



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

ACCOMMODATIONS AND CONCESSIONS

Policy and Processes

The purpose of this document is to provide SACAI registered institutions, parents and practitioners with the information needed to ensure a fair and smooth application process.

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1. PURPOSE OF ACCOMMODATIONS AND CONCESSIONS

Barriers to learning can be described as significant disabilities that compromise a learner's performance in the classroom. As such, assessment accommodations and concessions are meant to assist learners who face barriers to learning to be able to perform to the best of their ability. The additional support may, however, not provide the candidate with an unfair advantage over other candidates that do not receive the same support.

2. IMPORTANT INFORMATION

- 2.1. The need for support must be identified and addressed **as early as possible** to allow learners who face barriers to learning a fair chance to achieve to the best of their ability throughout their studies. All applications for accommodations and concessions must be submitted to SACAI when the learner enters Grade 10, or immediately after the learner has been diagnosed with the learning disorder when starting Grade 10.
- 2.2. SACAI is accredited by Umalusi to assess the NSC qualification (Grade 10-12) and can therefore only consider applications for accommodations/concessions for these grades.
- 2.3. Learners should become accustomed to the alternative assessment methods during internal assessment, so that when they are externally assessed (SACAI NSC Examination) they are comfortable with the methods used and able to reach their full potential.
- 2.4. Learners that need accommodations and concessions must apply through the institution they are registered with. No learner or parent/guardian is to apply directly to SACAI.
- 2.5. Although it is always advisable for a learner to use the support granted to him/her, it remains the learner and his/her parent/guardian's choice whether or not to use the approved accommodations.
- 2.6. Please note that any internal accommodations or concessions granted by a registered institution does not serve as a guarantee that SACAI will approve the same accommodations.
- 2.7. SACAI reserves the right to review and adapt the policy and procedures contained in this document if needed.

3. POLICY FOR ACCOMMODATIONS AND CONCESSIONS

- 3.1. Accommodations and concessions will only be granted to learners who are experiencing barriers to learning as proven by means of the supporting evidence submitted to SACAI.
- 3.2. Unless specified otherwise, all accommodations and concessions as approved by SACAI will remain valid until the learner completes his/her final Grade 12 NSC examinations.
- 3.3. Approved accommodations and concessions must also be applied to all internal assessments (i.e. term tests, assignments, internal examinations), not only to external assessments (SACAI examinations).
- 3.4. No accommodations and concessions (i.e. additional support) 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 concession letter, the accommodations and concessions may be implemented.
- 3.5. Applications must be submitted to SACAI by the specified due dates. No late applications will be considered.
- 3.6. 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.
- 3.7. Psycho-educational reports, as compiled by appropriately qualified practitioners, may not be older than two years.
- 3.8. Although accommodation and concession recommendations will be made by practitioners, the final decision lies with SACAI.
- 3.9. Accommodations and concessions that were approved by other assessment bodies (Department of Education/Provincial Departments of Education and the Independent Examinations Board) are transferable to SACAI. Proof in the form of a concession letter must be submitted to SACAI within the accommodation and concession application deadlines.
- 3.10. A copy of the SACAI concession letter must be attached to all assessments (internal and external) for which the approved accommodations and concessions were used.
- 3.11. Where a reader and/or scribe accommodation is approved, the reader/scribe may not be a teacher, facilitator, or tutor of the learner, nor the head of a tutor centre or independent school. This rule applies to all assessments for which the approved

accommodation is used – both internally (assessments at school level) and externally (SACAI examinations).

Should it be found that the individual who acted as examination assistant for a concession learner did not meet the requirements as set out in this document, 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.

4. POLICY FOR SUBJECT EXEMPTIONS

4.1. General information

- a. Grade 10-12 learners enrolled for the NSC qualification may be exempted from offering a First Additional Language and/or Mathematics/Mathematical Literacy.
- b. Any learner who is granted an exemption must offer another subject in the place of the exempted subject.
- c. Applications for exemptions must be made at the beginning of the learner's Grade 10 year.
- d. No learner may be exempt from a subject before first seeking approval from SACAI. Once written approval is received, in the form of a SACAI concession letter, the exemption may be implemented.
- e. An identification of diagnosis in isolation does not guarantee a subject exemption will be granted. Exemption from a subject is seen as the very last resort and the decision as to whether or not an exemption will be granted lies with SACAI, not the parent/guardian, institution or practitioner who conducted the assessments.

