



CHIEF DIRECTORATE: EXAMINATIONS AND ASSESSMENT

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ASSESSMENT INSTRUCTION 14 OF 2025

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CIRCUIT MANAGERS
HEAD OF EXAMINATIONS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF SCHOOLS IN THE GET AND FET BAND
TEACHER UNIONS/ORGANISATIONS
SCHOOL GOVERNING BODIES


DATE: 06 FEBRUARY 2025

EXAMINATIONS AND ASSESSMENT ACCOMMODATIONS AND CONCESSIONS APPLICATIONS: 2025

1.1 POLICY REQUIREMENTS REGARDING ACCOMMODATIONS AND CONCESSIONS

The following policies deal with accommodations and concessions:

- 1) Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (2001).
- 2) National Curriculum Statement (NCS) Curriculum Assessment Policy Statement: All phases and Subject-specific documents. (2011a, 2011b, 2011c)
- 3) 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.
- 4) National Protocol for Assessment Grades R-12, Chapter 9: Assessment of learners with special needs.

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- 5) Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (CAPS): Grades R-12, Department of Basic Education (2011).
 - 6) Addendum to the Policy Document the National Senior Certificate: A Qualification at Level 4 on the National Qualification Framework regarding Learners with Special Needs (2009).
 - 7) White Paper on the Rights of Persons with Disabilities (2015), Section 6.4.1.2, states that persons with disabilities must 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 measures and specialised support.
 - 8) Government Gazette No. 37652, dated 16 May 2014: National Education Policy Act (Act No. 27 of 1996) – Approval of the amendments to the policy document, National Policy Pertaining to the Conduct, Administration and Management of Examinations and Assessment for the National Senior Certificate (hereafter referred to as Government Gazette No. 37652, 2014, Annexure C1).
 - 9) National Protocol on Assessment for Schools in the General and Further Education and Training Band (Grades R-12) (2011).
 - 10) Curriculum and Assessment Policy Statement (CAPS) (2011) and amendments.
 - 11) Policy on Screening, Identification, Assessment and Support (SIAS) (2014).
 - 12) National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement (2014) and amendments.
 - 13) Revised Procedural Manual for the Assessment and Examination of learners who experience barriers to assessment from Grades 6 to 12. Department of Basic Education. (November 2024).

1.2 THE OBJECTIVES OF THE ASSESSMENT INSTRUCTION

This assessment instruction aims to provide guidelines as outlined in *DBE Circular S17: Revised Manual on the application of accommodations and concessions* regarding aspects of the classification and application for accommodations and concessions for deserving candidates dated 23/10/2024. Schools and District Support Teams (DBST) should familiarise themselves with the changes, especially about the range of accommodations offered, including the use of technology (See Appendix 1) and the rules for additional time (See Appendix 2).

2. IMMIGRANTS

2.1.1 An immigrant learner is:

- (i) A child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
- (ii) A person who first enrolled at and entered a South African school in Grade 7 or a more senior grade, or:- having begun their schooling at a school in South Africa; attended a school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa.

2.1.2 An immigrant learner in the General Education and Training Phase (Grade R—9) must:

- a) Offer the two required official languages as contemplated in paragraphs 12(1) of the Intermediate Phase and 19(1) of the Senior Phase and comply with the School Based Assessment requirements of both official languages offered.
- b) Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and
- c) Comply with the Intermediate and Senior Phase promotion requirements as contemplated in the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R—12.
- d) An immigrant learner may offer their home language instead of one official language if it is an officially approved non-official language, provided that the learner complies with the intermediate and Senior Phase promotion requirements.

2.1.3 An immigrant learner in the Further Education and Training Phase (Grades 10—12) must:

- a) Offer only one (1) official language on at least First Additional Language level, provided it is the language of learning and teaching (LOLT), and obtain a rating of 30% in that language, provided that another subject from Group B is offered instead of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements.
- b) Instead of offering another subject from Group B instead of the one official language that is not provided, an immigrant candidate may offer their home language instead of that one official language, subject to the following:
Such a language is listed on the Home Language level in Table B4 in Annexure B of National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R — 12.

- c) Offer their home language on the A-level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to the Home Language (level for the subparagraph above).

2.1.4 The marks supplied by the concerned assessment body will be considered for promotion purposes. If the actual marks are unavailable, the results will be converted by the table (TABLE 1), with the provision that the candidate may not offer two similarly named languages.

TABLE 1: CONVERSION SCALE - PROGRAMME REQUIREMENTS

A LEVEL		NATIONAL POLICY	
SYMBOL	%	MARKS	%
A	10 - 100	280	70
B	60 - 69	240	60
C	55 - 59	220	55
D	50 - 54	200	50
E	40 - 49	160	40
F	30 - 39	140	35


2.1.5 To be classified as an immigrant candidate, such a candidate must be in possession of:

- the relevant official documentation issued by the Department of Home Affairs; and
- the relevant official documentation issued by the school was the learner entered the South African school system for the first time.

3. LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

3.1. Learners who are eligible for accommodations or concessions as per Government Gazette No. 37652, dated 16 May 2014, are:

- (a) Those who have special educational needs arising from a disability, learning difficulty, learning disability, or behaviour and/or psycho-social disorder which creates a barrier to the learner achieving his/her potential in the assessment.
- or
- (b) Those who during the assessment or examination period, experience medical, social, emotional or domestic challenges and who have addressed a direct submission to the Provincial Education Department Assessment Committee.



3.2 Accommodations or concessions are not granted where the primary area of difficulty is with the language of learning, teaching and assessment due to the fact that this is not the home language of the learner.


3.1. CONCESSIONS FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING


An application for an assessment concession requires a specific application for permission by the Provincial Examination Chief Directorate for the substitution of subjects (language/s and/or mathematics) for promotion requirements for a learner in the Senior/FET phases. The following concessions may apply to candidates who experience the following barriers to learning:

- 3.1.1 A learner who is Deaf who does not offer South African Sign Language at the Home Language level may offer one (1) official language at the First Additional Language level, which is the language of learning and teaching, provided that another subject from Group B is offered instead of the one official language that is not offered, provided further that such Deaf candidate complies with the promotion requirements as contemplated in paragraph 29(1).
- 3.1.2 Learners with diagnosed communication and/or speech-language impairments or Specific Learning Disorder (SLD) with impairments in reading and/or written expression (previously referred to as dyslexia, see Govt Gazette no 3652, p 6) may offer only one (1) official language at First Additional Language level which is the language of teaching and learning, provided that another subject from Group B is offered instead of the one official language that is not offered, provided further that these aphasia and dyslexia candidates comply with the promotion requirements.
- 3.1.3 Learners who have been diagnosed to have a Specific Learning Disorder (SLD) in Mathematics (previously referred to as dyscalculia or mathematical disorder, see Govt Gazette no 3652, p 6) may be exempt from offering Mathematical Literacy or Mathematics as a subject, provided that another subject from Group B is offered instead of Mathematical Literacy or Mathematics and provided further that such a candidate complies with the promotion requirements in paragraph 29 (1).

3.2 ACCOMMODATIONS FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

3.2.1 Learners must be supported to access and participate in the curriculum, not only assessments/examinations. The granting of accommodation is a continuation of the support offered to learners experiencing barriers to learning in the classroom. The following learners are regarded as learners who experience barriers to learning for whom measures should be taken in public ordinary, as well as special schools to assist with the barriers to assessment that they face:

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- (a) **Learners who have neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills, and the understanding of the written word.
 - (b) **Learners (deaf and hard of hearing learners) whose hearing impairments present barriers to learning and for whom learning should be facilitated through sign language** within an environment which promotes the linguistic identity of the Deaf community and bilingualism, which also ensures the availability of assistive technology.
 - (c) Learners who have **severe visual barriers to learning (blind and partially sighted) and for whom learning should be facilitated through effective individualised support measures**, specialised teaching methods, the use of Braille and large print and the application of specialised devices such as Braille equipment, magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.
 - (d) Learners with **physical barriers to learning whose functioning is restricted due to limited gross and fine motor movements**, dependency on the availability of specific devices (e.g. wheelchairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions, from congenital disabilities to impairments acquired because of illness, of which the most common conditions are spinal bifida, cerebral palsy, muscular dystrophy, and cardiovascular and pulmonary conditions.
 - (e) Learners who experience **mild to moderate intellectual barriers to learning and whose specific educational needs should be met in mainstream schools and special schools through the differentiation and adaptation of the curriculum in environments that encourage the development of their full potential, independence, and socialisation.**
 - (f) Learners with **multiple barriers to learning.**
 - (g) Learners with **severe behavioural and emotional barriers to learning.**
 - (h) Learners with any medically assessed special need that may not fall under the above categories.



3.2.1 Depending on the specific barriers to learning experienced, some learners may require accommodations throughout their school career. Learners assessed and found eligible should have access to the appropriate accommodations needed for all grades.

3.2.2 Schools should consider learners eligible for accommodations from an early age. The type of accommodation/s considered depends on the impact the barrier to learning and the severity of the disability has on learning in the classroom and concurrently on assessment/examination as part of the support process in the SIAS Policy (2014).

3.3 NATIONAL SENIOR CERTIFICATE WITH ENDORSEMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

3.3.1 Grade 10-12 learners who experience barriers to learning and who meet one of the following requirements may either offer the National Senior Certificate or the National Senior Certificate with Endorsement which is offered by learners who experience barriers to learning, who has met the minimum requirements as stipulated in paragraph 34 of the policy document: National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grade R – 12.

