination venue. Rest break time does not count as extra writing time. The rest break time used will be added to the examination session.
- 10.11.3 The frequency and length of the rest breaks will be determined by the DBST or the Director: Assessment and Examinations, as required.
- 10.11.4 The learner is not obliged to utilise the rest breaks granted if he/she feels no need for them on the day.
- 10.11.3 A separate venue is required for this accommodation.

10.12 Specific Equipment

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

10.13 Ad hoc support/Emergency Accommodations

- 10.13.1 This refers to support that may be required in cases of pregnancy or due to unforeseen circumstances such as trauma, hospitalisation or imprisonment immediately prior to or during an assessment or external examinations.
- 10.13.2 The DBAC must discuss the matter telephonically with the PBAC and obtain approval to grant the accommodation. In instances where the PBAC officials cannot be contacted, the DBAC should make the decision and inform the PBAC with supporting evidence within 24 hours or within 3 days in emergency cases. The original decision may be changed by the Head of the assessment body or his or her representative if no valid documents are presented within 3 working days.
- 10.13.3 Such support could include arrangements for the examination to be written in a venue other than the standard one and/or for the assessment to be postponed until the next examination or assessment period.

10.14 Separate Venue

- 10.14.1 A separate venue is a quiet environment away from the main examination centre and must meet the minimum requirements to be approved as an examination venue. It must have its own invigilator.

10.14.2 The use of a separate venue is either i) to assist an individual learner for medical, emotional or learning difficulty reasons or ii) to prevent possible disturbance of others by the learner concerned.

10.14.3 If the use of the separate venue will involve talking (such as for to a scribe or reader) only one candidate may be in each separate venue.

10.14.4 If a separate venue is needed for the use of computers, or for learners with anxiety disorders, then 3 or 4 candidates may be in one venue.

10.15 Digital recorder, video recorder, web-cam

10.15.1 A recording of the entire examination proceedings must be made whenever a separate venue is utilised. This recording must be submitted with the examination script.

10.15.2 The recording device must be tested prior to its use in each examination and the battery life checked. Should the battery power be low, new batteries must be inserted to the device prior to the examination.

10.15.3 Digital recordings need to be copied to a CD at the end of each examination and submitted with the candidate's answer booklet.

10.15.4 This requires the use of a separate venue. The examination proceedings must be recorded by the invigilator on a digital recording device.

10.16 Sign Language Interpretation

10.16.1 The electronic access to examination papers is in the process of being implemented. This will ensure the standardisation of the quality of interpretation. In the interim, schools will continue utilising interpreters where necessary.

10.16.2 In time, all school-based summative assessments need to be made available to learners in digital form.

10.16.3 This will ensure the standard of the sign language interpretation in each subject provided that there are subject specialists available who have mastered all subject specific Sign Language terminology.

10.16.4 Question papers should therefore be transferred onto a PowerPoint.

10.16.5 There should not be any simplification of the language in the paper in order to ensure that the standard is not compromised.

10.16.6 The question as it appears in the PowerPoint should be signed by a Deaf adult or a CODA (child of a deaf adult) on a video podcast and the slide should be inserted into the PowerPoint.

10.16.7 The learner then can see the written version as well as the signed version of the question on the laptop screen and he/she has the option to use the version he/she feels most comfortable with.

