



## **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 candidate'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 that 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 Applications for accommodation(s) must be made by 31 October in the candidate's Grade 11 year.
- 1.8 Applications made for learners who are in Grade 12 are subject to an additional Priority Levy.
- 1.9 An accommodation decision may be appealed only once **within 3 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 if necessary.
- 1.10 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.
- 1.11 Please note that the waiting period referred to in 1.10 does not apply to medical conditions.
- 1.12 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/V or for learners over 16 years 11 months, the WAIS-IV) is considered when granting accommodations.

- 1.13 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.
- 1.14 It is the school's responsibility to distribute the IEB Policy and Procedures for Accommodations to both the assessing psychologist and the parent/guardian.
- 1.15 It is the school's responsibility to submit all the documentation required by the IEB policy document (See Form C). **Applications will not be processed unless all necessary documentation is submitted.** If all the necessary documentation is not submitted, the IEB will not be held responsible for denying an accommodation/s.

## 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/ Hearing impairment	Physical barriers	Learning difficulty	Behaviour/ Anxiety/ADHD/ Autism/ Psychiatric disorders	Other medical conditions
Additional time	✓	✓	✓	✓	✓	✓
Amanuensis	✓			✓	✓	
Braille	✓					
Computer	✓		✓	✓	✓	✓
Enlarged print	✓					
Handwriting			✓	✓	✓	✓
Medication/ food intake						✓
Practical assistant	✓	✓	✓		✓	✓
Prompter			✓		✓	✓
Reader	✓			✓	✓	
Rephrased paper		✓				
Rest breaks			✓		✓	✓
Scribe	✓		✓	✓	✓	✓
Separate venue	✓	✓	✓	✓	✓	✓
Specific equipment	✓	✓	✓			✓
Spelling				✓		

### 2.1 Additional Time

An additional five, ten or fifteen minutes per hour of examination may be granted to learners. Severity of needs will determine the time allocated.

### 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 blind learners have been educated using Braille, examination papers can be offered in Braille.

### 2.4 Computer

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

### 2.5 Enlarged Print

Enlarged print can be requested to make an examination paper more accessible to a learner who is visually impaired.

**2.6 Handwriting**

This may be granted to learners whose handwriting is difficult to decipher. 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 may be required when this accommodation is granted.

**2.8 Practical assistant**

A practical assistant accommodates a learner's specific needs to ensure they are able to complete an examination. The appropriate assistance must be provided without the practical assistant engaging in conversation other than interactions related to instructions from the student regarding the assistance required. A separate venue may be required for this accommodation. Where a separate venue is used, the session must be recorded.

**2.9 Prompter**

The function of a prompter is to refocus a learner who 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). The prompter must not communicate with the candidate beyond what is outlined above. A separate venue is required for this accommodation.

**2.10 Electronic reader**

The electronic reader allows learners to have the examination papers read to them. Schools must have access to the examination portal if this accommodation is granted. Unless motivation for a human reader is included in the application, all reading accommodations granted will default to the electronic reader.

**2.11 Rephrased examination papers**

These are examination papers that have had the language adapted for learners who are deaf or hearing impaired.

**2.12 Rest breaks**

A rest break is a period of time when the learner is not required to be at their desk, but must remain in the examination venue. Rest breaks may not be used for the purpose of answering examination questions. The rest break time used will be added to the examination session. A separate venue may be required for this accommodation.

**2.13 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.

**2.14 Separate Venue**

A separate venue is a quiet environment away from the main examination centre.

**2.15 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.

**2.16 Spelling**

A spelling accommodation may be granted to a learner where a significant deficit is indicated in the standardised scores as well as in the qualitative analysis of the learner's written samples.

A spelling sticker is placed on each of the learner's answer books. The marker must ignore the spelling as long as it can be deciphered phonetically. Please note that in the languages in Paper 1, where textual editing is examined and spelling is part of the content knowledge required at Grade 12 level, spelling will be marked accordingly.

