



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE  
SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

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ANNEXURE 8.4.2

## POLICY ON ACCOMMODATIONS AND CONCESSIONS

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## 1 ABBREVIATIONS

AC*	Assessment centres *Assessment Centres refers to SACAI-registered institutions, i.e., Distance Education Providers, Online Schools, and Independent Schools.
ACA	Accommodation and Concession Assistant
ADHA	Attention Deficit/Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CI	Chief Invigilator
DBE	Department of Basic Education
IEB	Independent Examinations Board
HL	Home Language
ID	Intellectual Disability
IE	Inclusive Education
NSC	National Senior Certificate
SAC	SACAI Accommodations Committee
SACAI	South African Comprehensive Assessment Institute
SBA	School-Based Assessment / Site-Based Assessment
SLD	Specific Learning Disorder

## 2 LEGISLATIVE FRAMEWORK

Legislative frameworks relating to accommodations and concessions with which learners, parents, institutions and SACAI should be familiar:

- [Education White Paper 6: Special Needs Education: Building as Inclusive Education and Training System \(2001\)](#).
- [National Curriculum Statement \(NCS\) Curriculum Assessment Policy Statement](#): FET phase and Subject-specific documents (2011 c).
- [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.

- [National Protocol for Assessment Grade R-12](#), Chapter 9: Assessment of learners with special needs.
- [Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements \(CAPS\): Grades R-12](#), Department of Basic Education (2011).
- [White Paper on the Rights of Persons with Disabilities \(2015\)](#), Section 6.4.1.2, states that persons with disabilities 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 measure and specialised support.
- [The Policy on Screening, Identification, Assessment and Support \(SIAS\)](#) as approved on 19 December 2014.

### 3 PURPOSE OF ACCOMMODATIONS AND CONCESSIONS

- It is in accordance with the Constitution and policy guiding education, candidates with certain temporary or permanent physical difficulties or intrinsic specific learning difficulties may apply for accommodations.
- Accommodations and concessions are aimed at accommodating learners who are experiencing barriers to learning by enabling them to perform to the best of their abilities without the standard of assessment being compromised.
- The intention is to equalise opportunities for all learners to give a true account of their knowledge and skills. Equalising opportunities means that it is about equalising the playing field and not to give the learners experiencing barriers to learning an unfair advantage over other learners.
- Applications for accommodation(s) for candidate in Grade 10 - 11 must be submitted by 31 July and applications for Grade 9 candidates will be open from 01 August until 31 October, to be implemented for the FET phase. SACAI recognises that some barriers to learning may only be identified or diagnosed during the academic year. In exceptional circumstances, and where supported by compelling evidence, late applications may be considered at SACAI's discretion.
- SACAI will consider in its sole discretion applications from candidates who experience barriers to learning. In terms of the policy, the decision as to whether an accommodation will be granted lies with SACAI and its SAC and not with the institution or practitioner who conducted the assessment.
- Accommodations applications must be submitted at the commencement of Grade 10. No new applications for Grade 12 candidates will be accepted, except meritorious applications and conversions.
- An accommodation decision may be appealed only once and must be lodged within 30 days of receipt of the original decision. Additional information and evidence must be submitted with the appeal form. SACAI reserves the right to request further testing if necessary.

### 4 PRINCIPLES INFORMING THE POLICY ON ACCOMMODATIONS / CONCESSIONS

The above statements point to the following principles underpinning the formulation of policy on accommodations:

- Equalising opportunities for all learners to perform to the best of their abilities.
- No unfair advantage over other candidates.
- No compromising of the standard of assessment.

- The barrier is addressed by providing the support needed and not by compensating for the barrier experienced.
- Diagnosing the barrier and providing the required support.

## 5 CATEGORIES OF BARRIERS TO LEARNING AND SIGNS OF BARRIERS EXPERIENCED BY LEARNER

### 5.1 Categories of barriers to learning

Most barriers to learning relate to one or more of the following categories:

- Chronic health conditions
- Hearing impairment
- Visual impairment
- Communication / Language impairment
- Learning impairment
- Neurological impairment
- Physical impairment
- Psychological conditions

### 5.2 Signs of barriers being experienced by SLDs.

The following difficulties experienced by learners are regarded as Specific Learning Disorders (SLDs), indicating that the learners require focussed assistance:

- Inaccurate or slow and effortful word reading.
- Difficulty understanding the meaning of what is read.
- Difficulty with spelling
- Difficulties with written expression.
- Difficulties mastering number sense, number facts or calculation.
- Difficulties with mathematical reasoning.

## 6 ACCOMMODATION VERSUS CONCESSION

### 6.1 Accommodation

An accommodation is a support measure provided to help a learner overcome a specific barrier to learning so they can complete the same tasks as their peers. The learner still meets the standard assessment requirements but receives assistance to access the assessment fairly.

Examples include reading the examination questions aloud, writing down the learner's dictated answers, or giving prompts to help the learner refocus when their attention drifts.

### 6.2 Concession

A concession is a measure that changes how a learner meets the assessment requirements. It allows for an alternative arrangement that may not be standard policy. For example, a learner may be exempted from a subject such as Mathematics or a First Additional Language and permitted to replace it with another approved subject. In some cases, this may also include completing an Endorsed NSC, which is regarded as a concession.

## 7 ACCOMMODATION AND CONCESSION POSSIBILITIES

The following accommodations are available to all eligible learners. They are not granted for individual subjects only, as this could create an unfair advantage; barriers to learning typically affect performance across all subjects.

Depending on the severity of the learner's barrier, SACAI may approve one or more of the following accommodation options at its discretion.

Accommodation / Concession	Visual barriers/Impaired vision/ Colour blindness	Hearing impairment/ Deafness	Physical impairment/ Physical barriers	Learning difficulty	Behaviour/ Anxiety/ ADHD/ Autism/ Neurological impairment / Psychological conditions	Other medical conditions
Additional time	✓	✓	✓	✓	✓	✓
Amanuensis	✓			✓	✓	
Computer typing	✓		✓		✓	✓
Enlarged print	✓			✓		
Subject Exemption		✓		✓	✓	✓
Handwriting			✓	✓	✓	✓
Medication / food intake						✓
Personal assistant	✓	✓	✓		✓	✓
Prompter			✓		✓	✓
Reader	✓			✓	✓	
Rest breaks			✓		✓	✓
Scribe	✓		✓	✓	✓	✓
Separate venue	✓	✓	✓	✓	✓	✓
Specific equipment	✓	✓	✓			✓
Spelling				✓		

Exemption due to immigrant status will be available to those learners who qualify, as per [section 7.2.2.2](#) below.

