



Policy and procedures: Accommodations

POLICY AND PROCEDURES FOR ACCOMMODATIONS

1. POLICY

- 1.1 In accordance with the Constitution and policy guiding education, learners with certain permanent or temporary physical difficulties or intrinsic specific learning difficulties may apply for accommodations.
- 1.2 The aim of the IEB is to obtain an accurate account of each learner's knowledge and skills.
- 1.3 Examination accommodations are granted to enable candidates with specific barriers to learning to demonstrate their true ability in the examinations without changing the construct of the assessment.
- 1.4 Barriers to learning are significant long term disabilities which compromise examination performance.
- 1.5 Accommodations must not give a candidate an advantage over other candidates.
- 1.6 The IEB will consider in its absolute discretion applications from learners who experience barriers to learning. In terms of the policy the decision as to whether an accommodation will be granted lies with the IEB and its accommodations panel not with the practitioner who conducted the assessments or with the school.
- 1.7 An accommodation decision may be appealed only once within 2 months of receipt of the original decision. Only the original application is considered on appeal: no additional information is considered. The IEB reserves the right to request further testing.
- 1.8 The IEB is cognisant that a learner's accommodation needs may change over time and therefore a new application may be made 18 months or more after receipt of the original decision provided that the original application was made prior to May of the Grade 10 year.
- 1.9 Please note that the waiting period referred to in 1.8 does not apply to medical conditions.
- 1.10 Cognitive functioning is a component of the assessment completed for the purpose of accommodations applications. As such the cognitive profile of the candidate as indicated by the approved standardised cognitive assessment (the SSAIS-R, the WISC-IV (UK) or for learners over 16 years 11 months, the WAIS-III/IV (UK)) is considered when granting accommodations.
- 1.11 Accommodations are specifically granted for learning difficulties. Accommodations are not granted where the primary area of difficulty is with the language of learning, teaching and assessment due to the fact that this language is not the home language of the learner.
- 1.12 It is the school's responsibility to distribute the IEB Policy and Procedures for Accommodations to both the assessing psychologist and the parent/guardian.
- 1.13 It is the school's responsibility to submit all the documentation required by the IEB policy document. (See Form B)

2. BARRIERS TO LEARNING FOR WHICH AN ACCOMMODATION CAN BE GRANTED

Depending on the severity of the presenting problem the following options may be available at the IEB's discretion:

Strategy	Visual barriers/ impaired vision/ colour blindness	Deafness/ Hard of hearing	Physical barriers	Learning Difficulty	Behaviour/Anxiety/ ADD/ADHD/ Autism/ Psychiatric disorders	Other Medical Conditions
Additional time	✓	✓	✓	✓	✓	✓
Amanuensis				✓	✓	
Braille	✓					
Computer	✓		✓	✓	✓	✓
Enlarged print	✓					
Handwriting			✓	✓	✓	✓
Medication/ food intake						✓
Practical assistant	✓	✓	✓		✓	✓
Prompter			✓		✓	✓
Reader	✓			✓	✓	
Rest breaks			✓		✓	✓
Scribe	✓		✓	✓	✓	✓
Separate venue	✓	✓	✓	✓	✓	✓
Specific equipment	✓	✓	✓			✓
Spelling				✓	✓	

Please note that all separate venue accommodations require a recording of the examination session to be made and submitted with each examination script.

2.1 Additional Time

An additional five, ten or fifteen minutes per hour of examination is granted to learners.

2.2 Amanuensis

An amanuensis is a person who reads to and scribes for the learner. The entire examination session must be recorded and a copy of the recording submitted with the answer booklet. A separate venue is required for this accommodation.

2.3 Braille

When the learner has been educated using Braille, examination papers can be offered in Braille.

2.4 Computer

A learner may use a computer to present his/her answers in a typed form. Access to a printer is essential. A separate venue is required for this accommodation.