4.2 Immigrant learners

- a. Learners with immigrant status may be exempt from offering a First Additional Language. Another subject must be offered in the place of the exempted subject.
- b. An immigrant learner is
 - (i) a child or dependent of a diplomatic representative of a foreign government accredited in South Africa, or
 - (ii) a person who (1) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or (2) 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.

- c. To apply for immigrant status, the relevant form must be completed and submitted to SACAI with the required supporting evidence as soon as the learner enrolls at the institution.

4.3 Mathematics / Mathematical Literacy exemption

- a. Learners who have been diagnosed to have a mathematical disorder, such as dyscalculia, may be exempt from offering Mathematical Literacy or Mathematics as a subject. The learner must offer another subject in the place of the exempted subject and all other NSC promotion requirements must still be met.
- b. Exemption from Mathematics/Mathematical Literacy is a serious decision with lasting consequences and should be seen as a last resort after an intensive support programme has been depleted. Usually such a recommendation will be supported by a full scholastic history, as well as recommendations by a number of relevant professionals.
- c. It is important to note that the degree of the impairment might require other accommodations/concessions, and only when that support proves not to be sufficient, an exemption will be considered.
- d. It is important to note that there are numerous other subjects that require mathematical insight and that should a learner be exempt from Mathematics/Mathematical Literacy, it is advised that his/her other subject choices are also carefully examined. These subjects include, but are not limited to, Business Studies, CAT, Consumer Studies, Economics, EGD, Hospitality Studies, IT and Tourism.

4.4 Exemption from a Language

- a. Deaf, severe aphasic, or severe dyslexic candidates may offer only one official language at First Additional Level. The learner must offer another subject in the place of the exempted subject and all other NSC promotion requirements must still be met.
- b. Exemption from a Language is a serious decision with lasting consequences and should be seen as a last resort after an intensive support programme has been depleted. Usually such a recommendation will be supported by a full scholastic history, as well as recommendations by a number of relevant professionals.

- c. It is important to note that the degree of the impairment might require other accommodations/concessions, and only when that support proves not to be sufficient, an exemption will be considered.

5. THE VARIOUS ACCOMMODATIONS/CONCESSIONS EXPLAINED

ACCOMMODATION / CONCESSION	DESCRIPTION & IMPORTANT NOTES
Additional time	<ul style="list-style-type: none"> - Extra time of 5, 10, or 15 minutes per hour may be granted. The extent of the learner's barrier will determine the time allocated. - When a reader and/or scribe concession is approved the learner automatically also receives 15 minutes/hour additional time.
Computer use – Typing	<ul style="list-style-type: none"> - The learner uses a computer to present his/her answers in typed form. Sketches will still have to be done by hand by the learner him/herself. - Access to a printer is crucial. - A separate venue is required for this accommodation. - The computer must be provided by either the institution or the learner (alternative arrangements may apply for the Grade 12 NSC final examination). - The following is important: <ul style="list-style-type: none"> ▪ The computer must be free of any assistive material and/or software, e.g. predictive text and grammar check. The spell checker and thesaurus must be disabled. ▪ Data storage must be cleared (My Documents, Hard Drive, Desktop, Recycling Bin). ▪ 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.
Computer use – Text-to-voice	<ul style="list-style-type: none"> - The computer reads the assessment to the learner. - 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 (more than one learner may be seated in the venue, but only if each learner has a set of headphones). - IMPORTANT: Kindly only request this type of concession if the institution has the processes and infrastructure in place to implement it successfully. Before a request for this concession can be approved, SACAI will need sufficient proof that the institution is able to successfully implement this type of concession.