**2.17 Other**

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

### 3. PROCEDURES FOR APPLICATIONS

- 3.1 Schools should keep copies of all applications.
- 3.2 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.
- 3.3 Accommodation applications require a holistic profile of the candidate. **To ensure processing of the application, please refer to the table below and submit all of the required documentation.** The purpose of the documentation is to provide evidence to support the accommodation application.

BARRIER/ DISORDER	DOCUMENTATION REQUIRED					
	Psycho-educational assessment	Medical report	Supporting historical evidence	Educator comments	School report	School samples
Visual barriers/ impaired vision/ colour blindness	May be requested	✓	✓	✓	✓	
Blindness	May be requested	✓	✓	✓	✓	
Deafness / Hearing impairment	May be requested	✓	✓	✓	✓	
Physical barriers	May be requested	✓	✓	✓	✓	✓
Learning difficulty	✓	✓	✓	✓	✓	✓
Attention deficit disorder (ADD /ADHD/insufficient attention span)	✓	✓	✓	✓	✓	✓
Psychological conditions	✓	✓	✓	✓	✓	✓
Medical conditions	May be requested	✓	✓	✓	✓	May be requested

#### 3.4 Psycho-educational Assessment

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

The battery of tests must include:

### 3.4.1 Cognitive Assessment

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

The cognitive assessment must be administered by a registered psychologist or psychometrist 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.

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

Cognitive Assessment Requirements:

The psychologist may choose from:

SSAIS-R	Please note the SSAIS-R is available in English, Afrikaans, isiXhosa, isiZulu and Setswana. If the SSAIS is used the additional subtests (Coding and Memory for Digits) must be included.
WISC-IV /V	
WAIS IV	

**Subtest scaled scores must be included.**

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

### 3.4.2 Educational Assessment

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

**Standardised scores must be provided. Applications will be deemed incomplete should these scores not be included with the application.**

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. Chronological age appropriate tests and updated tests must be used.

Educational Assessment requirements:

A. Reading Comprehension	
Edinburgh Reading Test Stage 4 (Hodder and Stoughton)	<ul style="list-style-type: none"> <li>The quotient score must be reported.</li> <li>Document the time taken to complete the test.</li> <li>If the time taken to complete the test exceeds the allocated 45 minutes, allow the candidate to complete the test and provide scores at both 45 minutes and completion time.</li> <li>Report on the 5 subtest scores within both time periods.</li> </ul>
B. Untimed Word Reading (Please select one of the following tests)	
BAS II	<ul style="list-style-type: none"> <li>Provide standard score.</li> </ul>
WIAT II/III	
WRAT-4	
C. Untimed Non-word Reading (Please select one of the following tests)	
PHAB (Phonological Assessment Battery –NFER Nelson)	<ul style="list-style-type: none"> <li>Provide standard score.</li> </ul>
WIAT II/III	
D. Timed Word Reading and Decoding	
TOWRE Test of Word Reading and Pseudoword Decoding Efficiency	<ul style="list-style-type: none"> <li>Provide standard scores for both subtests.</li> </ul>
E. Timed Silent Word Reading	
Wordchains (NFER-Nelson)	<ul style="list-style-type: none"> <li>Provide standard score.</li> </ul>
F. Free Writing Exercises	
20 minute Informal writing sample	<ul style="list-style-type: none"> <li>Select one of the following topics: My Holiday My Family My Favourite Pastime</li> <li><b>Record the number of words written per minute</b></li> <li>Indicate the exact time used to complete the writing sample if the learner does not write for the full 20 minutes.</li> </ul>
20 minute Formal writing sample	<ul style="list-style-type: none"> <li>Select one of the following topics: The future of South Africa Should school uniforms be compulsory The value of sport in society</li> <li><b>Record the number of words written per minute.</b></li> <li>Indicate the exact time used to complete the writing sample if the learner does not write for the full 20 minutes.</li> </ul>
10 minute Copying task	<ul style="list-style-type: none"> <li>This should be from an age appropriate text.</li> </ul>
G. Computer sample (Only if a computer accommodation or scribe is being applied for)	
20 minute Formal typed sample 10 minute Copying task	<ul style="list-style-type: none"> <li>Select from topic suggested above.</li> <li><b>Record the number of words typed per minute.</b></li> <li>Indicate the exact time used to complete the writing sample if the learner does not write for the full 20 minutes.</li> </ul>
H. Spelling (Please select one of the following tests)	
Vernon Graded Word Spelling Test (Hodder and Stoughton 2006)	<ul style="list-style-type: none"> <li>Provide standard score.</li> </ul>
BAS II Spelling	<ul style="list-style-type: none"> <li>Provide standard score.</li> </ul>

WRAT-4	• Provide standard score.
WIAT II/III	• Provide standard score.