3.3.2 Learners with extensive barriers to learning who are in special schools in terms of section 5(6) of the South African Schools Act, 1996 (Act No. 84 of 1996); or 47 (b) (5) Learners who experience barriers to learning who are in ordinary schools in terms of section 12(4) of the South African Schools Act, 1996 (Act No. 84 of 1996) and who have been identified by the relevant provincial authority as eligible for this condonation.

3.3.3 Subject to subparagraph (4), 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 as stipulated in paragraphs 27, 28 and 29 of this document, may be issued with a National Senior Certificate with Endorsement, provided they have met the following programme and promotion requirements:

(i) Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure B contained in this document:

(a) Three (3) subjects from Group A in this document, selected as follows:

- One (1) official language selected from Annexure B, Table A1, provided that the official language is offered on at least the First Additional Language level provided further that the language is the language of learning and teaching.
- Mathematics or Mathematical Literacy selected from Annexure

B, Table A2.

- Life Orientation in Annexure B, Table A3.
- A minimum of any two (2) subjects selected from Group B Annexure B, Tables B1-B8 in this document.

3.3.4 Subject to subparagraph (4), a National Senior Certificate with Endorsement shall be issued to a candidate who experiences learning barriers and has achieved 30% in five subjects.

4. MANAGEMENT OF ACCOMMODATIONS AND CONCESSIONS


4.1 Effective management and coordination of the administration and implementation procedures for accommodations and concessions for eligible learners require collaboration between School Based Support Teams (SBSTs) and District Based Support Teams (DBSTs). Thus, it is essential to ensure the awarding of accommodations by stipulated times, **preferably by the end of June**, to allow for the finalisation of logistical arrangements and appeals. The turn-around time for the whole application and decision-making process must not exceed three months.

4.2 The SIAS policy (2014) provides the framework for implementing the policy on assessing learners who experience barriers to learning, ensuring that all learners who need accommodations are identified and supported as early as possible. No candidate will be considered for Accommodation and Concessions unless there is evidence of the Screening, Identification, Assessment and Support process (2014) with supporting evidence. It is emphasised that learners need to be supported to access and participate in the curriculum, not only in examinations. The granting of accommodations and concessions and accommodation is a continuation of the support offered in the classroom for a learner experiencing barriers to learning.

4.3 Any accommodation/s awarded are valid only for a phase or band, Foundation, Intermediate, Senior Phases or FET band and schools should apply at the beginning of that phase (Grade 1, Grade 4, Grade 7 and Grade 10). The SBST must review awarded accommodations at the end of each phase.

4.4 School-Based Support Teams (SBSTs) are responsible for the following:

4.4.1 The SBST will establish a School Assessment Accommodations Committee (SBAC) consisting of educators and relevant professionals who are responsible for working closely with the SBST to identify learners, complete application forms with all relevant documents, applications and coordination of accommodations to support learners who experience barriers to learning.



4.4.2 The SBST is responsible for the timely completion of the required SIAS documentation and compilation of the relevant medical/ psychological reports and evidence of scholastic work as part of the application process to the District-Based Accommodations Committee (DBAC).

4.4.3 Forward applications to the District Offices by the deadlines, capture the awarded accommodations on the South African School Administration and Management System (SA-SAMS) and implement the decision made by the District or Provincial Office. The SBST must also implement the decisions of the District-Based Accommodations Committee (DBAC).

4.4.4 The SBST must submit a new application to the DBAC for review at the beginning of the next phase/band.

4.4.5 The DBAC must provide a report of the learners awarded assessment accommodations to the Examination Section of their respective District Office for monitoring and support to be considered during the promotion meetings at the end of each year.

4.5 The Provincial Based Accommodation Committee (PBAC) is responsible for:

4.5.1 **The PBAC makes a final decision regarding the accommodations awarded per learner from Grades 10 - 12 and submits this information to the Director: Assessment and Examinations, stating the specific accommodations required. This implies that the DBAC will adjudicate and make recommendations on all Grade 10 -12 concessions and submit them to the PBAC for final approval.**

4.5.2 The decision must be communicated within three months after applying the DBAC.


4.5.3 In ensuring that the Management Plan for awarding accommodations is aligned with the National and Provincial Examination Management Plans and timeframes are adhered to, the management plan must also allow for the appeals process to be concluded in time.

5. APPLICATION FOR CONCESSIONS AND ACCOMMODATIONS

5.1 IMMIGRANTS

Concessions will ONLY be granted to immigrant learners where:

- (a) Parents / Guardians apply on behalf of the learner, complete section A and provide supporting documentation.

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- (b) The school/institution completes section B of the form and ensures all relevant documentation is attached before submission to District offices.
 - (c) Valid study permits are attached.

5.2 BARRIERS TO LEARNING

Accommodations and concessions will ONLY be granted to learners experiencing barriers to learning where:

- (a) The school, not the parents, applies on the learner's behalf.
- (b) Supportive evidence/history of barriers has been provided as per the SIAS process.