## 7.1 Types of accommodation

### 7.1.1 Additional Time

Extra time of 5, 10, 15, 20, 25 or 30 minutes per hour may be granted. The extent of the learner's barrier will determine the time allocated. Please refer to the guideline for additional time awarded per barrier category as follows:

Barrier	Additional time that may be made available.
Physical Disability/ repetitive strain injury	The time allocation could range from 5 to 20 minutes, depending on the severity of the condition.
Specific Learning Disability	The time allocation could range from 5 to 15 minutes, 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	The time allocation could range from 5 to 30 minutes, depending on the severity of the condition.
Hearing Impairment	The time allocation could range from 5 to 30 minutes, depending on the severity of the condition.
Any other disability/ medical conditions not identified in the above list	A maximum of 15 minutes per hour, depending on the severity of the condition.

*These time allocations are guidelines. The SAC will consider individual circumstances and may approve time allocations outside these ranges that are supported by appropriate evidence.*

- When a reader and/or scribe accommodation is approved the learner automatically receives 15 minutes/hour additional time.
- The additional time will apply to all subjects for the respective learner.
- Learners who have been awarded an accommodation of additional time should ideally be seated in a disruption-free area or separate venue. This will prevent disruption when the rest of the cohort exists an examination venue.
- Learners who have been awarded additional time and have not used the allotted time may be allowed to leave the assessment / examination venue.
- Additional time is granted solely for use during the examination itself and may not be used for rest breaks. Rest breaks are a separate form of accommodation and, if required, must be applied for and approved independently.
- Additional time cannot be used where a longer practical time is utilised, such as the practical component of 24-hours for Visual Arts.

### 7.1.2 Computer use – Typing

A computer use – typing accommodation allows a learner to type their answers on a computer instead of writing by hand.

- The learner uses a computer with Notepad to type their answers. The only application permitted is Notepad. However, where typing or drawing capabilities are limited, the learner must complete any sketches, calculations, graphs, mathematical equations, punctuation marks, special characters, or similar elements by hand in the answer booklet or on the printed page.
- The computer and a printer must be provided by either the assessment centre (AC) or the learner (alternative arrangements may apply for the Grade 12 NSC final examination).
- Before an assessment, a qualified technician must check the computer to ensure it meets all requirements for a typing accommodation. This includes confirming that the device is secure, properly set up for examination use, and free of any unauthorized or assistive software (e.g., predictive text, spell checker, grammar check, or thesaurus).
- All data storage areas such as *My Documents*, *Hard Drive*, *Desktop*, and *Recycling Bin* must also be cleared.
  - Where more than one learner is using a computer in a separate venue, the computers may not be connected to each other.
  - Access to the Internet must be blocked.
  - The computer must be exclusively used for assessment/examination purposes for the duration of the assessment period.
- The computer must be connected to a printer, and the typed responses must be printed immediately upon completion.

### 7.1.3 Computer use – Text-to-voice (C-Pen)

This accommodation allows the learner to use a C-Pen Reader (or equivalent approved text-to-voice device) to access written examination material. The device scans text and reads it aloud, enabling learners with reading barriers to engage with assessment content independently.

At present, approved text-to-voice devices (such as the C-Pen) support limited languages. Where a learner's language of learning and teaching is not supported by available technology, alternative accommodations (such as a human reader) must be requested.

The following is important to note:

- The learner must be sufficiently trained and skilled in using the pen reader or relevant software before the assessment.
- A separate venue may be required to prevent disturbance. If more than one learner uses this accommodation, each must have their own headphones.
- Only approved C-Pen Reader models may be used. No additional features (such as storage or dictionary tools) may be enabled unless specifically authorized by SACAI.
- The device scans text and reads it aloud, exactly as the text appears.
- The computer must have the necessary software uploaded.
- **IMPORTANT:** Kindly only request this type of accommodation if the institution has the processes and infrastructure in place to implement it successfully. Before a request for this accommodation can be approved, SACAI will need sufficient proof that the institution is able to successfully implement this type of accommodation.

#### 7.1.4 Computer use – Voice-to-text

Currently, SACAI does not accommodate voice-to-text for the final NSC examinations. This accommodation can only be implemented at institutional level, should the institution's method of assessment support it. Where a learner's institution does not support this technology, alternative accommodations (such as a human reader) must be requested.

- The computer **scribes** what the learner says.
- The computer must have the necessary software uploaded.
- The learner must be sufficiently trained/skilled to use the equipment and software made available to him/her.
- A separate venue is needed for this accommodation.
- **IMPORTANT:** Kindly only request this type of accommodation if the institution has the processes and infrastructure in place to implement it successfully. Before a request for this accommodation can be approved, SACAI will need sufficient proof that the institution is able to successfully implement this type of accommodation. SACAI does not accommodate voice-to-text for the final NSC examinations; this accommodation can only be implemented at institutional level.

#### 7.1.5 Handwriting/ spelling

A handwriting or spelling sticker alerts a marker to the learner's barrier and extra care will then be taken with the marking of the script.

- This means that the marker must mark a bit slower than usual and try to decipher the learner's writing; OR
- This means that the marker must ignore the spelling of words if it can be deciphered phonetically.
- **IMPORTANT:** Spelling will still count in the Languages Paper 1 where textual editing is examined and spelling is part of the content knowledge.
- A handwriting accommodation may be approved when learners have illegible handwriting (that is difficult to read).
- The spelling accommodation may be granted to learners who:
  - Is diagnosed with a SLD, with impairment in written expression (spelling accuracy), where there is a significant discrepancy 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 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 hearing.
- For approval for both handwriting or spelling accommodation, a recent sample of the learner's formal written work (no first draft or mind-map) must be submitted.

#### 7.1.6 Medication / food intake

Learners who require access to medication, medical equipment, and/or food or beverages during an assessment period must apply for this accommodation.

- Medication may be taken **orally, intravenously, nasally, or via injection**, depending on the learner's medical needs.
- Food and beverages may be permitted when medically necessary, such as for maintaining blood sugar levels in learners with diabetes or hypoglycaemia.
- If medication must be taken at fixed intervals, learners must also apply for rest breaks. The time required to administer medication, eat, or drink will be added to the total examination time and may not reduce the time available for answering questions.
- A separate venue might be needed to prevent disturbing the other candidates.
- Where the learner does not have a personal assistant, the **invigilator** must ensure the learner has adequate supervision if they need to leave the venue for medication or food intake.
- Any medical equipment (e.g., insulin pens, inhalers, glucose monitors) must be declared in advance, and arrangements made to ensure security, supervision, and integrity of the examination.

