



CORNWALL HILL COLLEGE ACCOMMODATION POLICY

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PART 1: DEFINITION

In the South African educational setting, "accommodation" and "concession" refer to specific measures and provisions to ensure equitable access and support for pupils with diverse learning needs and abilities. These measures aim to create an inclusive learning environment where all pupils have the opportunity to succeed.

1.1 ACCOMMODATION

Accommodation refers to adjustments or modifications made to the learning environment, teaching methods, materials, or assessments to meet the unique needs of individual pupils. These accommodations enable pupils with disabilities, learning difficulties, or other barriers to participate fully in the educational process.

Accommodations can include:

- **Additional time**

Pupils may be granted an additional five, ten or fifteen minutes per hour of examination. The severity of needs will determine the time allocated. Double time may be granted for pupils who are blind and time and a half for pupils with severe visual impairment. Pupils who are deaf or have severe hearing loss may be granted 20 minutes of additional time per hour of the examination.

- **Adapted Examination Papers for Visually Impaired Pupils**

These are examinations with questions relating to visual literacy adapted for pupils who are blind or have a severe visual impairment.

- **Braille Word Processor**

Pupils with blindness or severe visual impairment may use a Braille word processor.

- **Computer**

A pupil may use a computer to present their answers in a typed form.

- **Enlarged font Examination papers and other related examination documentation**

(E.g. source booklets; answer booklets) are printed in Size 18 font.

- **Exemption**

Exemption from Mathematics/Mathematical Literacy.

Exemption from First Additional Language.

Exemptions are only granted for the Further Training and Education (FET) phase (Grade 10 – 12).

- **Handwriting**

This may be granted to pupils whose handwriting is difficult to decipher. A handwriting accommodation means a sticker is placed on each pupil's answer book. This indicates to the marker that untidy writing must be accommodated.

- **Medication/food intake**

Pupils may require an opportunity to take medication during an examination and/or have access to food and beverages to maintain sugar levels and treat low blood sugars. **Rest breaks** should also be applied in conjunction with this accommodation. A **separate venue** may be required when this accommodation is granted.

- **Practical assistant**

A practical assistant accommodates a pupil's needs to ensure they can complete an examination. The appropriate assistance must be provided without the practical assistant engaging in conversation other than interactions related to instructions from the pupil

regarding the assistance required. A separate venue may be required for this accommodation. Where a separate venue is used, the session must be recorded.

- **Prompter**

The function of a prompter is to refocus an easily distracted pupil. The prompter refocuses the pupil's attention using a verbal or physical cue (tap on the shoulder or desk).

- **Reader**

Pupils will use the electronic reader, the Exam Reader pen or a human reader depending on the severity of the case and the availability of venues and invigilators. The electronic reader allows pupils to have the examination papers read to them. A separate venue is required for a human reader. This session needs to be recorded audibly.

- **Rephrased examination papers**

These are examination papers with the language adapted for pupils who are deaf or hard of hearing.

- **Rest breaks**

A rest break is when the pupil is not required to be at their desk but must remain in the examination venue. Rest breaks may not be used to answer examination questions. A maximum of 10 minutes per hour will be granted for rest breaks. Rest breaks must not be confused with Additional Time accommodation.

- **Scribe**

A scribe records verbatim what the pupil dictates. A **separate venue** is required for this accommodation. The entire examination session must be recorded, and a copy of the audio recording must be submitted with the answer booklet.

- **Separate Venue**

A separate venue is a quiet environment away from the main examination centre. This can have up to 20 pupils in the venue.

- **Standalone Separate Venue**

A separate venue is where the pupil will write with their invigilator.

- **Specific Equipment**

The IEB must be notified of any specific equipment required. When specific equipment may distract others, a separate venue may be requested.