6. APPLICATION PROCESS AND GENERAL GUIDELINES


6.1 Examination accommodations and concessions for Grades R- 9

- 6.1.1 Grade R to 3: early identification and intervention are critical if a learner is not achieving as expected for a specific grade. Such intervention will prevent the learner from falling significantly behind before seeking individual support.
- 6.1.2 A learner's accommodation needs may change over time during the phase, necessitating a re-evaluation by the SBST in consultation with the parents, teachers and relevant support staff. The school must provide evidence to support the new application. If a revised or different accommodation is applied, the school should trial the accommodations, where applicable, for a short period to determine effectiveness.
- 6.1.3 Schools should make every effort to provide the relevant scholastic history or supporting documentation as part of the SIAS Policy (2014), and failure to do so may lead to a delay or failure of the **accommodation or a concession to be awarded**.
- 6.1.4 It needs to be recognised that foundational skills such as reading and writing may be attained at different stages, and teachers should not use the policy to default on their responsibility to apply remedial strategies and interventions to support learners who need more time to master skills. Learners must be supported to access and participate in the curriculum, not only assessments/ examinations. The granting of accommodation is a continuation of the support offered to learners experiencing barriers to learning in the classroom.
- 6.1.5 It must be borne in mind that there may be learners without the relevant scholastic history or supporting documentation in the implementation stages of the Policy on SIAS. **This should not prevent them from being awarded an accommodation or a**



concession, should there be a proven need and provided other valid and reliable documentation is made available.

- 6.1.6** It should be emphasised that the purpose of assessment accommodations is to enable learners who experience barriers to learning to demonstrate their ability in the assessments and examinations without changing the construct. **Accommodations awarded must not give a learner an advantage over other learners.**
- 6.1.7 The Policy on SIAS specifies the roles and responsibilities of the Principal/SBSTs at school, district, and provincial levels for identifying and supporting learners. The processes stipulated in the Policy on SIAS must be followed. This will ensure that accurate and appropriate information is obtained to support learners according to their needs. The forms mentioned below are to be found in the Policy on SIAS.
- 6.1.8 Class and subject teachers are responsible for identifying the learners who need accommodations or concessions to access the curriculum in consultation with parents. This needs to be documented by completing the SNA process outlined in Support Needs Assessment (SNA) 1 and Support Needs Assessment (SNA) 2 of the Policy on SIAS protocol and providing evidence of support.
- 6.1.9 Any accommodations awarded are **valid only for a phase or band**, Foundation, Intermediate and Senior Phases or FET band. **The SBST must review awarded accommodations at the end of each phase.** The SBST must submit a new application to the DBAC for review at the beginning of the next phase.
- 6.1.10** The SBST must hold a meeting to discuss whether learners are eligible for the award of accommodations or concessions. A decision must be taken after each application has been considered holistically concerning the scholastic, medical and other relevant aspects in line with the SNA 1, 2 and Form DBE 126: Health and Disability Assessment Form. **The final decision must be made in collaboration with the School Assessment Team.**
- 6.1.11** **The accommodation or concession that would best support the learner must be determined and then discussed with the parents to obtain their approval as per Form DBE 124** and inform them of what the accommodations and/or concessions would entail. Form DBE 124 must be completed for all learners in Grades R-9 for whom the SBST has proposed accommodations or concessions. Such proposals must then be submitted to the DBAC on Form DBE 120: Request for Support from the DBST by the SBST.
- 6.1.12** **The SBST must ensure that the list of the learners awarded accommodations is captured in the South African School Administration and Management System (SA-SAMS).** The DBAC must forward the list of learners awarded assessment accommodations to the Examination Section of their respective District Office for



monitoring and support to be considered during the promotion meetings at the end of each year.

6.2 Examinations accommodations and concessions implemented in the FET Phase

6.2.1 Schools should make every effort to provide the relevant scholastic history or supporting documentation as part of the SIAS Policy (2014), and failure to do so may lead to a delay or failure of the **accommodation or a concession to be awarded**.

6.2.2 Assessment accommodations and concessions implemented in the FET band must be recommended by the DBAC and approved by the PBAC and the Director: Assessment and Examinations as per Government Gazette (2014) No. 37652, Annexure C1 and the SIAS Policy (2014).