Medical documentation to support this accommodation should be up to date (not older than six months) and must explain the learner's condition, treatment needs, and the reason why access to medication or food during assessments is necessary.

#### 7.1.7 *Personal assistant*

This accommodation supports a learner with a physical condition or barrier by providing a personal assistant to help with specific physical needs. The goal is to ensure the learner is comfortable and able to complete the assessment independently, without the assistant contributing to the actual examination content. The personal assistant may not explain, interpret, or influence the learner's responses in any way.

Examples of assistance include:

- Turning pages of the examination paper or answer booklet.
- Positioning or adjusting equipment in a practical examination.
- Managing stationery or materials (e.g., pens, rulers, calculators).
- Assisting with movement-related needs, such as adjusting seating or providing physical support where necessary.
- The assistant may provide physical support only and may not help with the assessment itself.
- They must sit to one side in the venue and only assist when directed by the learner.
- Communication is limited to clarifying instructions; no discussion of the exam paper or answers is allowed. For example, a personal assistant may ask the learner, *"Do you want me to turn the page now?"* or *"Would you like the calculator placed on your left side?"* They may not ask or comment on anything related to the content of the examination or the learner's responses.
- A personal assistant may not act as a scribe, reader, or prompter.
- If required, the assistant may accompany the learner to the bathroom. Normal academic writing time will be used for any bathroom break, as stipulated in policy. However, should the learner require additional time for their personal assistants to help them in the bathroom, a rest break must be applied for separately so that this time does not count as writing time. The invigilator must ensure the learner has adequate supervision outside the venue.
- A separate venue may be necessary when using a personal assistant.

### 7.1.8 Prompter

Learners who need occasional support to refocus their attention may apply for this accommodation. This is typically relevant for learners with conditions such as Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD).

A prompter's role is limited and may only include the following, and only when necessary:

- Lightly tapping the learner on the shoulder to redirect attention to the task.
- Offering brief verbal encouragement to help the learner refocus, without disturbing other candidates.
- Giving simple time-management reminders, such as advising the learner to move on to the next question.
- All prompting must be neutral, minimal, and must never compromise the integrity of the assessment.
- The prompter may not communicate with the learner beyond these specific actions.
- The prompter may also act as the invigilator in the examination venue.
- If a learner using a prompter requires a separate venue for the NSC examinations, both a prompter and a separate invigilator must be present. The entire session must comply with the requirements set out under the use of a separate venue.

### 7.1.9 Reader

This accommodation provides a trained person to read examination questions and instructions aloud to a learner who has a diagnosed reading difficulty or visual barrier. The learner remains responsible for understanding and answering the questions, while the reader simply gives them access to the text in a neutral and impartial manner.

A learner may be awarded an accommodation to use a reader if there is sufficient evidence of:

- Specific learning disorder, with impairment in respect of reading.
- A significant discrepancy between their chronological and reading age. (i.e., a discrepancy of 3 or more years)
- Visual impairment.

Role of the Reader:

- A trained human reader reads questions and instructions aloud as directed by the learner.
- The reader must always remain neutral and impartial.
- The learner guides the process by requesting what should be read and when.

Rules for Readers:

- Must be trained before serving in this role.
- May not act as invigilator.
- May not be a relative of the learner. Teachers, facilitators, or tutors who have taught the learner in the subject being examined may not serve as readers for that specific subject but may serve as readers for other subjects where no conflict of interest exists.

- The reader must read strictly what is written in the examination paper.
- They may not place emphasis on any word, rephrase or simplify a question, add explanations, or provide any interpretation of the text.
- May read for up to three learners at once.
- Must read question by question, including mark allocations.
- May only re-read parts of a learner’s answers if specifically requested.

Examination Requirements:

- Both the learner and the reader must have their own copy of the question paper.
- A separate venue is required.
- The session must be recorded, in line with the requirements for separate venues (the invigilator is responsible).
- At the start of each assessment, the reader must read the following instructions aloud:  
“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.”

#### 7.1.10 Rest breaks

A candidate may be granted a rest break if they are unable to remain seated or continue writing for the full duration of the examination due to barriers such as physical conditions, medical needs, or to manage medication requirements. The purpose of this accommodation is to provide intermittent pauses that help the learner maintain focus, manage fatigue, and continue the examination without unnecessary disruption to their overall performance.

In this regard, the following key considerations must be applied:

- 5-minute breaks: A short allowance, usually sufficient for a quick physical or mental refresh.
- 10-minute breaks: In cases of greater need (e.g., medical requirements, significant physical discomfort, fatigue, or attention difficulties)
- During the break, learners are not required to remain at their desks but must always remain under invigilator supervision.
- Rest breaks may not be used as extra writing time, and candidates may not interact with any examination material during the break.
- The time taken for rest breaks is added to the total examination duration.
- A separate venue may be required.
- All rest breaks must be documented, including the duration and timing, to ensure fairness and consistency.
- Learners are not obliged to use the breaks if they do not need them.

#### 7.1.11 Separate venue

A separate venue is an alternative examination space away from the main venue that must meet the minimum requirements for approval as an examination site. Each separate venue must have its own approved invigilator. Planning for separate or alternative venues must consider the type of

accommodations granted, available invigilators, accommodation providers, and the number of suitable venues.

A separate venue may be used in the following situations:

- Examinations involving a single learner and an accommodation provider (e.g., reader, scribe, or prompter) must follow all separate venue procedures. The chief invigilator must sign off that these procedures were carried out diligently.
- Where the accommodation involves speaking aloud (e.g., a reader, scribe, or personal assistant), only one candidate may be placed in the separate venue.
- Where the accommodation involves typed scripts using computers or assistive technology, multiple candidates may share the same separate venue.
- The integrity of an examination conducted in a separate venue, such as a hospital, child and youth care centre, must also be ensured according to the section of separate venues.
- To protect the integrity of the examination, any assessment conducted in a separate venue must be continuously recorded. These recordings must be submitted with the examination papers and securely stored so that they are available for review whenever access is required. Video recordings are preferred, but audio recordings will suffice if video recording is not available.

#### *7.1.12 Scribe*

A scribe accommodation provides a trained person to write or type down exactly what the learner dictates during an assessment. The learner is responsible for generating all responses, while the scribe records them accurately without offering input or interpretation.

A learner may be awarded an accommodation to use a scribe if there is sufficient evidence of:

- Specific learning disorder, with a severe impairment in writing expression.
- Severe difficulties with speed, fluency, and legibility of handwriting.
- Severe visual impairment.
- A physical disability or injury that prevents independent writing.