- 2.5 **Enlarged Print**
Enlarged print can be requested to make an examination paper more accessible to a learner.
- 2.6 **Handwriting**
A handwriting accommodation means that a sticker is placed on each of a learner's answer books. This indicates to the marker that untidy writing must be accommodated.
- 2.7 **Medication/food intake**
Learners may require an opportunity to take medication during an examination and/or have access to food and beverages used to maintain sugar levels and treat low blood sugars. Rest breaks should also be applied for in conjunction with this accommodation. A separate venue is usually required when this accommodation is granted.
- 2.8 **Practical assistant**
A practical assistant accommodates a learner's specific needs to ensure he/she is able to complete an examination. For example, a child in a wheelchair may require a practical assistant during a practical examination and a colour blind candidate may require a practical assistant in Geography Paper II. The appropriate assistance must be provided without the practical assistant engaging in conversation with the candidate. A separate venue is required for this accommodation.
- 2.9 **Prompter**
The function of a prompter is to refocus a learner who is easily distracted. This may be done using a verbal or physical cue. A separate venue is required for this accommodation. The prompter may not interfere with the learner's answers to the examination.
- 2.10 **Reader**
A reader reads all text in an examination paper to a learner. The learner may request sections of text to be re-read. A separate venue is required for this accommodation. The entire examination session must be recorded and a copy of the recording submitted with the answer booklet.
- 2.11 **Rest breaks**
A 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. A separate venue is required for this accommodation.
- 2.12 **Scribe**
A scribe writes verbatim what the learner dictates. A separate venue is required for this accommodation. The entire examination session must be recorded and a copy of the recording submitted with the answer booklet.
- 2.13 **Separate Venue**
A separate venue is a quiet environment away from the main examination centre. The use of a separate venue is either to assist an individual learner or to prevent possible disturbance to others.

2.14 Specific Equipment

The IEB must be notified of any specific equipment required. In circumstances where the use of specific equipment may distract others a separate venue may be requested.

2.15 Spelling

A spelling accommodation is awarded when there is a significant discrepancy between the chronological age and spelling age of the learner and the learner's ability to express thoughts adequately is thus compromised. A spelling sticker is placed on each of a learner's answer books. The marker must ignore the spelling as long as what is written is phonetically correct. Please note that in the languages in Paper I where textual editing is examined and spelling is part of the content knowledge required at Grade 12 level spelling will count.

2.16 Other

The IEB will consider unique cases which have not been included above.

3. PROCEDURES FOR APPLICATIONS

- 3.1 The appropriate fee must accompany the application.
- 3.2 Schools should keep copies of all applications.
- 3.3 The average processing time for an application is 12 weeks after receipt by the IEB. This excludes peak periods and at the end of the year.
- 3.4 Accommodation applications require a holistic profile of the candidate. To ensure prompt processing of the application please refer to the table below and submit all of the required documentation

Barrier to Learning	Psycho-educational assessment	Medical report	Supporting historical evidence	Teacher comments	School report	School samples
Visual barriers, impaired vision and colour blindness		✓	✓	✓	✓	
Deafness, hard of hearing		✓	✓	✓	✓	
Physical barriers		✓	✓	✓	✓	✓
Learning difficulties	✓	✓	✓	✓	✓	✓
Behaviour, anxiety, ADD/ADHD, autism, Psychiatric disorders	✓	✓	✓	✓	✓	✓
Other Medical conditions		✓	✓	✓	✓	

3.5 Psycho-educational Assessment

A full psycho-educational assessment which thoroughly assesses the barrier to learning and a comprehensive clinical history is required.

The battery of tests must include:

3.5.1 A Cognitive Assessment

The psychologist may choose from the SSAIS-R, the WISC-IV (UK) or the WAIS-III/IV (UK). The CAS may be used to support the findings of the cognitive assessment.

Please note that the SSAIS-R is available in English, Afrikaans, Zulu, Xhosa and Setswana. If using the SSAIS-R please include the additional sub-tests (coding and memory for digits).

The cognitive assessment must be administered by a registered psychologist before the end of October of the Grade 11 year.

If the cognitive assessment is conducted in the Grade 7 year it is valid for an application made in the following 24 months. However, the educational assessment will need to be re-done.

Cognitive assessment conducted during high school will be accepted for the duration of the child's high school career. However, the IEB Accommodations Panel reserves the right to require further tests in individual cases if necessary.

A full psycho-educational report is required. As scores will be distributed beyond the assessing psychologist, please include the attached Consent Form D from the parents/legal guardian.