10.16.8 The learners can then easily go back to previous questions to review their answers.

- 10.16.9 Learners should record their answers in answer booklets.
- 10.16.10 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 South African Sign Language (SASL).
- 10.16.11 This method is totally objective as every learner gets the same question paper and can go back and forth as needed.
- 10.16.12 In this way the learner's subject knowledge is tested, instead of his knowledge of the second language.
- 10.16.13 The standard of the question paper is not lowered by the simplification of language.
- 10.16.14 Each learner can work at his/her own pace.
- 10.16.15 In Grade 12 the person signing the paper will not be a Grade 12 subject teacher.
- 10.16.16 In the absence of an electronic paper and where an **interpreter** is provided, the integrity and the standard of the examination must be safeguarded by putting the following measures in place:
 - i. The person allocated to interpreting duty during the exam session needs to be an interpreter only and may not be an invigilator as well.
 - ii. An interpreter information form needs to be developed by the Provincial Director: Exams and Assessment to be completed, including the name and personal particulars (including the ID Number) of the interpreter for the exam session. In cases where a paper is long and requires extensive interpretation, a second interpreter may be required for which the form must also be completed. The form must also indicate the time slots in which interpretation was provided by each interpreter. This will avoid irregularities.
 - iii. There needs to be a clear explanation of the interpreter's role in the exam centre which is forwarded to the school which has applied for the accommodation, before the commencement of the exam.
 - iv. There needs to be an **allocated seat and standing place for the interpreter** in each venue so that if an external monitor comes in, it is immediately clear who the interpreter is.
 - v. All interpreters need to **sign a Code of Ethics** which highlights the standards which are to be upheld.
 - vi. All interpreters are to be provided with **clear guidelines on HOW to interpret** in exam settings without inadvertently giving answers to learners.
 - vii. All interpreters must be competent in signing the specific subject content.

11. Responsibilities of role players in terms of implementation procedures related to:

11.1 Managing at school level

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

- 11.1.2 The School Based Support Team (SBST) is responsible for identifying and coordinating support for learners who experience barriers to learning, completing the required SIAS documentation and sending it with attached examples of the learner's written work to the District Based Assessment Committee.

The SBST is also responsible for implementing the decision of the DBAC.

- 11.1.3 In the case of accommodations granted for the external examinations, the SBST/ SBAC will be responsible for coordinating all aspects related to the implementation of the accommodations during exams, e.g. provisioning of equipment, timetabling, sourcing of accommodations providers, etc.
- 11.1.4 The application of accommodations is to be made available in all school-based formal assessment tasks that contribute towards progression and promotion.

11.2 Managing at District Level

- 11.2.1 The SIAS provides the framework for the implementation of the Policy on Assessment of Learners who experience Barriers to Learning ensuring that all learners who need differentiated assessment will be identified and supported as early as possible.
- 11.2.2 The District Based Support Team will delegate the decision making of the applications for accommodations to a District-Based Accommodations Committee consisting of representatives from a range of units (e.g. Curriculum, Assessment, IE, Psychological Services and Education Management and Governance. Accommodations for Gr 1 to 9 will be granted by the District-Based Accommodations Committee. The DBST will monitor implementation by the SBSTs. The relevant completed documentation from the SIAS Policy must accompany the applications.
- 11.2.3 The DBSTs will also be responsible for monitoring and reviewing and re-evaluating accommodations that have been granted (see SIAS Policy p.38).
- i. The process flow consolidating all provincial procedures is outlined in Paragraph 13 below.
 - ii. All accommodations and concessions for external exams and assessments must be approved by the Provincial Accommodations Committee.
 - iii. Final approval for Gr 10 to 12 accommodations can only be granted by the Provincial Accommodations Committee. Once granted the accommodation will be valid for the rest of the FET phase.
 - iv. The recommendations considered by the Provincial Accommodations Committee will be based on evidence and supporting documents provided by the DBST/DBAC.
 - v. Applications for accommodations/concessions for the NSC must be submitted by October of the Gr 10 year.

- vi. The application dates will coincide with the National Examinations Management Plan.
- vii. Time frames as determined within the National Examinations Management Plan must ensure that timeous feedback of decisions is given to schools and candidates so that logistical arrangement can be made.
- viii. It is advisable that monthly standing meetings of the Sub-Committee for Accommodations/concessions who have the responsibility of reviewing the applications and supporting documentation, are held so that recommendations can be sent to the Provincial-Based Accommodations/Concessions Committee on a regular basis and in so-doing avoiding bottle necks and delays.

11.2.3 The DBST is responsible for the identification and training of suitable persons to read, scribe, prompt etc. Training must be done annually.