Role of the Scribe:

- A trained human scribe writes or types verbatim what the learner dictates.
- The learner must complete all sketches, diagrams, and drawings themselves.

Rules for Scribes:

- Must be trained before acting in this role.
- May not act as invigilator.
- May not be a teacher, facilitator, or tutor who has taught the learner in the subject being examined. For other subjects, such persons may serve as scribes provided, they have received appropriate training and sign a declaration of impartiality.
- May scribe for only one learner at a time.
- The scribe may only communicate with the candidate when:
  - The candidate requests that an answer or phrase be repeated or
  - The candidate requests that the reader lower the pace of dictation, or if they do not hear clearly.

The scribe may not:

- Offer suggestions or help with any part of the examination.
- Advise on which questions to select, or the order of answering.
- Interpret, rephrase, or alter what the candidate is saying, responses must be recorded verbatim.
- Fix or correct any errors they believe the candidate is making.
- Spell words for the candidate in any assessment where language use or spelling is being evaluated — the candidate must provide the spelling themselves.
- Assist with planning answers. The candidate must complete all planning (e.g., notes, drafts, mind maps) independently.

Examination Requirements:

A separate venue is required for this accommodation, and the entire session must be recorded, in line with the requirements for separate venues (the invigilator is responsible).

- The learner or candidate and the scribe must each receive a copy of the question paper.
- A scribe may not be utilised where a subject that is being assessed has a practical skill component for that specific task, test or examination:
  - Computer Application Technology (Practical / Paper 1)
  - Engineering Graphic Design
  - Equine Studies
  - Dance Studies
  - Dramatic Arts (Practical / Paper 1)
  - Information Technology (Practical / Paper 1)
  - Hospitality Studies (Practical)
  - Music
  - Visual Arts (Practical / Paper 1)

**Note:** These restrictions apply because the skills being assessed in the above subjects include practical application (e.g., drawing, performance, composition, or technical execution). Using a scribe in these cases would compromise the integrity of the assessment by allowing someone other than the candidate to perform the practical component.

### *7.1.13 Special aids*

Where sufficient evidence is submitted, a learner may be permitted to use special aids to support access to the examination. These may include assistive devices such as magnifying equipment, reading pens, or other approved tools, as well as non-technical supports such as noise-cancelling headphones (without audio input), or approved emotional support equipment.

Approval is granted on a case-by-case basis and will depend on the learner's documented needs, the nature of the examination, and the potential impact on assessment integrity

- All aids must be declared and approved by SACAI in advance.
- Devices and equipment must be free of unauthorized functions (e.g., no audio playback, internet access, or stored content).

- The aid may only be used for its intended purpose and must not provide the learner with an unfair advantage.
- Costs, provision, and maintenance of the aid remain the responsibility of the parent/guardian not the assessment centre or SACAI.

#### *7.1.14 Special placement*

Special placement refers to assigning a learner a specific seat or location within the examination venue to accommodate their needs. This may be granted, for example, to place a learner who requires rest breaks near the door to minimise disruption when leaving and re-entering the venue. It may also include:

- Seating a learner with visual needs closer to the front to better view the clock or invigilator.
- Positioning a learner who uses assistive equipment (e.g., a computer or medical device) in a space that allows for accessibility and minimal disturbance to others.
- Ensuring a learner with attention or sensory needs is seated away from distractions (e.g., near a wall or away from windows/doors).

#### *7.1.15 Other*

In addition to the accommodations listed in this manual, SACAI will consider unique or exceptional cases where a learner requires support not specifically outlined as set out above.

Ad hoc accommodations are intended for exceptional circumstances only and will not be granted where existing accommodations already provide sufficient support. They are most often considered in cases where an unexpected event occurs, for example, if a learner breaks an arm shortly before the examination and is temporarily unable to write.

## **7.2 Types of concessions**

A concession differs in that it changes how the learner meets the assessment requirements. It allows for an alternative arrangement that may not align fully with the standard policy. Such as the below instances.

### *7.2.1 Enlarged print*

Learners with visual impairments may apply to receive their assessment or examination papers in enlarged print with the font size determined by the learner's specific needs as recommended by an optician or ophthalmologist.

- Standard enlarged print papers are usually provided in Arial font size 14, 18, or 24 and printed on A3-sized paper, but requests for different font sizes can be accommodated.
- A learner may also require an assistive device, such as a low-tech or digital magnifier, and an enlarged print paper.
- If a 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.

### 7.2.2 Exemption from subjects

Learners in Grades 10–12 who are enrolled for the NSC qualification may apply for exemption from offering a First Additional Language (including immigrant learners) and/or Mathematics/Mathematical Literacy.

Applications are usually supported by a full scholastic history together with recommendations from more than one relevant professional (e.g., educational psychologist, speech and language therapist, educational specialist).

Subject exemptions may have implications for a learner's future study or career options, and parents/guardians should consider these carefully before applying.

- A subject exemption requires formal approval by SACAI and will only be considered once all other accommodations and concessions have been explored.
- Approval is not guaranteed and will depend on sufficient supporting evidence and compliance with national policy.
- A learner who is granted an exemption must select another subject from Group B (as defined in the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12*, Section 33(a) and (b)) to replace the exempted subject.

#### 7.2.2.1 Exemption from a language subject

Applications for language subject exemptions must be made at the beginning of the learner's Grade 10 year.

- Learners who are deaf, severely aphasic, or severely dyslexic may be permitted to offer only one official language at First Additional Language level.
- The learner must offer another subject in the place of the exempted subject, and all other NSC promotion requirements must still be met.
- Exemption from a language subject is a serious decision with lasting consequences and should be seen as a last resort after the completion of an intensive support programme. However, this policy recognises that for learners with severe and historically documented language-based learning disabilities, exemption may be considered as a last resort, provided all assessment requirements under the SIAS policy have been met.
- It is important to note that the degree of the impairment might require other accommodations, and that only when these prove to be insufficient, an exemption will be considered.
- The form to be used to apply for the granting of an accommodation or concession, is attached as **ANNEXURE 8.4.2.B**.

#### 7.2.2.2 Exemption from a language subject in the case of immigrant learners

Learners with **immigrant status** may be exempted from offering a **First Additional Language**, provided that another approved subject is taken in its place.