<p>Computer use – Voice-to-text</p>	<ul style="list-style-type: none"> - 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 concession if the institution has the processes and infrastructure in place to implement it successfully. Before a request for this concession can be approved, SACAI will need sufficient proof that the institution is able to successfully implement this type of concession.
<p>Enlarged print</p>	<ul style="list-style-type: none"> - Learners who are visually impaired can apply to have question papers enlarged to A3 size.
<p>Exemption from a Language</p>	<ul style="list-style-type: none"> - See section 4 of this document.
<p>Exemption from Math/ Mathematical Literacy</p>	<ul style="list-style-type: none"> - See section 4 of this document.
<p>Handwriting</p>	<ul style="list-style-type: none"> - A handwriting concession alerts a marker to the learner’s problem 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.
<p>Medication / food intake</p>	<ul style="list-style-type: none"> - Learners who require access to medication and/or food or beverages during an assessment period must apply for this concession. - If the medication needs to be taken at fixed interval, rest breaks must also be applied for. - A sperate venue might be needed.
<p>Personal assistant</p>	<ul style="list-style-type: none"> - Accommodates a learner with a physical impairment by having a personal assistant at hand to assist with specific (physical) needs to ensure the learner is comfortable and able to complete the assessment. - The assistance must be provided without the assistant helping with the assessment itself. The assistant may be present in the examination venue, but must sit to one side and wait to be guided by the learner when help is needed. - A sperate venue may be required.
<p>Prompter</p>	<ul style="list-style-type: none"> - Learners who require having their attention redirected from time to time may apply for this concession (e.g. learners with autism, Asperger’s, ADD, ADHD). - The prompter may also be the invigilator in the venue. - A prompter may only do the following, and only if needed: <ul style="list-style-type: none"> ▪ Tap the learner on the shoulder to refocus attention to the task. ▪ Provide verbal encouragement to refocus attention to the task (without disturbing the other learners). ▪ Providing time management advice without disturbing other learners (e.g. advising the learner to move on to the next question). - The refocusing and encouragement must never compromise the integrity of the assessment.

Reader	<ul style="list-style-type: none"> - A human reader who reads questions and instructions as directed by the learner. - The reader <ul style="list-style-type: none"> ▪ must be trained. ▪ may not act as invigilator. ▪ may not be a teacher, facilitator, or tutor of the learner, nor the head of a tutor centre or independent school. ▪ may read for up to three learners at once. - A separate venue is required. - The session must be recorded (this is the responsibility of the invigilator present in the venue).
Rest breaks	<ul style="list-style-type: none"> - A period of 5 or 10 minutes per hour when the learner is not required to be at his/her desk, but must still be under an invigilator's supervision. - Rest breaks may not be used as extra writing time and learners should not be allowed to interact with the examination material at all during the rest period. - The rest break time will be added to the examination session. - A separate venue may be required.
Separate venue	<ul style="list-style-type: none"> - A room away from the main examination venue. - Any examination in a separate venue must be recorded (this is the responsibility of the invigilator present in the venue).
Scribe	<ul style="list-style-type: none"> - A human scribe who writes or types verbatim what the learner dictates. Sketches will still have to be done by the learner him/herself. - The scribe <ul style="list-style-type: none"> ▪ must be trained. ▪ may not act as invigilator. ▪ may not be a teacher, facilitator, or tutor of the learner, nor the head of a tutor centre or independent school. ▪ may scribe for only one learner at a time. - A separate venue is required. - The session must be recorded (this is the responsibility of the invigilator present in the venue).
Special aids	<ul style="list-style-type: none"> - Where sufficient proof is submitted, the use of special aids such as magnifying equipment, reading pens, etc. may be considered.
Special placement	<ul style="list-style-type: none"> - A learner is given a seat in a specific location in the examination venue, e.g. a learner with rest breaks being placed close to the door to minimise disruption when he/she gets up.
Spelling	<ul style="list-style-type: none"> - A spelling concession alerts a marker to the learner's problem and extra care will then be taken with the marking of the script. - 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.
Other	<ul style="list-style-type: none"> - SACAI will consider unique cases not included above, given that sufficient evidence is attached to the application.