6.2.3 PEDs must call for new applications at the beginning of each phase. Assessment accommodations and concessions awarded for learners in Grades 10 or 11, unless they must be changed/revised, will still apply. Schools must ensure that relevant documents are submitted for verification by the DBAC and approved by the PBAC and the Director: Assessments and Examinations to enable the application of the appropriate accommodation/ concession and efficient administration and management of the NSC. In this regard, the school must submit the following:

- (i) Form DBE 124 (please refer to the Policy on SIAS documents): Application by the SBST/DBST for an Assessment Accommodation, Concession, Exemption, or Endorsed NSC to alleviate the learning barrier(s) experienced by the learner)
- (ii) SNA forms must be included as per the SIAS Policy (2014)
- (iii) Evidence of awarded accommodations and/or concessions
- (iv) Copy of Grades 10 and 11 results

6.2.4 Applications, where learners who were previously awarded accommodations and or concessions in Grades 10 and 11 but the accommodation is changed/revised, must be accompanied by:

- (i) Copy of the learners' Grade 11 results
- (ii) Form DBE 124 (please refer to the Policy on SIAS): Application by the SBST/DBST for Accommodation, Exemption or Endorsed NSC to alleviate the learning barrier/s experienced by the learner)
- (iii) Psychological, healthcare professional, and educational specialist reports (as necessary)
- (iv) Evidence confirming the previous accommodation awarded.

6.2.5 For first-time applications for learners in Grade 12, which may include ad hoc accommodations, applications must be accompanied by the following and submitted by the school to the DBST:

- (i) Copy of the learners' Grade 11 results.
- (ii) Psychological, healthcare professional, and educational specialist reports.
- (iii) ISP, Support Needs Assessment 1 (SNA 1), SNA 2, school reports, study permits, and other relevant substantiating evidence.
- (iv) Form DBE 124.
- (v) All other relevant supporting evidence may be required depending on the application.

6.2.6 An accommodation awarded in the FET Phase is valid for the phase (except for an ad hoc accommodation) and **(may be utilised for one year thereafter in case of a re-write)**. Learners placed in the Technical Occupation Curriculum are eligible for an assessment accommodation. Form DBE 124 should be included in the application to indicate the accommodation the learner needs. The school should make a re-application only in the learner's final year, and the DBAC or the PBAC would be responsible for the decision.

7. MANAGEMENT PLAN FOR SUBMISSION OF APPLICATIONS FOR ACCOMMODATIONS AND CONCESSIONS

Dates	Activity	Grades	Responsibility
17 February 2025	Issuing of the Assessment Instruction – Application for accommodations and concessions.	Grades R – 12	Examinations and Assessment Chief Directorate
18 February – 18 March 2025	screening and identifying learners, completing application forms, and attaching all relevant documentation and supporting documents.	Grades R – 12	School Principals and School Based Support Teams
25 March 2025	Submission of Application forms for Accommodations and Concessions to the District Examination Offices.	Grade R – 12	School Principals and School Based Support Teams
26 March 2025 to 11 April 2025	Capturing all application forms in the template for application for Accommodations and Concessions.	Grades R – 12	District Examination Offices
14 April 2025	Submission of all Accommodation and Concession Applications to the Provincial Office	Grades 10 – 12	District Examination Offices
14 April 2025	Submission of all Accommodation and	Grades R – 9	District Examination

Dates	Activity	Grades	Responsibility
	Concession Applications to the District Based Support Team		Offices
16 April - 29 April 2025	Adjudication of Accommodations and Concessions	Grades R – 9	District Based Adjudication Committee (DBAC)
09 May 2025	Issuing of Approval letters to schools	Grades R – 9	District Examination Offices
07 May – 09 May 2025	Adjudication of Accommodations and Concessions	Grades 10 – 12	Provincial Based Adjudication Committee.
23 May 2025	Issuing of Approval letters to schools	Grades 10 – 12	Examinations and Assessment Chief Directorate
June 2025 – August 2025	Dealing with Appeals	Grades R- 12	Examinations and Assessment Chief Directorate



MR R. TYWANKADI
DDG: CURRICULUM MANAGEMENT AND DELIVERY

13/02/2025

DATE

APPLICATION FORM FOR IMMIGRANT CONCESSION

SECTION A:	PARTICULARS OF APPLICANT				
First Name(s)					
Postal Address					
				Postal Code	
				Grade	
Place of Birth			Country		
Date of arrival in RSA					
Y	Y	M	M	D	D
Present School					
EMIS no. of school					
Name of principal					
Contact no.					
Email address of examination centre					
District Name					
Name(s) of previous school(s) outside the RSA and period(s) attended:					
Name of School	City/ Town	Country	Period attended (From —To)		
School (s) attended in the RSA					
Name of School	City/Town	Province	Period attended (From-To)		



Date of admission at the present school	Y	Y	M	M	D	D	Grade admitted		Present Grade			
Official Language to be offered												
Other Subjects												
1					5							
2					6							
3					7							
4					8							
Full Names												
Parent / Guardian												
Contact No												
Signature (Parent/Guardian)						Date	Y	Y	M	M	D	D

<u>SECTION B: PRINCIPAL'S RECOMMENDATION</u>	
This application is recommended <input type="checkbox"/> not recommended <input type="checkbox"/>	
Comments:	
NAME:	School Stamp
Signature	
Date	



SECTION C: DISTRICT OFFICIAL'S RECOMMENDATION-CIRCUIT MANAGER IPCES/CES

This application is recommended

not recommended

Comments:

This application has been referred back to the Principal

Forwarded to PED for Approval

NAME: _____

Official Stamp

Y	Y	M	M	D	D
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Date

Signature

Please use the checklist as a guideline for the supporting documents which must be certified and attached to accompany the application:

Attached a(yes) or X (no) or N.A.