An immigrant learner is:

- A child or dependent of a diplomatic representative of a foreign government accredited in South Africa, or
- A person who:
  - First enrolled at and entered a South African school in Grade 7 or a more senior grade, or
  - Having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent, and has subsequently returned to South Africa.
- To apply for immigrant status, the prescribed form (**ANNEXURE 8.4.2.A**) must be completed and submitted to SACAI together with the required supporting documentation as soon as the learner enrolls at the institution
- A learner wanting to enrol for the NSC qualification after previously having done a foreign (non-South African) qualification, must have the qualification evaluated by the South African Qualifications Authority (SAQA) before being allowed to enrol for the NSC. Proof of the evaluation must be attached to the immigrant status application form.

Approval of immigrant status does not reduce the overall NSC subject requirements. The learner must still meet all promotion and certification criteria, with the exempted language subject replaced by another approved subject.

#### *7.2.2.3 Exemption from Mathematics / Mathematical Literacy*

Exemption from Mathematics or Mathematical Literacy is only considered in exceptional cases where a learner has severe and ongoing difficulties with mathematical learning. Because this decision may affect future study and career options, it is treated as a last resort once all other forms of support have been tried.

- Applications for exemption from Mathematics will not be considered until the end of Term 2 of a learner's Grade 10 year.
- Learners are expected to first attempt Mathematical Literacy in Terms 1 and 2 before applying for exemption.
- Learners who present sufficient evidence of a mathematical disorder (such as dyscalculia) may be considered for exemption from offering Mathematics or Mathematical Literacy.
- Applications must be submitted using the prescribed form (**ANNEXURE 8.4.2.B**), with the required supporting evidence.
- The learner must offer another subject in the place of the exempted subject, and all other NSC promotion requirements must still be met.
- Many other subjects require mathematical concepts and numerical reasoning. If a learner is exempted from Mathematics/Mathematical Literacy, their remaining subject choices must be carefully considered.
- These include (but are not limited to):
  - Accounting
  - Business Studies
  - Computer Applications Technology (CAT)

- Consumer Studies
- Economics
- Engineering Graphics and Design (EGD)
- Hospitality Studies
- Information Technology (IT)
- Physical Sciences
- Tourism

### 7.2.3 Endorsed NSC

The SACAI Accommodations Committee has noted that some applications are submitted for learners with very low IQ scores (below 70), often accompanied by poor scholastic performance, requesting a long list of accommodations to compensate for the barriers experienced.

After careful consideration, SACAI recognises that learners with intellectual disabilities (IQ below 70) may benefit from alternative curriculum pathways. SACAI will engage with parents/guardians to explore all available options, including Schools for Learners with Special Educational Needs, vocational training, or the Endorsed NSC pathway, depending on the learner's individual profile and aspirations. The final decision rests with the parent/guardian, with SACAI providing guidance on the most appropriate educational pathway.

Should a learner have a very low IQ score, and the parent/guardian wants to continue with mainstream education for the learner, the SAC will suggest that the learner enrolls in the Endorsed NSC in order to be granted the requested accommodations.

For additional information on the Endorsed NSC, please see the below extract from the DBE policy. Annexures and tables mentioned in the abstract are available in the relevant policy document mentioned.

**[Extract from: AN ADDENDUM TO THE POLICY DOCUMENT, THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK \(NQF\), REGARDING LEARNERS WITH SPECIAL NEEDS](#)**

**CHAPTER 3: PROGRAMME AND PROMOTION REQUIREMENTS FOR LEARNERS WITH SPECIAL NEEDS, QUALIFYING FOR THE ADDENDUM TO THE POLICY DOCUMENT, THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)**

**9. Programme requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF)**

- (1) *Subject to paragraph 1(3), learners with special needs who were unsuccessful in obtaining a National Senior Certificate at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the National Senior Certificate at Level 4 on the NQF, may be issued with an Endorsed National Senior Certificate: A qualification at Level 4 on the NQF, provided they have met the following programme and promotion requirements:*

(a) Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure A contained in the policy document, National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).

(i) Three (3) subjects from **Group A** in the policy document, National Senior Certificate: A qualification at Level 4 on the NQF, selected as follows:

(aa) One (1) official language selected from Annexure A, Table A1, provided that the official language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching (LOLT).

(bb) Mathematics or Mathematical Literacy selected from Annexure A, Table A2.

(cc) Life Orientation in Annexure A, Table A3.

(dd) A minimum of any two (2) subjects selected from **Group B** Annexure A, Tables B1-B8 in the policy document, National Senior Certificate: A qualification at Level 4 on the NQF.

**10. Promotion requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF)**

(1) An endorsed National Senior Certificate shall be issued to a candidate who experiences special needs who has achieved 30% in five subjects.

## 8 APPLYING FOR ACCOMMODATIONS AND/OR CONCESSIONS

### 8.1 Important information regarding applications for accommodations

- Accommodations and concessions will only be granted to learners who experience barriers to learning, supported by sufficient evidence submitted to SACAI.
- Unless stated otherwise, such as Ad-Hoc accommodations, all approved accommodations and concessions remain valid until the learner completes their final Grade 12 NSC examinations.
- Approved accommodations and concessions must be applied to all assessments both internal (tests, assignments, examinations) and external (SACAI examinations).
- No formal accommodations or concessions may be given to any Grade 10-12 learner before first seeking approval from SACAI. Once written approval is received, in the form of a SACAI accommodation letter (**ANNEXURE 8.4.2.D**), the approved accommodations and concession may be implemented at the institution. However, reasonable classroom assistance and differentiated instruction as part of normal inclusive education practice may be implemented by teachers without prior approval, in line with the SIAS Policy and Inclusive Education principles.
- Applications must be submitted to SACAI by the specified due dates. No late applications will be considered.
- SACAI will not be held responsible for delays in the processing of applications, or the denial of specific requests because of the submission of incomplete applications.

- Psycho-educational reports, as compiled by appropriately qualified practitioner, may not be older than two years.
- Learners must apply for accommodations and concessions at the start of each new school phase. SACAI only processes applications for the FET phase (Grades 10–12).
- An accommodation approved in Grade 9 by another assessment body will not automatically carry into FET (Grade 10–12). If SACAI approves the accommodation in Grade 9, it becomes valid only from Grade 10.
- Although accommodation and concession recommendations will be made by practitioners, the final decision lies with SACAI.
- Accommodations and concessions granted by other assessment bodies (e.g., the Department of Education, or the Independent Examinations Board) are transferable to SACAI, provided that proof (the official approval letter) is submitted within SACAI’s deadlines. However, these must still be formally applied for through SACAI as a conversion, to ensure proper recognition and documentation.
- A copy of the SACAI accommodation approval letter must be attached to all assessments (internal and external) for which the approved accommodations and concessions were used.
- Where a reader or scribe is approved, that person may not be a relative, teacher, facilitator, tutor of the learner, nor the head of an assessment centre or independent school. This applies to all assessments, internal and external.