6. ROLE OF THE VARIOUS STAKEHOLDERS

6.1. SACAI

As assessment body, SACAI is required to receive and evaluate applications for accommodations and concessions for any Grade 10-12 learner enrolled at one of its registered institutions who may face barriers to learning.

SACAI is responsible for:

- a. having all applications received (with the attached supporting evidence) evaluated by the SACAI Concession Committee.
- b. providing timely feedback following the evaluation of applications.
- c. issuing concession letters (on the SACAI letterhead) to all learners for whom accommodations and concessions were approved.
- d. the keeping of Grade 10-12 concession database.
- e. ensuring fairness and consistency in all accommodation and concession processes.
- f. ensuring the accommodation and concession policy is implemented by all the relevant stakeholders.

6.2. SACAI Registered Institutions

“SACAI Registered Institution” refer to all institutions registered with SACAI to offer the NSC qualification to Grade 10-12 learners. SACAI registers both Distance Education Providers, as well as independent schools. A list of registered institutions can be obtained from the SACAI webpage: www.sacai.org.za

SACAI Registered Institutions are responsible for:

- a. studying this policy and processes document and ensuring that all requirements are met in the institution’s management of accommodation and concession matters.
- b. distributing this policy and processes document to parents/guardians and practitioners.
- c. submitting the application form and all other required documentation to SACAI.
- d. ensuring that all applications are complete before submitting it to SACAI.

- e. liaising with SACAI with regards to all accommodation and concession matters. SACAI's contract is with the registered institution and as such SACAI will only liaise with the institution and not with other concerned parties.
- f. ensuring that all applications are submitted to SACAI within the application period.
- g. providing timely feedback to learners and parents/guardians regarding the SACAI Concession Committee's decision.
- h. settling the invoice which will be issued to the institution following the application closing dates. (The institution will be issued with a bulk invoice for all applications submitted; no parent should pay SACAI directly.)

While parents/guardians are themselves responsible for finding and appointing an independent and qualified examination assistant (e.g. reader and/or scribe) to put into effect the accommodations/concessions approved by SACAI, it is advised that institutions assist them with this process.

6.3 Parents/Guardians

Please note that since SACAI's contract is with the registered institution, SACAI will only liaise with the institution and not with parents/guardians or other concerned parties.

It is the responsibility of the parent/guardian to:

- a. collaborate with the learner's institution to ensure that complete applications are submitted to SACAI within the application period.
- b. pay the application fee to the registered institution. (The institution will be issued with a bulk invoice for all applications submitted; no parent should pay SACAI directly.)
- c. find and appoint an independent and qualified examination assistant (e.g. reader and/or scribe) to put into effect the accommodations/concessions approved by SACAI, as confirmed with the SACAI concession letter.

IMPORTANT:

The examination assistant may not be a teacher, facilitator, or tutor of the learner, nor the head of a tutor centre or independent school.

- d. cover all extra costs related to an approved accommodation/concession. These costs include:
 - (i) The rent of a separate venue (classroom) for use during examination periods.

- (ii) The cost of an additional invigilator in the separate venue as required by SACAI Examination Policy.
- (iii) The cost of an examination assistant (reader/scribe) as mutually agreed between the examination assistant and the parent/guardian.

Please note that these costs are in addition to the Grade 12 SACAI Examination Fees.

SACAI will not be liable for the payment of any invoices arising from an agreement between parents/guardians and institutions, examination centres and/or examination assistants.

6.4 Learners

It is the responsibility of learners to:

- a. fully utilise the additional support granted to them.
- b. ensure that the approved accommodations and concessions are applied to all their assessments (both internal and external assessments).
- c. cooperate with the examination assistant (reader/scribe) and invigilators.
- d. familiarise themselves with the rules for each accommodation granted and to ensure that they function within those parameters.