Please note that although recommendations will be made by the psychologist, it is the IEB Accommodations Panel that makes the decision regarding the learner, based on all information presented.

3.5.2 Educational Assessment

An educational assessment report completed within 6 months of the application must be submitted.

- Please provide **standardised scores** in addition to age equivalent scores.
- Reading, spelling, decoding and writing skills need to be assessed. Please provide examples of errors made by the learner.
- The educational testing may be conducted by a suitably qualified teacher.
- The academic and cognitive results must be presented in an integrated format.

The required tests may be supplemented with additional tests should it be felt that this will assist in identifying a specific difficulty. The chronological **age appropriate** tests must be used.

Educational Assessment required:

(a) Reading

The Edinburgh Reading Test Stage 4 (Hodder and Stoughton)

When administering the Edinburgh if the candidate has not finished at 45 minutes change pen colour. Then let him/her complete the test. Score at 45 minutes and score again on completion, noting the time taken. Please report on the 5 sub-test scores within both time periods.

- A Graded Word Reading Test from the following choices:
 - BAS
 - WORD
 - WIAT
 - Nelson Graded Word
 - ESSI
- Test of Non Word Reading from
 - PhAB (Phonological Assessment Battery – NFER Nelson)
 - Graded Non Word Reading Test (Thames Valley Test Company), in spite of the age ceiling of the tests.
 - WIAT
- Test of Word Reading Efficiency (TOWRE) – (NFER-Nelson).
- Word Chains – (NFER-Nelson).

- (b) The following free writing exercises must be included in the application:
- 20 minute informal writing sample under time pressure giving the number of words per minute. The topic should be something the learner can write about without much thought, e.g. holiday, family etc.
 - 20 minute formal writing sample, also under time pressure giving the number of words per minute. This topic should require active processing of knowledge and experience whilst communicating ideas in the written form, e.g. 'The future of South Africa'.
 - 10 minute copying task – this should be from a text well below the reading age of the learner.
 - If the use of a computer is applied for, an additional three writing samples (with different topics) must be typed.
- (c) Spelling
- Choose one of the following tests
 - ESSI
 - Vernon Graded Word Spelling Test (Hodder and Stoughton)
 - BAS Spelling
 - WORD Spelling
 - WIAT Spelling

3.6 Medical Report

A medical report from the relevant practitioner must be provided.

This report must include the date of diagnosis, diagnosis, intervention strategies (current and previous), residual challenges and the professional recommendation. Form C may be used.

3.7 Supporting Historical Evidence

Any supporting reports such as occupational therapy, speech therapy, remedial programme reports or any other medical documents should be included to support the accommodation application.

3.8 Teacher Comments

At least three pertinent subject teacher comments should be included with the application. These should be written independently. The comments should provide an understanding of how the learner's difficulties impact on work in class and in assessments. Therefore, comments from teachers of subjects where the learner's difficulties are manifested should be included. (Please use Form E).

3.9 School Report

The most recent school report must be submitted as well as any other recent relevant school reports.

3.10 School Samples

Examples of work which support the consideration of the accommodation being applied for should be submitted. For example – a handwriting application would require submission of an example of timed deteriorating handwriting, a time accommodation would require samples of incomplete tests and a reading accommodation would require tests involving comprehension.

3.11 Accommodation Application Presentation Guidelines:

Applications should be presented according to the following guidelines:

- (a) Soft-covered portfolio files: All documents should be contained within a soft-covered file – no loose pages, elastic bands or paper clips. Plastic sleeves and/or lever-arch files should not be used.
- (b) File dividers: Separate sections required within this application should be clearly marked as follows: IEB Forms, Psycho-Educational Assessment Reports, Medical Report (if relevant), Supporting Historical Evidence, School Reports, Teacher Comments, and examples of school work.

FORM A



APPLICATION FOR AN ACCOMMODATION

Is this the learner's first accommodations application?	YES	NO
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Name of psychologist _____

Registration number (where applicable) _____

Date of assessment _____

Grade of applicant when assessed _____

APPLICATION FOR AN ACCOMMODATION

The school should submit this application form and the relevant attached documents to the IEB between January of Grade 8 and 31 October of the Grade 11 year.
All sections of this application form must be completed.