The SACAI Accommodations Committee has noted that some applications are submitted for learners with very low IQ scores (below 70), often accompanied by poor scholastic performance, requesting a long list of accommodations to compensate for the barriers experienced.

After careful consideration, SACAI has determined that granting extensive accommodations is not an appropriate solution in such cases. Learners in this category are more suitably placed in Schools for Learners with Special Educational Needs or directed towards pre-vocational training, rather than attempting to pursue the NSC with multiple accommodations.

Should a learner have a very low IQ score, and the parent/guardian wants to continue with mainstream education for the learner, the SAC will suggest that the learner enrolls in the Endorsed NSC in order to be granted the requested accommodations.

## 8.2 The application and approval process

- The form at **ANNEXURE 8.4.2.B** on the SACAI website is completed and the SACAI official responsible for accommodations and concessions is notified by email by the applicant.
- A file is kept on the SACAI system for every AC. The information is filed and the application form sent to the educational psychologist who is contracted to assess the applications.
- Once approved, SACAI sends the letter of approval (**ANNEXURE 8.4.2.D**) to the AC where the letter is given to the applicant.
- Towards the end of the year when the EWCs prepare for the examinations and the candidate allocation has been done, the EWCs are informed on the candidates with approved accommodations and concessions.
- The candidate must, when reporting at the EWC, present the letter of approval. If the CI has any doubts about the letter, he/she contacts SACAI for confirmation.

### 8.3 Confirmation of barriers to learning and requirement for accommodation / concession

#### 8.3.1 Confirmation / evidence required

BARRIER TO LEARNING	SUPPORTING EVIDENCE REQUIRED			
	Psycho-educational assessment	Medical reports**	School samples***	Speech and language assessment
<b>Autism Spectrum Disorder</b>	✓	✓	✓	✓
<b>Chronic health conditions</b> (e.g. diabetes, epilepsy)	✓*	✓	<i>May be requested</i>	<i>May be requested</i>
<b>Hearing impairment</b>	<i>May be requested</i>	✓	✓	✓
<b>Language impairment</b> (e.g. spelling, aphasia)	✓	✓	✓	✓
<b>Learning impairment</b> (e.g. dyscalculia, dyslexia)	✓	<i>May be requested</i>	✓	<i>May be requested</i>
<b>Neurological impairment</b> (e.g. ADD, ADHD)	✓	✓	✓	<i>May be requested</i>
<b>Physical impairment</b>	<i>May be requested</i>	✓	✓	<i>May be requested</i>
<b>Psychological conditions</b> (e.g. anxiety, depression)	✓	✓	✓	<i>May be requested</i>
<b>Reading problem</b>	✓	✓	✓	✓
<b>Visually impaired</b>	<i>May be requested</i>	✓	✓	<i>May be requested</i>
<b>Working tempo</b>	✓	✓	✓	✓
<b>Writing problem</b>	✓	✓	✓	✓

\* *If the main reason for the concession request is a chronic health condition, the psycho-educational report will provide valuable information on the learner's reading, processing, writing and working tempo. In most chronic health cases (especially if the condition affects or hinders scholastic ability) the psycho-educational report will be necessary, but in some cases the severity of the medical condition might make a psycho-educational report unnecessary and would a medical report suffice.*

\*\* *If the application refers to a medical condition, it must be supported by a medical report, not older than **six months**. The report must reflect the diagnosis, date of diagnosis, intervention strategies, residual challenges, as well as the specialist's professional recommendation.*

\*\*\* *Up to three examples of work which supports the application must be submitted. The purpose of the samples is to support the request for specific accommodations or concessions.*

### 8.3.2 Requirements concerning the assessments on which psycho-educational reports are based

The consulting educational psychologist must choose from the battery of tests indicated below. All test scores must be captured on the summary sheet (**ANNEXURE 8.4.2.F**). The educational psychologist must sign the declaration included on the summary sheet.

Psycho-educational reports submitted may not be older than 2 years from the date of application.

**The assessments must be administered in the learner’s language of learning and teaching.**

ASSESSMENT	TESTS FROM WHICH ONE MUST BE SELECTED
<b>Reading (untimed)</b>	Select one of the following tests and provide standard scores: <ul style="list-style-type: none"> <li>▪ WIAT II/III</li> <li>▪ BAS II</li> <li>▪ ESSI Reading (Also available in Afrikaans)</li> <li>▪ TOWRE</li> </ul>
<b>Reading (timed)</b>	Select one of the following tests and provide standard scores: <ul style="list-style-type: none"> <li>▪ ESSI Reading (Also available in Afrikaans)</li> <li>▪ TOWRE</li> <li>▪ Word chain test</li> <li>▪ UCT (Also available in Afrikaans)</li> <li>▪ Neale Analysis of Reading Ability</li> <li>▪ 1-minute reading test</li> </ul>
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>▪ Edinburgh Test 4               <ul style="list-style-type: none"> <li>- The quotient score must be reported.</li> <li>- Document the time taken to complete the test.</li> </ul> </li> </ul>
<b>Writing samples</b>	<ul style="list-style-type: none"> <li>▪ Informal writing (20 minutes)</li> <li>▪ Formal writing (20 minutes)</li> <li>▪ Copying task (10 minutes)</li> </ul> <p>To be submitted with all applications that request a scribe or additional time concession. Annexure B must be used for the 3 writing exercises above. Follow the instructions on Annexure B to calculate the words per minute.</p>
<b>Computer samples</b>	<ul style="list-style-type: none"> <li>▪ Formal writing (20 minutes)</li> <li>▪ Copying task (10 minutes)</li> </ul> <p>To be submitted with all applications that request computer use for typing. The same topics as indicated on Annexure B may be used. Follow the instructions on Annexure B to calculate the words typed per minute.</p>