### 3.5 Medical Report

If relevant to the accommodation application, a medical report from the relevant practitioner must be provided. Please supplement medical report with supporting evidence from the IEB testing battery.

This report must include the date of diagnosis, diagnosis, intervention strategies (current and previous), residual challenges and the professional recommendation. The medical practitioner is requested to include his/her practice number on the form and to sign and stamp the form. **Form D** may be used here. (The assessing psychologist is not to complete this form).

### 3.6 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.

### 3.7 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 have an impact on work in class and in assessments. It is recommended that **Form F** is used.

### 3.8 School Report

The most recent **examination** school report must be submitted as well as any other recent relevant school reports. **Form A** should be used here.

### 3.9 School Samples

Examples of work which support the application for the accommodation should be submitted. 3 examples per learner should be submitted.

The purpose of these examples is to support the specific accommodation(s) applied for.

For example, a handwriting application would require submission of an example of timed deteriorating handwriting.

A time accommodation would require samples of incomplete tests.

A reading accommodation would require tests involving comprehension.

### 3.10 Accommodation Application Presentation Guidelines

All necessary documentation should be scanned and sent via Dropbox to Candice Minnegen: Assessment Administrator for Entry and Resulting at [MinnegenC@ieb.co.za](mailto:MinnegenC@ieb.co.za). Please email Candice Minnegen to ensure these documents have been received.

If the application cannot be sent electronically, the application can be delivered to the IEB offices. These 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 required)
  - Supporting historical evidence
  - School report
  - Teacher comments
  - School samples

**FORM A****APPLICATION FOR ACCOMMODATION(S)**

Is this the learner's first accommodation application?	YES	NO
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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: \_\_\_\_\_

Email address: \_\_\_\_\_

**GENERAL INFORMATION**

1. Brief description of the barrier to learning.

Barrier to learning	Support received

2. If any accommodation(s) have been granted internally by the school, describe in detail the nature and effect of these accommodation(s) on the learner’s performance.

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

Subject	Mark Achieved (%)
Home Language (specify)	
First Additional Language (specify)	
Mathematics or Mathematical Literacy (specify)	

4. Indicate the accommodation(s) being requested and motivation for the request.

<b>(Please tick the requested accommodation(s))</b>	<b>Accommodation</b>	<b>Motivation</b>
	<b>Additional time</b>	
	<b>Amanuensis</b>	
	<b>Braille</b>	
	<b>Computer</b>	
	<b>Enlarged Print</b>	
	<b>Handwriting</b>	
	<b>Medication/food intake</b>	
	<b>Practical assistant</b>	
	<b>Prompter</b>	
	<b>Electronic reader</b>	
	<b>Rephrased examination papers</b>	
	<b>Rest breaks</b>	
	<b>Scribe</b>	
	<b>Separate venue</b>	
	<b>Specific equipment</b>	
	<b>Spelling</b>	
	<b>Other (please specify)</b>	

**FORM B****CONSULTING PSYCHOLOGIST/  
PSYCHOMETRIST SUMMARY SHEET**

**(To be completed in full by the consulting psychologist/psychometrist)**

Psychologist's Name: \_\_\_\_\_

Contact number: \_\_\_\_\_

Email address: \_\_\_\_\_

Client's name: \_\_\_\_\_

Date of assessment: \_\_\_\_\_

**Psychologist Affirmation**

I, \_\_\_\_\_, psychologist registered with the Health Professions Council of South Africa, Registration No. \_\_\_\_\_ hereby confirm that I have administered and reported on the required tests for \_\_\_\_\_ (client's name).