- **Spelling**

A spelling accommodation may be granted to a pupil where a significant deficit is indicated in the standardised scores and the qualitative analysis of the pupil's written samples. A spelling sticker is placed on each of the pupil's answer books. The marker must ignore the spelling as long as it can be deciphered phonetically. Please note that spelling will be marked accordingly in the languages in Paper 1, where textual editing is examined and spelling is part of the content knowledge required at the Grade 12 level.

- **Other**

The IEB will consider unique cases not included above.

1.2 CONCESSIONS

Concessions can include:

- As mentioned above, under *1. Accommodations*
- These accommodations and concessions are guided by South African legislation and policies, including the South African Schools Act, the National Education Policy Act, and the Curriculum and Assessment Policy Statements (CAPS).

1.3 FAIRNESS

The IEB uses a holistic approach when considering accommodation approvals.

- The granted accommodation must allow the pupil to achieve a level they would achieve if there were no barriers to learning.
- The granted accommodation may not give the pupil an advantage over their peers.
- The granted accommodations must be manageable for the school to provide.
- Universities and employers must be able to trust the results of the approved accommodations.

PART 2: IMMIGRANT STATUS

2.1 APPLICATIONS FOR IMMIGRANT STATUS

On 28 December 2012, Government Gazette No 36041 was published, in which the updated regulations pertaining to the National Curriculum Statement Grade R–12 were promulgated.

The definition of an immigrant pupil is:

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

2.2 PROCEDURE FOR APPLICATION OF IMMIGRANT STATUS

The application form is attached to this circular. Applications will only be processed for pupils who are enrolled at the school.

The Head of Accommodations will take responsibility for applying for immigrant status. The application should be completed when the pupil is enrolled at the school. The rules for immigrant status can only be applied once the approval is granted. A completed application form and relevant information must be submitted to the IEB:

- The official documentation issued by the Department of Home Affairs (e.g. passport information and school permit).
- The relevant official documentation issued by the school where the pupil entered the South African school system for the first time.
- Last examination report received from the pupil's previous school

Please note:

An immigrant pupil may offer only one official language at the First Additional Language level, **provided that another subject is offered.**

- A pupil may also 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 Education.

2.3 IMMIGRATION STATUS APPLICATION FORM



Attachment to Circular 41/2022

APPLICATION FORM FOR IMMIGRANT STATUS

School	
Centre Number	
Candidate's Full Name	
Candidate's ID / Passport Number	
Date of first arrival in South Africa	
Date of first admission to a South African school	
Grade in which the candidate was first admitted into a South African School	
Year in which the learner is expected to sit for the NSC examination	

NAMES OF ALL SCHOOLS ATTENDED

GRADE	YEAR	SCHOOL	TOWN/CITY	COUNTRY
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

DOCUMENTATION SUBMITTED Yes / No (*circle as appropriate*)

PRINCIPAL'S SIGNATURE

DATE

Please refer to page 2 for the IEB's Privacy Policy

PART 3: PRIMARY SCHOOL ACCOMMODATIONS

- The IEB only grants accommodation from Grade 8 onwards
- Testing may be done in Grade 7. However, educational assessments must be conducted within one year of the application and cognitive assessments within 24 months.
- It is recommended that Grade 7s be assessed in Term 3 of Grade 7 to give enough time for the application to be completed in Grade 8.
- It is important to note that although the primary school might grant certain accommodations, there is no guarantee that the IEB will approve these accommodations.
- Primary schools may grant accommodations internally, but these should be minimal and focus on intervention strategies
- The accommodations granted in Primary school will not automatically be carried over to the College as the College has its Accommodation Policy.
- The Primary school will provide the College with the historical background on file.