<b>Spelling</b>	Select one of the following tests and provide standard scores: <ul style="list-style-type: none"> <li>▪ WIAT II/III</li> <li>▪ BAS II</li> </ul>
<b>Intellectual</b>	Choose from the following: <ul style="list-style-type: none"> <li>▪ SSAIS-R (Also available in Afrikaans)</li> <li>▪ WISC-IV / WISC-V</li> <li>▪ WAIS-IV</li> <li>▪ DAT (Also available in Afrikaans)</li> <li>▪ ASAT (Also available in Afrikaans)</li> </ul>
<b>Subject exemptions</b>	In addition to the other required assessments, the following should be used to provide an indication of the degree of the learner's impairment: <ul style="list-style-type: none"> <li>▪ Mathematics exemption <ul style="list-style-type: none"> <li>- BAS II</li> <li>- WIAT II/III</li> <li>- Stark Griffin Dyscalculia (Also available in Afrikaans)</li> </ul> </li> <li>▪ Language exemption <ul style="list-style-type: none"> <li>- CTOPP2</li> <li>- Stark Griffin Dyslexia (Also available in Afrikaans)</li> </ul> </li> </ul>

### 8.3.3 The submission of applications

- SACAI announces the programme for the management of applications in the coming year.
- The SACAI registered assessment centre uploads the applications on the SACAI SharePoint by a date indicated on the programme and sends an email to the SACAI official responsible to confirm the upload. A new folder for applications is added to the centre's SharePoint folder by end of January.
- The announcement by SACAI also shows the fees payable, which will also be reflected in the official SACAI Financial Instruction for each year.

## 9 ROLE OF STAKEHOLDERS REGARDING THE APPLICATION FOR, GRANTING OF AND IMPLEMENTATION OF ACCOMMODATIONS

### 9.1 SACAI

As assessment body, SACAI is required to receive and evaluate applications for accommodations and concessions for any Grade 10 - 11 learner enrolled at one of its registered institutions who may face barriers to learning.

SACAI is responsible for the following:

- Ensuring all applications, together with supporting evidence, are evaluated by the SACAI Working Committee.
- Providing timely feedback to assessment centres following the evaluation of applications, in line with the turnaround times set out.
- Issuing official accommodation and concession approval letters (**ANNEXURE 8.4.2.D**) to learners whose applications are approved.

- Sending communication with approved accommodations/concessions to assessment centres and, subsequently, to examination writing centres.
- Maintaining a database of approved Grade 10 - 12 accommodations/concessions, including individual files on each assessment centre.
- Ensuring fairness and consistency in the application and approval of accommodations and concessions
- Overseeing the implementation of accommodation and concession policy by all relevant stakeholders
- Providing training and guidance to assessment centres on the management of accommodations and concessions.
- Each year, SACAI announces the programme for the management of accommodations and concessions. The programme includes the following key dates and requirements:
- Compulsory training: All institutions must attend the annual training session in January on accommodation and concession applications. Applications from institutions that do not attend this training may not be accepted.
- Applications open on 31 January every year.
- Closing dates for loading applications:
  - Grade 9: **01 August – 31 October (For implementation in the FET Phase)**
  - Grades 10 – 11: **31 July**
  - Grade 12: *Ad hoc* applications only until **30 April**

### 9.1.1 SACAI Accommodations Committee (SAC)

SACAI makes use of the SACAI Accommodations Committee (SAC) to deliberate on and process accommodation applications.

The committee comprises:

- A consulting Educational Psychologist with experience in processing accommodation and concession applications within the educational sector
- The SACAI CEO
- Relevant SACAI staff members responsible for administering the accommodation process.
- An additional consulting Educational Psychologist, available on standby in cases where the SAC cannot reach agreement on the outcome of an application.

### 9.1.2 SACAI AAC Accommodations Working Committee

SACAI will make use of the AAC Accommodations Working Committee to deliberate on accommodation-related issues and provide recommendations to the SACAI AAC for approval and implementation.

The committee comprises:

- SACAI staff members responsible for administering the accommodation process.
- Nominated members from institutions that form part of SACAI's AAC:
  - At least one nominated member from an independent school
  - At least three nominated members from online schools/distance education providers

## 9.2 SACAI registered assessment centres (ACs)

SACAI registered ACs are responsible for the following:

- **Policy Familiarisation:** Studying this policy and processes document and ensuring full compliance in the AC's management of accommodations and concessions
- **Communication:** Distributing this policy and processes document to parents/guardians and practitioners.
- **Application Submission:** Submitting the completed application form and all required supporting documentation to SACAI, ensuring applications are complete before submission.
- **Liaison with SACAI:** Acting as the sole point of contact with SACAI regarding accommodations and concessions. SACAI's contract is with the AC, therefore SACAI will not liaise directly with parents, guardians, or other parties.
- **Application Deadlines:** Ensuring all applications are submitted within the specified application period.
- **Feedback:** Providing timely feedback to learners and parents/guardians regarding SACAI's decision.
- **Invoicing:** Settling the invoice issued to the AC after the closing date for applications. (ACs will be issued with a bulk invoice for all applications submitted; parents may not pay SACAI directly.)
- **Appointment of Assistants:** While parents/guardians are responsible for appointing independent, qualified assistants (e.g., readers, scribes), ACs are encouraged to assist families in sourcing and appointing suitable assistants to ensure compliance with SACAI's requirements.

## 9.3 Parents/Guardians

Since SACAI's contract is with the registered institution, SACAI will only liaise directly with the registered institution and not with parents/guardians or other concerned parties

The parent/guardian is responsible for the following:

- **Collaboration:** Working with the learner's AC to ensure that applications are complete and submitted to SACAI within the application period.
- **Payment:** Paying the application fee to the AC. (SACAI issues a bulk invoice to the AC for all applications; no parent may pay SACAI directly.)
- **Appointment of Assistants:** Finding and appointing an independent, qualified accommodation/concession assistant (e.g., reader or scribe) to implement the accommodations approved in the SACAI concession letter.
- The concession assistant may not be a relative, teacher, facilitator, or tutor of the learner, nor the head of a tutor centre or independent school.
- **Covering Costs:** Bearing responsibility for all additional costs related to an approved accommodation (see Paragraph 8 for details).

## 9.4 Learners

It is the responsibility of learners to:

- **Utilise Support:** Fully make use of the additional support granted to them.
- **Apply Consistently:** Ensure that approved accommodations and concessions are applied to **all assessments** (both internal and external).

- **Cooperate:** Work cooperatively with accommodation/concession assistants (e.g., reader/scribe) and invigilators.
- **Follow Rules:** Familiarise themselves with the rules for each accommodation granted and ensure they operate within those parameters.
- **Declaration for Amanuensis:** If the services of an amanuensis are required, submit a formal declaration using the prescribed form (**ANNEXURE 8.4.2.G**)

If SACAI, based on assessments and consultation with educational psychologists, advises that a learner follow a vocational or amended mainstream curriculum, but the learner chooses to remain in the mainstream CAPS curriculum, the learner and parent/guardian must complete and submit **ANNEXURE 8.4.2.H**.