1. Birth certificate of Learner

2. Official documents issued by the Department of Home Affairs

3. Relevant official documents issued by the school where the learner entered the South African school system for the first time

4. Evaluation certificate from SAQA for all foreign qualifications (where applicable)

5. Other (specify):

APPLICATION ON BEHALF OF A LEARNER EXPERIENCING BARRIERS TO LEARNING FOR ALTERNATIVE EXAMINING PROCEDURE (S) – 2025

NOTE THE FOLLOWING:

1. APPLICATIONS FOR GRADE R – 9 WILL BE GRANTED BY THE DISTRICT THE DISTRICT DIRECTOR WILL APPROVE THEM.
2. APPLICATIONS FOR GRADE 10 – GRADE 12 WILL BE GRANTED BY THE PROVINCE THE ASSESSMENT AND EXAMINATION SERVICES’ DIRECTOR WILL APPROVE THEM

SECTION A:		IDENTIFICATION PARTICULARS												
1.	Name(s) and Surname													
2.	Date of Birth	Y	Y	M	M	D	D							
3.	Identity Number													
4.	Name of Exam Centre							EMIS no.						
5.	Grade													
6.	District Name							Area/Town						
7.	Name of Principal/Head of Institution													
8.	Contact no.													
9.	Fax no. of exam centre													
SECTION B: INFORMATION ON DISABILITY//INJURY//ILLNESS//TRAUMA														
1.	History/background relevant to barrier:													



2.	Short and concise description of the need for educational support for the learner in class and in examinations:
3.	In what way does the disability, impairment or learning difficulty influence the learner's ability to sit for examinations under normal conditions?

4.	On what date did a medical practitioner, in case of injury or illness, see the learner?	Y	Y	M	M	D	D	Please attach evidence - in the case of an application for emergency accommodation only.

The following questionnaire may be helpful in identifying the candidate's barrier to learning. Select one or more barrier code and the most appropriate accommodation/s.

Barrier Code	Description of barriers/challenges (MARK X IN BOX)	
1.	Visually impaired / Partially sighted: How would this barrier be optimally addressed?	
	Additional time to process the visual material (partially sighted learners are permitted up to twenty additional minutes per hour additional time) – see new additional time allocations	Large print examination paper (Specify font size) – <i>Arial 14 or 18 font can be specified. For 24-size font electronic devices are preferable.</i>

	Assistive devices e.g., talking calculator, magnifier, electronic reading aid	Electronic audio format of assessment or examination paper (school must provide digital player and earphones)
	Use of computer with/without screen magnification software	Other (Specify)
2.	Blindness: How would this barrier be best addressed?	
	Additional time (blind candidates are permitted double time)	Use of Perkins Braille Writer or electronic braille writer
	Braille exam paper (please specify contracted or uncontracted Braille) – <i>if not specified contracted Braille will be provided</i>	Reader and/or scribe (with separate venue)
	Use of computer with screen reading software and to produce typed scripts	Other (specify)
3.	Deafness / Hard of hearing or language disorders: How would this barrier be best addressed? Does the candidate wear a hearing aid? Yes / No	
	Reader and/or scribe (with separate venue)	Additional time
	South African sign language interpreter	Use of computer
	Adaptation/Rephrasing of question paper (into simpler language) (for deaf, hard-of-hearing or learners with SLD in reading or written expression, including learners with Autism) – <i>please note this accommodation is not permitted with SASL interpreter.</i>	
	Dictionary - <i>Please note that no programmable dictionaries will be allowed</i>	
	Other (specify)	
4.	Deaf - Blind / Barrier:	



	Give a brief explanation of how this barrier affects the learner during examinations. How would this barrier be addressed? <i>*Use a combination of accommodations offered in 2 and 3</i>
5.	Reading and writing (written expression) problems: Learner needs to have a diagnosed Specific Learning Disorder (SLD), with impairment in reading and written expression of significant discrepancy between chronological and reading ages of 3 or more years? How would this barrier be best addressed?