6.5 Practitioners

“Practitioner” refers to any specialist with whom 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 duly registered health professional specifically trained to deal with the learner’s condition. Below is a non-exhaustive list of specific practitioners for specific conditions:

CONDITION	PRACTITIONER
Chronic health conditions	Medical practitioner, professional nurse, paediatrician, physiotherapist.
Hearing impairment	Medical practitioner, Speech-language therapist, audiologist.
Communication / Language impairment	Medical practitioner, Speech-language therapist, audiologist.
Learning impairment	Clinical psychologist, educational psychologist, counselling psychologist, medical practitioner such as psychiatrist or paediatrician.

Neurological impairment	Educational psychologist, other relevant medical specialist such as a neurologist.
Physical impairment	Physiotherapist, occupational therapist, medical practitioner, other relevant specialists.
Psychological conditions	Clinical psychologist, educational psychologist, counselling psychologist, occupational therapist, medical specialist such as a psychiatrist.
Visual impairment	Medical practitioner, Optometrist.

It is the responsibility of the practitioner to:

- a. report on the learner's ability to participate meaningfully and productively in the teaching, learning and assessment process. The uncovering of barriers to learning must be based on sound observation, interviews, and consultation.
- b. make recommendations on the interventions and support required by the learner.

Where psycho-educational testing is required, the practitioner must use the battery of tests as indicated on the summary sheet (Annexure A). The declaration on the summary sheet must also be signed.

Where medical testing is required, the medical practitioner must thoroughly report on the condition and include recommendations on the interventions required in his/her report. Illegible doctors' notes will not be considered.

6.6 Examination assistants

"Examination assistant" refers to any individual who is appointed to assist with the implementation of accommodations and concessions that were approved for a learner. An examination assistant could be a reader, scribe, personal assistant or prompter.

Examination assistants:

- a. must be appointed by parents/guardians. SACAI will not be liable for the payment of any invoices arising from an agreement between parents/guardians and examination assistants.
- b. may not be a teacher, facilitator, or tutor of the learner, nor the head of a tutor centre or independent school.
- c. must be trained and certified to act as examination assistant (reader and scribe).
- d. may not have a personal relationship with the learner (personal assistant excluded).

- e. may not be a family member of the learner.
- f. must be a competent adult.
- g. may not assist learners with the interpretation of questions or the formulation of answers.
- h. must familiarise themselves with the rules for each accommodation granted and ensure that they function within those parameters.
- i. must ideally have teaching experience.

Should it be found that the individual who acted as examination assistant for a concession learner 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.

7. GUIDELINES FOR COMPLETING THE APPLICATION FORM

7.1. Application form

The application form

- a. must be completed in full.
- b. must be signed by both a parent/guardian and the SACAI registered institution.
- c. must be accompanied by the relevant supporting documentation when submitted.
- d. is a fillable form that can be completed electronically. Alternatively, the form may be printed and completed by hand.
- e. will be revised annually.

7.2. Compulsory supporting evidence

Applications will not be processed unless all necessary documentation is submitted. SACAI will not be held responsible for any delays in the processing of applications because of outstanding documents.

The following must be attached to every Accommodation and Concession Application Form:

- *Supporting historical evidence*

These can include proof of concessions granted previously, older psycho-educational or medical reports, etc.

- *Educator comments*

Comments from up to three subject teachers/tutors must be included in the application. The comments should shed light on how the learner's barriers have impacted on his/her work in the classroom and in assessments.

- *School report history*

The learner's most recent school report, as well as any other relevant reports, must be submitted. For exemption applications it is advisable to provide as detailed a school report history as possible.

7.3. Evidence to attach if applicable

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

IMPORTANT:

- a. Writing samples (using Annexure B) must be submitted with all applications that request a scribe, typing, or additional time concession.
- b. Psycho-educational and medical reports must be compiled by relevant specialists.
- c. Whilst the table above provides guidelines as to the documentation to be submitted, it is important to note that SACAI may at any point request additional information about a learner's condition/impairment to ensure that a fair decision is made.
- d. Reports may not be older than **two years**.