I affirm that I have reported accurately on the learner and that I did not engage in any form of coaching so to increase the learner's likelihood of obtaining an accommodation or exemption. I acknowledge that the manipulation of results and coaching may result in the submission of a complaint to the Health Professions Council of SA.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**SUMMARY OF RESULTS (to be completed):**

INTELLECTUAL ASSESSMENT				EDUCATIONAL ASSESSMENTS		
<b>WISC-IV</b>	<b>WAIS-IV</b>	<b>Index Score</b>	<b>Scaled Scores</b>	<b>READING( untimed)</b>		<b>Standard Score</b>
Verbal Comprehension				Word Reading	WIAT, BAS, WRAT	
Perceptual Reasoning				Pseudowords	WIAT, PhAB	
Working Memory				<b>READING (timed)</b>		<b>Standard Score</b>
Processing Speed				Word Reading	TOWRE	
				Pseudowords	TOWRE	
<b>WISC-V</b>				Word Reading	Wordchains	
Verbal Comprehension				<b>READING COMPREHENSION</b>		<b>Quotient</b>
Visual Spatial				Edinburgh Test 4–time taken: ( )		
Fluid Reasoning				Edinburgh Test 4–additional time: ( )		
Working Memory				Skimming		/16
Processing Speed				Vocabulary		/24
				Reading for Facts		/20
<b>SSAIS-R</b>				Points of View		/17
Verbal				Comprehension		/17
Non-verbal				<b>SPELLING</b>		<b>Standard Score</b>
Coding		-----		WIAT, BAS, WRAT, Vernon		
Memory for Digits		-----		<b>WRITTEN SAMPLES</b>		<b>Words per Min</b>
				Copying (10min)		
				Informal (20min)		
				Formal (20min)		
				<b>COMPUTER SAMPLES (If necessary)</b>		<b>Words per Min</b>
				Copying (10min)		
				Formal (20min)		

Maths Exemption		First Additional Language Exemption	
<b>Tests Used</b>	<b>Standard Score</b>	<b>Tests Used</b>	<b>Standard Score</b>

## FORM C



## CHECKLIST

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

### 1. Section 1: IEB Forms

- Form A: Application for accommodation(s)
- Form B: Psychologist/psychometrist summary sheet (if required)
- Form C: Checklist
- Form D: Medical Report (if required)
- Form E: Parent/Guardian consent and acknowledgement declaration
- Form F: Teacher Comments

### 2. Section 2: Psycho-educational assessment (if required)

A. Cognitive assessment:

- Form B: Summary sheet from consulting psychologist/psychometrist

### 3. Section 3: Medical Evidence (if required)

- Recent doctor's report or Form D

### 4. Section 4: Supporting Historical Evidence (if required)

- Supporting Historical Evidence (reports from occupational therapists; speech therapists; remedial therapists; psychological reports; specialist doctors, etc.)

### 5. Section 5: Teacher Comments

- Teacher comments (3 provided)

**6. Section 6: School Report**

School report (most recent examination session report)

**7. Section 7: School Samples (if required)**

3 School samples supporting the application

Signature of person responsible for accommodation(s) application: \_\_\_\_\_

**Principal's Declaration:**

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

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# FORM D



## MEDICAL REPORT TO SUPPORT APPLICATION TO IEB FOR ACCOMMODATIONS

Patient's name: \_\_\_\_\_

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:

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Current intervention strategies:

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

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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.

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

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. Rephrased papers
12. Rest breaks
13. Scribe
14. Separate venue
15. Specific equipment
16. Spelling
17. Other

## FORM E



### 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 and accessed by 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 F



## TEACHER COMMENT FORM FOR ACCOMMODATION APPLICATION

Learner name: \_\_\_\_\_ Grade: \_\_\_\_\_

Accommodation(s) applied for: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

CRITERIA	COMMENT			
	Never	Often	Sometimes	Always
Is the learner's behaviour conducive to learning? (Please tick)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the learner's work ethic conducive to learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comparison of performance in classwork and tests/examinations				
Specific observations regarding mastery of content, concepts and skills in your subject				
Do you support the application for an accommodation(s)?				

Signature: \_\_\_\_\_ Date: \_\_\_\_\_