<i>Specify level of reading in terms of discrepancy between learners' current reading ability and reading age using standardized tests; specify test used)</i>	
Reader and/or Scribe for candidate (Please specify):	Separate venue
Adaptation/Rephrasing of question paper (of questions on an exam paper into simpler language) (only for deaf, hard-of-hearing or learners with SLD in reading or written expression and learners with Autism)	
Electronic audio format of assessment or examination paper (school must provide digital player and earphones)	
Additional time	Use of computer with/without specialized software (please specify):
Other (specify)	
6.	Handwriting problem: How would a problem with handwriting be best addressed?
If handwriting has been assessed, state the main problems, including speed and legibility:	
What alternatives to writing are used in the classroom?	
Use of a scribe	Additional time



	Use of a computer/laptop (typing to replace handwriting)	Handwriting accommodation (sticker) placed on each manuscript. <i>(candidate will not be penalized for illegible handwriting)</i>
	Other (specify)	
7.	<p>Specific Learning Disorder, with impairment in written expression (spelling accuracy), where there is a significant discrepancy of 3 or more years between the learners chronological age and the learners spelling age OR where there is evidence eof such a spelling discrepancy, seen within a holistic evaluation of the learner profile (including deaf and hard of hearing learners).</p> <p>Specify level of spelling in terms of discrepancy between learners' current spelling ability and spelling age using standardized tests; specify test used)</p> <p>Spelling accommodation (sticker) placed on the cover of each answer script the cover of every examination answer script. This indicates to the marker that (Except FET Phase Language exam paper 1) (candidate will not be penalized for spelling errors as the words are phonetically correct or text can still be deciphered. These learners include those learners who have been diagnosed with dyslexia – see 5).</p>	
	Other (specify)	
9.	<p>Specific Learning Disorder (SLD) in Mathematics (previously referred to as dyscalculia or mathematical disorder) Provide <i>evidence by means of psychologist report, neurologist report, etc. (not older than 2 years)</i>.</p> <p><i>(Consider a Concession/exemption from Mathematics/Mathematical literacy in FET Phase.)</i></p> <p>Give a brief explanation of how this barrier affects the learner during examinations.</p> <p>How would this barrier be addressed?</p> <p>Additional time:</p>	

10.	Speech disorder: Does the candidate have a speech disorder that would be a barrier in oral test/examinations ? (including speeches, debates, role-play, dialogue, presentations etc. such as for language or music assessments, or other subjects) for example dysarthria, stuttering, fluency disorders and Autism Spectrum Disorder, with language impairment. Severe anxiety disorders may be considered if well motivated.	
	Give a brief explanation of how this barrier affects the learner during examinations. How would this barrier be addressed?	
	Appropriate alternative format for oral (describe):	Additional time: Separate venue (if indicated):
11.	Cerebral palsy / Physical/neurodevelopmental disabilities: Does the candidate have a physical impairment which impacts on their ability to perform the examinations? (Yes / No).	
	Give a concise explanation of how this barrier affects the learner during examinations.	
	How would this barrier be addressed? (refer to Section C)	
	Use of computer, with or without specialised software (specify):	Reader and/or scribe
	Special Aids /assistive devices (specify)	
	Personal Assistant	Rest Break
	Additional time:	Separate venue
Other (specify)		

13.	Multiple barriers: <i>Provide a detailed explanation and all medical reports.</i>
	<i>Recommend any accommodation that may be indicated from the sections above.</i>

SECTION C: SCHOLASTIC INFORMATION AND ACCOMMODATION REQUESTED

1.	Scholastic information	
1.1.	Grades repeated from Gr.1 – Gr. 12	
Grade	Year not promoted	Subjects failed
1.2.	Number of schools attended since Grade R	
1.3.	available mark in Grade..... Date: _____	Month / Year

SUBJECTS		MARKS (%) / LEVEL	GRADE AVERAGE (%)
1.	Home Language (specify):		
2.	First Additional Language (specify):		
Other Subjects:			
3.			
4.			
5.			
6.			
7.			
8.			

1.4.	Current registration for examinations: Indicate with a ✓ or ✗ in the appropriate block			
	National Senior Certificate (7 subjects)	Endorsed Senior Certificate (5 subjects)	Amended Senior Certificate (state no of subjects) (where accommodations are permitted)	
1.5.	Subjects taken in the current year of study:			



SUBJECTS	
1.	Home language (specify)
2.	First additional language (specify)
Other subjects/learning areas:	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

C2. NATURE OF PREVIOUS ACCOMMODATIONS				
	Were accommodations/concessions applied for in previous examinations?	YES		NO
1.6.	Were accommodations/concessions applied for in previous examinations?			
1.7.	If Yes, in which grades? (specify)			
1.8.	If Yes, specify the accommodations/concessions previously awarded:			
	If NO, why not?			

C3. ACCOMMODATIONS APPLIED FOR AND MOTIVATION FOR REQUESTS
Description:

SECTION D: TYPES OF ACCOMMODATIONS See Appendix 1 and 2 for guidelines

TYPES OF ACCOMMODATIONS AVAILABLE (Please refer to the new Procedural manual for the administration of exam accommodations and concessions (November 2024) (Page 31)

SECTION E: DECLARATION BY CENTRE/SCHOOL/INSTITUTION

I, declare that the information provided, in my professional opinion, is correct and that the selected accommodation requested is justified.