*** Medical reports**

- Should the application refer to a medical condition, it must be supported by a medical report.
- Medical reports should not be older than **six months**.
- Medical reports must reflect the diagnosis, date of diagnosis, intervention strategies, residual challenges, as well as the specialist's professional recommendation.

****School samples**

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

***When the main reason for the concession request is because of 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 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.

7.4. Psycho-educational assessment requirements

The consulting psychologist is to choose from the battery of tests indicated below. All test scores must be captured on the summary sheet (Annexure A). The consulting psychologist is to sign the declaration included on the summary sheet.

Educational assessment

Reading (untimed)	<p>Select one of the following tests and provide standard scores:</p> <ul style="list-style-type: none"> • WIAT II/III • BAS II • ESSI Reading • TOWRE
Reading (timed)	<p>Select one of the following tests and provide standard scores:</p> <ul style="list-style-type: none"> • ESSI Reading • TOWRE • Word chain test • UCT • Neale Analysis of Reading Ability • 1-minute reading test
Reading comprehension	<ul style="list-style-type: none"> • Edinburgh Test 4 <ul style="list-style-type: none"> - The quotient score must be reported. - Document the time taken to complete the test.
Writing samples	<ul style="list-style-type: none"> • Informal writing (20 minutes) • Formal writing (20 minutes) • Copying task (10 minutes) <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>
Computer samples	<ul style="list-style-type: none"> • Formal writing (20 minutes) • Copying task (10 minutes) <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>
Spelling	<p>Select one of the following tests and provide standard scores:</p> <ul style="list-style-type: none"> • WIAT II/III • BAS II • Vernon Graded Word Spelling Test (Hodder and Stoughton 2006) • ESSI Spelling • UCT

Intellectual assessment

Choose one of the following:

- SSAIS-R
- WISC-IV / WISC-V
- WAIS-IV

Exemptions

In addition to the other required assessments, the following should be used to provide an indication of the degree of the learner's impairment:

- Mathematics exemption – BAS II, WIAT II/III or Stark Griffin Dyscalculia.
- Language exemption – CTOPP2 or Stark Griffin Dyslexia.

7.5. Application procedure

- a. All the necessary documentation must be scanned and submitted to the SACAI Concessions Coordinator via OneDrive. Please email Jorandi Scholtz (jorandis@sacai.org.za) for a link to a shared folder for your institution. Kindly double check that all scanned documents are clear and legible before submitting.
- b. The submitted documents must be saved in PDF format and must ideally be sent as one document to ease processing.
- c. If the application cannot be submitted electronically, it may be delivered to SACAI's offices in Garsfontein, Pretoria. Kindly place each application in its own plastic sleeve – do not use portfolio files, file dividers, etc. Institutions must keep copies of all applications delivered to SACAI.
- d. For both electronic and paper submission, please arrange the documents in the following order and separate the sections with a cover page for each section:
 - Application form
 - Annexure A: Summary of results (if applicable)
 - Psycho-educational / medical reports (if applicable)
 - Supporting historical evidence
 - School report(s)
 - Educator comments
 - Annexure B: Writing samples (if applicable)
 - School samples (if applicable)

- e. Decisions with regards to the granting of accommodations and concessions will be communicated to the relevant contact person at the SACAI registered institution by means of a concession letter as issued by SACAI.

The average processing time for an application is 4-6 weeks. The SACAI Concession Committee meets monthly and an application must be submitted to SACAI at least 2 weeks before the meeting date to be placed on the agenda. Institutions may request for the committee's meeting dates to be sent to them.

8. APPEAL PROCESS

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

9. AD HOC (EMERGENCY) CONCESSIONS

- 9.1. Ad hoc concessions 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.
- 9.2. Examples of emergencies:

EXAMPLES	POSSIBLE SUPPORT MEASURES
Accidental injury / Illness	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.

Hospitalisation / Imprisonment	Arrangements may be made for the learner to write the examination in a venue other than the examination centre 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.
Trauma	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 and/or additional time (if he/she is for example taking tranquilising medication that have an impact on working tempo).

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

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