11.3 Managing at Provincial Level

- 11.3.1 The Provincial-Based Accommodations Committee makes a final decision regarding the accommodations/ concessions to be granted per learner and submits this information to the Director: Assessment and Examinations stating the specific differentiated assessment and accommodations required.
- 11.3.2 The decision must be communicated not later than three months after the submission of the application at the first level.
- 11.3.3 The Management Plan for awarding accommodations must be aligned to the National and Provincial Exam Management Plans.
- 11.3.4 The management plan must also allow for the appeals process to be concluded in time.
- 11.3.5 The training of all Provincial Based Accommodations Committees will be part of the national roll-out by DBE. Ongoing training has to be done by the Provincial Education Department.
- 11.3.6 The Director: Assessment and Examinations must ensure that all the decisions regarding differentiated assessment and accommodations are implemented (p. 88 Policy on Conduct)

12 Systems to support the implementation of the Policy on Assessment of Learners who experience Barriers to Learning

12.1 DBE: Inclusive Education

- Monitor the implementation of the SIAS Policy, specifically with regard to providing accommodations in assessment
- Monitor training of all support staff involved in support
- Provide technical support to Exams and Assessment

- Conduct advocacy about the need to apply the policy to benefit learners who meet the requirements

12.2 DBE: Psycho-social Support Services

- Monitor the implementation of the SIAS Policy, specifically with regard to providing accommodations in assessment
- Monitor training of all psycho-social support staff involved in support
- Provide technical support to Exams and Assessment
- Conduct advocacy about the need to apply the policy to benefit learners who meet the requirements

12.3 DBE: Examinations and Assessments Directorates (GET and FET)

- Ensure that structures and systems are in place in all provinces to administer the application of accommodations across all grades
- Monitor the training of all staff on the procedures to be followed
- Conduct advocacy regarding the need to apply the policy to benefit learners who meet the requirements
- Set targets for candidates to be registered for accommodations across all grades and in all provinces
- Monitor implementation and meeting of targets
- Monitor provincial budgets for administration of the accommodations, e.g. payment of/for scribes, readers, assistive devices.
- Oversee development of the necessary regulations
- Ensure that the procedures are included in all sections of the Exams monitoring processes (and in the procedural manual)
- Deal with irregularities related to the administration of accommodations.

12.4 DBE: Exams System Administration and Certification and Data Analysis Directorate

- Register candidates for NSC examinations incrementally Grades 10 and 11
- Record all learners who have awarded an accommodation and/or concession
- Provide exam results, disaggregated in terms of disabilities for ordinary and special schools
- In the medium term establish a data base of scribes and readers

12.5 PED: Provincial System Administrator

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

12.6 PED: Exams and Assessment Directorates (GET and FET)

- Ensure that structures and systems (including dedicated staff) are in place and functional to administer the application of accommodations across all grades
- Coordinate training of all staff (including invigilators) on the procedures to be followed, including training of scribes and readers
- Record names of accredited providers on a database

- Conduct advocacy about the need to apply the policy to benefit learners who meet the requirements
- Set targets for candidates to be registered for accommodations across all grades
- Report on implementation and meeting of targets
- Develop budgets for administration of the accommodations, e.g. payment of/for scribes, readers, assistive devices.
- Co-ordinate all parts of the administration of the system.

Made a not that the lead directorate and support directorate need to be clarified