PERSONAL DETAILS

Name of learner : _____

Date of birth : _____

Age of learner
(at date of assessment) : _____

Home language of learner: _____

Language of instruction: _____

Current grade : _____

Name of school : _____

Name of principal : _____

Contact person : _____

Telephone number : _____

Fax number : _____

E-mail address : _____

GENERAL INFORMATION

1. Brief description of the barrier to learning.

2. Has the learner received any specific support or assistance during his/her school career (therapies or remediation for example)? Please comment.

3. Have accommodations been granted internally by the school? Please tick.

 YES NO

- 4. If YES, describe in detail the internal accommodations granted including details of any extra time granted.

- 7. Marks obtained in each subject in most recent school examinations. Complete the table below.

Subject	Marks (%)	Grade average (%)

8. Indicate the accommodation(s) being requested.

- Additional time
- Amanuensis
- Braille
- Computer
- Enlarged print
- Handwriting
- Medication/food intake
- Practical assistant
- Prompter
- Reader
- Rest breaks
- Scribe
- Separate venue
- Specific equipment
- Spelling
- Other

Please note that the final decision is made by the IEB based on all the data submitted.

FORM B**CHECKLIST**

Please re-check that all information has been provided before submitting and organise documents as per list below.

Section 1 IEB Forms

Form A Form B Form D

Section 2 Psycho-educational assessment:*Cognitive assessment*

Summary sheet for cognitive scoring

All scaled scores

Educational assessment: (include all scaled scores)

Edinburgh

Graded Word Reading

Non-word reading test

TOWRE

Word chains

Writing Speed: all samples and exact word count

Typing samples if applying for computer use: all samples and exact word count

Spelling

Section 3 Medical Evidence

Recent doctor's reports or Form C

Section 4: Supporting Historical Evidence

Past reports from occupational therapists, speech therapists, remedial therapists, specialist doctors, psychological reports

Section 5: Teacher Comments **Section 6: School Report** **Section 7: School Samples** **Section 8: Application Fee included**

Signature of person responsible for accommodation application: _____

Principal's Declaration:

I submit this application for an accommodation and have checked that all details are correct and complete.

Name: _____ Signature: _____

Date: _____

FORM C



**MEDICAL REPORT TO SUPPORT APPLICATION TO IEB
FOR ACCOMMODATIONS**

IN EXAMINATIONS FOR _____

Diagnosing specialist: _____ Practice Number: _____

Specialisation: _____

This report is a confidential document. Contents will be used only to assist the accommodations panel in awarding the student the best accommodation to assist him/her in examinations.

Diagnosis: _____

Current intervention strategies: _____

Please describe the residual difficulties apparent in spite of interventions and likely to impede performance in examinations.

Your professional recommendations are valued. Please describe what you feel would assist this student to perform optimally in examination situations. See the list of accommodations overleaf.

Signature: _____

Date: _____

List of accommodations for use by medical practitioner completing Form C:

1. Additional time
2. Amanuensis
3. Braille
4. Computer
5. Enlarged print
6. Handwriting
7. Medication/food intake
8. Practical assistant
9. Prompter
10. Reader
11. Rest breaks
12. Scribe
13. Separate venue
14. Specific equipment
15. Spelling
16. Other

FORM D



**PARENT/GUARDIAN CONSENT AND
ACKNOWLEDGEMENT FORM**

I, _____ the parent/legal guardian of _____
hereby give permission for the attached psycho-educational report and all historical supporting
evidence to be forwarded to the IEB Accommodations Panel.

The Accommodation Panel undertakes to respect this information and treat it confidentially.

I understand that any internal accommodations granted to the learner by the school are not a
guarantee of the IEB awarding the same or any accommodation.

Signature: _____

Date: _____

FORM E



**TEACHER COMMENT FORM FOR
ACCOMMODATION APPLICATION**

Learner name: _____ **Grade:** _____

Accommodations applied for: _____

Teacher: _____ **Subject:** _____

CRITERIA	COMMENTS
Behaviour	
Work Ethic	
Comparison of performance in classwork and tests/examinations	
Specific observations regarding mastery of content, concepts and skills in your subject	
Motivation for the accommodation/s applied for	

Signature: _____

Date: _____