PART 4: PROCESS FOR ACCOMMODATION APPLICATIONS

- Contact the Head of Accommodations to make an **appointment** to discuss the pupil's barriers to learning.
- Complete [Form E](#)
- Complete [Form G](#)
- Provide the Head of Accommodations with **historical evidence** of difficulties: Any supporting reports such as occupational therapy, speech therapy, remedial programme reports or other medical documents should be included to support the accommodation(s) application. For exemption applications, please include any relevant supporting historical reports. All school reports from Grade 8 must also be included.
- Book an appointment with a reliable **Educational Psychologist**
- **Email** the date of the assessment as well as the contact details for the Educational Psychologist to the Head of Accommodations
- The Head of Accommodations will email the relevant policy documents and [Form B](#) to be completed to the Educational Psychologist
- Go for the appointment
 - A full psycho-educational assessment that thoroughly assesses the barrier to learning and a comprehensive clinical history is required.
 - A full psycho-educational report is required.
 - Please note that although the Educational Psychologist will make recommendations, the IEB Accommodations/Exemptions Panel decides on the application based on all the information presented.
- If relevant to the accommodation or exemption application, the relevant practitioner must provide a current medical report (not older than six months). Please supplement the medical report with supporting evidence from the IEB testing battery. This medical report must include the date of diagnosis, diagnosis, intervention strategies (current and previous) and residual challenges. The medical practitioner must include their practice number on the form and sign and stamp it. [Form D](#) may be used here. (The assessing psychologist is not to complete this form).
 - Visual barriers / impaired vision/colour blindness/blindness
 - Deafness / Hearing impairment
 - Physical barriers
 - Learning difficulties
 - ADHD / insufficient attention span
 - Psychological conditions
 - Language exemptions
 - Mathematics / Mathematical Literacy exemptions
- The Head of Accommodations will compile at least three pertinent **subject teacher comments**, which will be included with the application. The comments should explain how the pupil's difficulties impact work in class and assessments. Form F.
- The Head of Accommodations will print the most recent examination school **report**, which must be submitted, and any other relevant school reports. All school reports from Grade 8 onwards must be provided for exemption applications.
- The Head of Accommodations will collect **three examples of work** which support the application. One of the samples must be a longer piece of writing (essay, long paragraphs or transactional piece). The purpose of these examples is to support the specific accommodation(s) or exemption(s) being applied for. For example, a handwriting application would require the submission of an example of handwriting that

deteriorates over the time of an examination. A time accommodation would need samples of incomplete tests.

- Once the application is sent to the IEB, Cornwall Hill College will grant the following concessions until the IEB decision is sent to the school.

- **GRADE 8 – 10**

Grade 8 – 9 pupils will be granted a separate venue (max 20 pupils) with 10 minutes additional time for standardised tests and exams until an official accommodation is sent to the school by the IEB.

- **GRADE 11 – 12**

Grade 11 – 12 pupils will only be granted a separate venue (max 15 pupils) with 10 minutes additional time for standardised tests and exams until an official accommodation is sent to the school by the IEB.

Once the application is sent into the IEB, it is sent to a First processor (educational psychologist) and then to a Second Processor (learning support teacher). There is a cost involved in the application that will be billed to the parents' school account. Based on their findings, a decision letter is sent to the school. The final decision lies with the IEB. An appeal may be sent within three months of receiving the decision letter. If the appeal is denied, a cost will be incurred to be billed to the parents' school account. Once the process is completed, the pupil will have a training session with the Head of Accommodations to familiarise them with the processes and procedures. They will receive a copy of the official IEB decision letter and all additional information they must present in all assessments.

FORM E



PARENT/GUARDIAN CONSENT AND ACKNOWLEDGEMENT FORM

I, _____ the parent/legal guardian

of _____ hereby give permission for the attached psycho-educational report, medical report and all historical supporting evidence to be forwarded to and accessed by the IEB Accommodations/Exemptions Panel.

The Accommodations/Exemptions Panel undertakes to respect this information and treat it confidentially.

I understand that any internal accommodation(s) granted to the candidate by the school are not a guarantee of the IEB awarding the same or any accommodation(s).

Signature: _____

Date: _____

FORM G



CANDIDATE DECLARATION

I, _____ affirm that I did not attempt to engage in any form of manipulation to increase my likelihood of obtaining an accommodation/s and/or exemptions.