13. Diagrammatic Representation of the Process Flow

13.1 The diagrams below are provided to show the manual and system process flow.

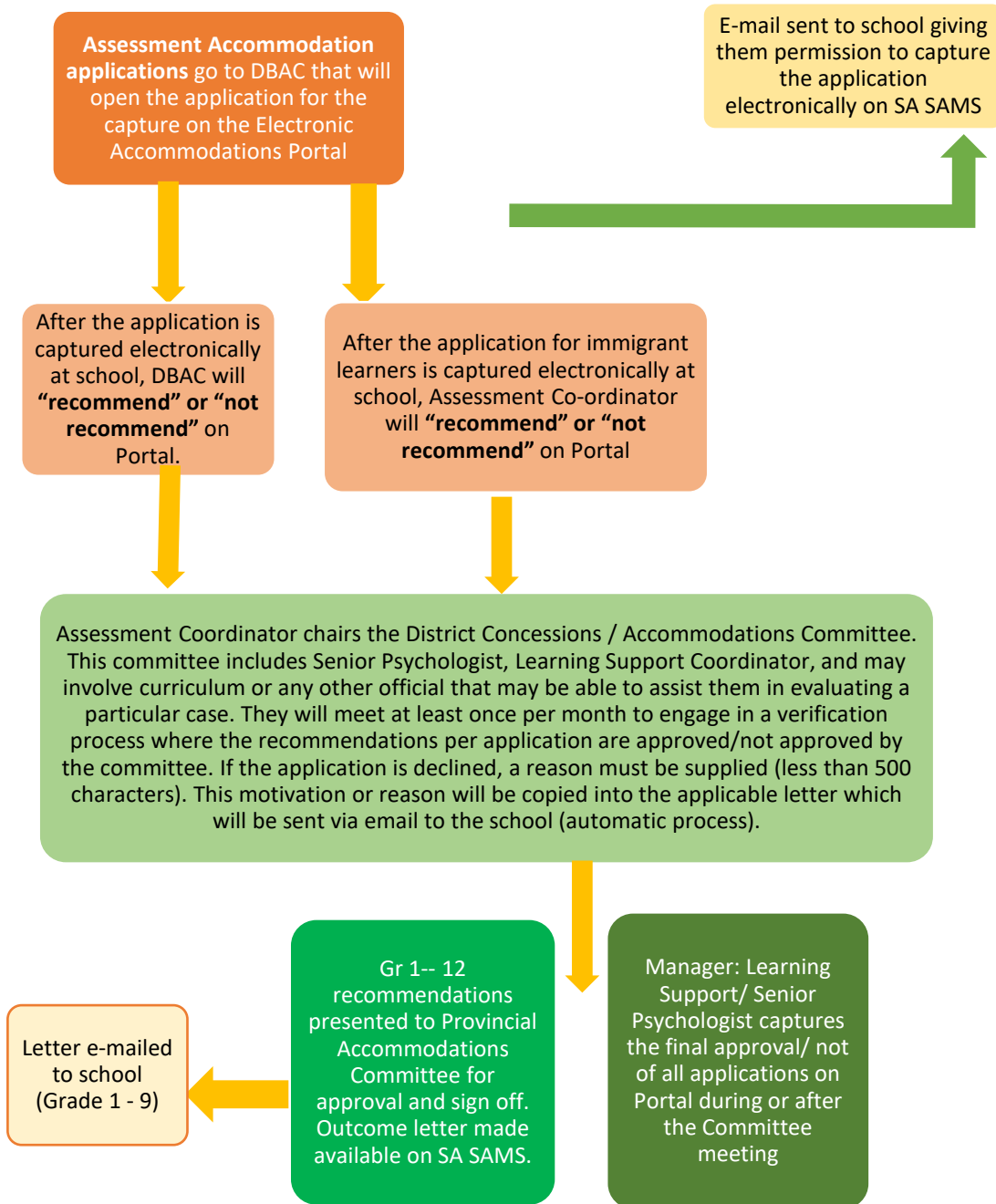
13.2 The first diagram applies to all grades, but the process ends for Grades R-9 at this point. Grades 10-12 continue the process in the second diagram.

Note: It is up to the District staff to follow up with schools who have not supplied the required or appropriate documentation.

School-based Identification and Decision making process (SNA 1 and 2)

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

(Incomplete applications are referred back to the SBST)



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Regulation 16 of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination

- (1) The following concessions in respect of languages may be applied to candidates who experience barriers related to deafness, aphasia and dyslexia-
 - (a) Deaf, aphasic or dyslectic candidates may offer only one official language at First Additional Level, if –
 - (i) 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, is offered in the place of the official language that is not being offered; and
 - (ii) such candidate complies with the promotion requirements as contemplated in paragraph 11(1) of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.
 - (b) Learners who have been diagnosed to have a mathematical disorder, such as dyscalculia, may be exempt from offering Mathematical Literacy or Mathematics as a subject, if –
 - (i) another subject from Groups A or B, listed in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, is offered in place of Mathematical Literacy or Mathematics; and
 - (ii) such candidate complies with the promotion requirements as contemplated in paragraph 29(1) of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 .
- (2) All applications for concessions must be directed to the Head of the assessment body 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).
- (3) All applications referred to in sub-regulation (2) must be accompanied by an evaluation conducted by the unit in the Provincial Education Department responsible for learners who experience barriers to learning, or by external, professionally registered experts in the relevant fields.