NAME: SBST COORDINATOR SIGNATURE

NAME: PRINCIPAL SIGNATURE

SCHOOL STAMP

DATE: _____



SECTION F:	TO BE COMPLETED BY DISTRICT OFFICE (COMMITTEE CHAIRPERSON OR DESIGNATED OFFICIAL)			
District name:	Town:			
Does the candidate qualify for accommodation?	YES		NO	
If NO, please state reasons for not recommending request				
N.B. If applicable, attach your own report and/or information obtained:				
If Yes, recommendations as to the alternative examination procedure(s), also indicating for what subject, special equipment required and/or extra time required.				
Identify the barriers:	Barrier code/s:			
CONCESSION/ACCOMMODATION RECOMMENDED				ACCOMMODATION CODE:



CONTACT NO.:		Official Stamp
NAME: COORDINATOR	SIGNATURE	
DATE:		

Director Examinations & Assessment Chief Directorate Zone 6 Zwelitsha							
<u>SECTION G: PROVINCIAL BASED ACCOMMODATIONS COMMITTEE'S RECOMMENDATION</u>							
Outcome of Concession / Accommodation adjudication: (MARK X IN BOX)							
APPROVED	<input type="checkbox"/>	NOT APPROVED	<input type="checkbox"/>	PARTIALLY APPROVED	<input type="checkbox"/>	PENDING	<input type="checkbox"/>
If not approved/partially approved/ pending state reasons							
<u>CONCESSIONS / ACCOMMODATIONS APPROVED:</u>							
Concession code		Concession description					
NAME OF PROVINCIAL-BASED ACCOMMODATION ADJUDICATOR:							
SIGNATURE:				DATE:			



NAME OF PBAC CHAIRPERSON:	OFFICIAL STAMP
SIGNATURE: DATE:	

APPENDIX 1: Summary of accommodations as per revised procedural manual (2024)

TYPES OF ACCOMMODATIONS	BRIEF DESCRIPTION	PAGE
Additional Time	Allows extra time to complete tests or exams tailored to the learner's needs.	32
Reader	A designated person reads the exam questions to the learner.	33
Scribe	A person writes down answers as dictated by the learner.	35
Use of a Prompter	Supports learners needing help to maintain focus or manage anxiety during exams.	38
Use of a Personal Assistant	Aids learners requiring assistance with physical tasks or personal care during exams.	39
Adaptation of Questions	Modifies exam questions to accommodate learners with specific barriers, such as visual or hearing impairments.	40
Braille and Large Print Material	Provides exams in Braille for blind learners and in large print for those with low vision.	40
Transcription of Braille	Converts written material into Braille for blind learners.	41
Enlarged Print	Offers exam papers with larger print to accommodate learners with visual impairments.	42
Sign Language Interpreter	Provides a sign language interpreter for Deaf learners or those with significant hearing loss who communicate in South African Sign Language (SASL)	42
Handwriting	Accommodation for learners with challenges in producing legible handwriting.	45
Spelling	Assists learners with specific learning disorders affecting their spelling.	45
Orals	Exemption from oral activities and assessments: Exempts learners from oral components due to specific barriers. Oral examination: Modifies oral examinations to accommodate learners' needs.	47
Use of a Computer/ Tablet/Laptop, etc.	Allows the use of digital devices and assistive technology for exam taking.	47
Medication and Food	Permits access to medication and food as needed during exams.	51
Rest Breaks	Allows breaks during exams for learners who require them due to medical conditions or stress management.	38

Use of Specific Equipment	Permits equipment or devices tailored to the learner's needs, like magnifiers or specialised software.	51
Use of Separate Venues	Provides a separate examination room for learners requiring a quiet or more controlled environment.	52

ADDITIONAL TIME

Please note changes to additional time as per the new Procedural manual for the administration of exam accommodations and concessions (November 2024) (Page 31)

APPENDIX 2 Allocation of additional time

IMPAIRMENT	ADDITIONAL TIME THAT MAY BE MADE AVAILABLE
Physical Disability/repetitive strain injury	The time allocation could range from 5 to 20 min, depending on the severity of the condition.
Specific Learning Disability	The time allocation could range from 5 to 20 min, 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 (blind)	A maximum of 30 minutes per hour, depending on the severity of the visual impairment.
Visual Impairment (partially sighted/low vision)	A maximum of 15 minutes per hour, depending on the severity of the visual impairment.
Hearing impairment (Deaf)	A maximum of 30 minutes per hour, depending on the severity of the hearing impairment.
Hearing impairment (Hard of hearing)	A maximum of 15 minutes per hour, depending on the severity of the hearing impairment
Any other disability/medical conditions not identified in the above list	A maximum of 15 minutes per hour, depending on the nature and severity of the condition.