I acknowledge that the manipulation of results is a form of dishonesty and may result in the validity of my application to the IEB being compromised.

Signature: _____

Date: _____

4.3 FORM B

FORM B



CONSULTING PSYCHOLOGIST/ PSYCHOMETRIST SUMMARY SHEET

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

Assessor's name	
Contact number	
Email address	
Client's name	
Date of assessment	

Psychologist/Psychometrist Affirmation

I, _____, psychologist/
psychometrist 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 candidate and that I did not engage in
any form of coaching so to increase the candidate'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	
WISC-IV or WAIS-IV Please circle/highlight test used	Index Score e.g. 93	Subtest Scores e.g. 10, 7, 8	READING Please circle/highlight test used	
Verbal Comprehension			READING (untimed) Standard Score	
Perceptual Reasoning			Word Reading WIAT III/IV, BAS II, WRAT 4	
Working Memory			Pseudowords WIAT III/IV or PhAB	
Processing speed			READING (timed) Standard Score	
			TOWRE Sight Word Efficiency or WIAT IV Orthographic Fluency	
			TOWRE Phonemic Decoding Efficiency or WIAT IV Decoding Fluency	
WISC V			READING COMPREHENSION Quotient/Standard Score	
Verbal Comprehension			Please circle/highlight test used	
Visual Spatial			Reading Comprehension WIAT III/IV	
Fluid Reasoning			Oral Reading Fluency WIAT III/IV	
Working Memory			Edinburgh Test 4 Time Taken	
Processing Speed			Reading Rate YARC (Secondary Test)	
			Comprehension YARC (Secondary Test)	
SSAIS-R			Summarisation YARC (Secondary Test)	
Verbal			Access Reading Test (ART Form C or D) Time	
Non-verbal			SPELLING Standard Score	
Coding			Graded spelling WIAT III/IV, BAS II, WRAT 4, Vernon	
Memory for Digits			WRITTEN SAMPLES	
EXEMPTION ASSESSMENTS			Copying (10 minutes)	
MATHS BAS II or WIAT III/IV or WRAT 4			Formal (15 minutes)	
Subtests used		Standard Score	COMPUTER SAMPLES	
			Please complete if a computer or scribe is required.	
			Copying (10 min)	
			Formal (15 minutes)	
FIRST ADDITIONAL LANGUAGE CTOPP or PhAB				

*As per Policy 3.4.2 for the purpose of an exemption application, school reports from the previous 2 years must be attached and the relevant subject marks (e.g. FAL or Mathematics) documented below.

Tick the exemption being applied for:

First Additional Language

Mathematics

Grade	Term 1 mark	Term 2 mark	Term 3 mark	Term 4 mark (if applicable)

FORM D


**MEDICAL REPORT TO SUPPORT APPLICATION FOR IEB
ACCOMMODATION(S)/EXEMPTION(S)***

*Not to be completed by assessing psychologist

Diagnosing professional	
Practice number	
Specialisation	
Client's name	

This report is a confidential document. Contents will be used only to assist the Accommodations/Exemptions Panel assess if the candidate should be granted an accommodation(s) or exemption.

Diagnosis and ICD-10 Code	
Current intervention strategies	
Duration of diagnosed condition	
Severity of condition via symptoms	

Signature: _____

Date: _____

Doctor's stamp	
----------------	--

PART 5: EXEMPTIONS – FAL and MATHEMATICS

Per the Department of Education policy document, The National Senior Certificate: pupils for a qualification at Level 4 on the National Qualifications Framework may be exempted from offering a First Additional Language and Mathematics or Mathematical Literacy in Grades 10 – 12.