If it is agreed upon to switch to the Endorsed NSC curriculum, both the learner and the parent/guardian must sign and submit **ANNEXURE 8.4.2.I**.

## 9.5 Practitioners

“Practitioner” refers to any specialist who is registered with the applicable authority, such as the Health Professions Council of South Africa (HPCSA), and is consulted to obtain a diagnosis and whose report(s) and/or recommendations are attached to the application as supporting documentation.

It is crucial that all testing be done by a registered practitioner with the relevant professional council (e.g., HPCSA, SACSSP) who has appropriate training and expertise in the specific area of assessment. Multi-disciplinary team assessments are encouraged where appropriate.

## 9.6 Accommodation and concession assistants

“Accommodation and Concession Assistant” refers to any individual who is appointed to assist with the implementation of accommodations that were approved for a learner. An accommodations assistant could act as a reader, scribe, personal assistant or prompter.

Detailed guidelines regarding the role and responsibilities of accommodation / concession assistants are provided in a document attached as **ANNEXURE 8.4.2.J**.

The guidelines address the following and must be taken note of:

- Requirements for separate venues.
- Recordings required in separate venues.
- Procedures to be followed before the examinations and before, during and after an examination session.
- Reader and scribe guidelines.

Persons wishing to act as ACAs can submit an application, using the form at **ANNEXURE 8.4.2.J.1**.

Should it be found that the individual who acted as ACA did not meet the requirements as set out above, the matter will be registered as an irregularity. The irregularity will be investigated by SACAI and reported to Umalusi, with the learner ultimately running the risk of not being resulted.

## 10 FEES PAYABLE

It is the responsibility of parents/guardians to cover all costs related to putting into effect the accommodation(s) granted by the SAC and confirmed by a SACAI Accommodation Letter.

These costs include:

- The cost of possible additional time per session, whether writing in the main hall or in a separate venue.
- The rent of a separate venue (room) for use during the examination period.
- The cost of an additional invigilator in the separate venue as required by SACAI examination policy.
- The cost of an accommodation assistant (reader/scribe) as mutually agreed between the accommodation assistant and the parent/guardian.
- Any costs related to the use/renting of devices (computers, earphones, etc.) that might be needed by the learner to action the accommodations that were approved.
- The printing of additional questions papers for use by readers/scribes.
- Please note that these costs are in addition to the SACAI registration/examination fees. SACAI will not be liable for the payment of any invoices arising from an agreement between SACAI assessment centres or examination writing centres (EWCs) and parents/ guardians.

SACAI recognises that the financial burden of implementing accommodations may create barriers for learners from disadvantaged backgrounds. Assessment centres are encouraged to explore funding options, bursaries, or fee waivers where appropriate to ensure equitable access to accommodations.

### 10.1 APPEALING A DECISION BY SACAI REGARDING AN APPLICATION

- Should a SACAI registered institution, parent or learner disagree with SACAI’s decision on an accommodation application, an appeal may be lodged within one calendar month from the date on which feedback was sent to the registered institution.
- The relevant appeal form must be completed (see **ANNEXURE 8.4.2.K**).
- All appeals must be accompanied by additional supporting evidence.
- An appeal fee is payable. (The institution will be issued with a bulk invoice for all applications submitted; no parent should pay SACAI directly.)
- All evidence will be reviewed by SACAI in consultation with any other official or specialist whose input may be required.
- A decision may be appealed only once.

## 11 AD HOC APPLICATIONS

*Ad hoc* accommodations apply in cases where learners encounter emergencies during or immediately prior to an examination period. Depending on the severity of the emergency, the learner may be granted an accommodation to address the barrier(s) caused by the emergency.

Examples of emergencies:

EXAMPLES	POSSIBLE SUPPORT MEASURES
Accidental injury / Illness	<ul style="list-style-type: none"> <li>▪ Learners who are injured or ill, but still able to write the examination, will be provided with support in the form of additional time, scribe (e.g. if an arm is broken) and/or other measures needed to address any physical discomfort.</li> </ul>

Hospitalisation / Imprisonment	<ul style="list-style-type: none"> <li>▪ Arrangements may be made for the learner to write the examination in a venue other than the EWC where he/she is registered. Extensive measures will have to be put in place to ensure the integrity of the examination. In cases where alternative arrangements cannot be made, the learner may be allowed a second examination opportunity (for internal assessments or register to rewrite in the next NSC examination cycle).</li> </ul>
Trauma	<ul style="list-style-type: none"> <li>▪ Learners who experienced a traumatic event (such as the death of an immediate family member or a criminal incident ), may be granted a second examination opportunity (for internal assessments or register to rewrite in the next NSC examination cycle) and/or additional time (if he/she is for example taking tranquilising medication that have an impact on working tempo).</li> </ul>

- Institutions must submit applications for ad hoc accommodations to SACAI using the application form at **ANNEXURE 8.4.2.L**. All applications must be accompanied by documentary evidence indicating the nature and severity of the emergency.
- An application fee is payable. (The institution will be issued with an invoice for all applications submitted; no parent should pay SACAI directly.)
- In crisis situations where an immediate decision is required, the registered institution must contact the official responsible for accommodations and accommodations at SACAI telephonically to report the emergency. Feedback will then be provided after consultation with the SACAI CEO.

## 12 LIST OF ANNEXURES

ANNEXURE	CONTENT
8.4.2.A.	APPLICATION FOR IMMIGRANT STATUS (Exemption First Additional Language)
8.4.2.B.	GENERAL APPLICATION FORM FOR NSC ACCOMMODATIONS
8.4.2.B.1	ACCOMMODATION / CONCESSION APPLICATION FORM FOR ABET
8.4.2.C.	CONVERSION OF DBE/IEB GRANTED ACCOMMODATION
8.4.2.D.	SACAI ACCOMMODATION APPROVAL LETTER
8.4.2.E.	WRITING SAMPLES
8.4.2.F.	SUMMARY SHEET FOR TEST SCORES
8.4.2.G.	LEARNER DECLARATION ON AMANUENSIS NEED
8.4.2.H.	LEARNER INSISTING ON CONTINUING WITH MAINSTREAM CAPS
8.4.2.I.	LEARNER CONFIRMING AGREEMENT TO ENDORSED NSC
8.4.2.J.	GUIDELINES FOR ACCOMMODATION ASSISTANTS
8.4.2.K.	FORM FOR SUBMITTING APPEAL TO SACAI DECISION ON ACCOMMODATION
8.4.2.L.	FORM FOR <i>AD HOC</i> / EMERGENCY ACCOMMODATION APPLICATION