Exemptions are not granted in the GET Phase. Pupils in the GET phase are expected to have two languages

- If an exemption is granted, an appropriate subject must be offered in place of the exempted subject. Applications for exemptions should be made by the **end of July of the Grade 9 year**.
- The IEB will consider in its absolute discretion applications from pupils who:
 - experience severe and intrinsic barriers in Mathematics/Mathematical Literacy
 - experience an intrinsic barrier to learning which manifests as dysphasia, such as expressive or receptive language disorders and/or learning, neurological or developmental disorders (e.g. dyslexia; autism spectrum disorder; traumatic brain injury)
 - have a significant hearing impairment
- A language exemption (as described in 2.) is not to be confused with a language exemption granted to pupils with immigrant status.
- An identification of a diagnosis in isolation does not guarantee that an exemption will be granted. Regarding the policy, the decision as to whether an exemption will be granted lies with the IEB and its Accommodations/ Exemptions Panel, not with the practitioner who conducted the assessments or with the school.

MINIMUM PROMOTION REQUIREMENTS SENIOR PHASE (GRADE 7 – 9)

SUBJECT	MAINSTREAM SENIOR PHASE PUPIL	PUPIL WITH LANGUAGE BARRIER	IMMIGRANT PUPIL
Home language (HL)	Adequate achievement (50-59%)	Moderate achievement (40-49%)	Offer English or Afrikaans wither at HL or FAL and achieve Moderate achievement (40-49%)
First Additional Language (FAL)	Moderate achievement (40-49%)	Elementary achievement (30 – 39%)	
Mathematics	Moderate achievement (40-49%)	Moderate achievement (40-49%)	Moderate achievement (40-49%)
3 subjects	Moderate achievement (40-49%)	Moderate achievement (40-49%)	Moderate achievement (40-49%)
2 subjects	Elementary achievement (30 – 39%)	Elementary achievement (30 – 39%)	Elementary achievement (30 – 39%)
1 subject	Can fail one subject provided the SBA component has been completed.	Can fail one subject provided the SBA component has been completed.	Cannot fail a subject

PART 6: ADMINISTRATION OF ASSESSMENTS AT CORNWALL HILL COLLEGE

Cornwall Hill College will administer the concessions as per the decision letter as follows:

6.1 Additional time:

- *Class test:*
No class tests will have additional time
- *Practical:*
No practical test will have additional time
- *Standardised test:*
All accommodation pupils will receive 10 minutes additional time during standardised tests
- *Examination:*
Additional time will be allocated according to the IEB decision letter – the pupil must present the decision letter to the invigilator by placing it on their desk.

6.2 Scribe

- *Class test:*
No class tests will have scribes
- *Practical:*
No practical test will have scribes
- *Standardised test:*
A scribe will be organised in a standalone venue, and the fee will be billed to the parents' account
- *Examination:*
A scribe will be organised in a standalone venue, and the fee will be billed to the parents' account

6.3 Typing

- *Class test:*
No typing concession will be allowed
- *Practical:*
No typing concession will be allowed
- *Standardised test:*
Typing concessions will take place in the allocated computer venue and will be completed using the Exam Portal
- *Examination:*
Typing concessions will take place in the allocated computer venue and will be completed using the Exam Portal

6.4 Human Reader

Human readers will only be granted if specified by the IEB or if the pupils also has a scribe.

- *Class test:*
No class tests will have human readers
- *Practical:*
No practical tests will have human readers
- *Standardised test:*
A human reader will be organised in a standalone venue, and the fee will be billed to the parents' account
- *Examination:*
A human reader will be organised in a standalone venue, and the fee will be billed to the parents' account

6.5 Electronic reader

- *Class test:*

No electronic readers will be provided during class tests

- *Practical:*
No electronic readers will be provided during practical assessments
- *Standardised test:*
Reader/Electronic reader concessions will take place in the allocated computer venue and will be completed using the Exam Portal
- *Examination:*
Reader/Electronic reader concessions will take place in the allocated computer venue and will be completed using the Exam Portal

6.6 Enlarged font

- *Class test:*
Educators will print an enlarged font script for class tests
- *Practical:*
Educators will print an enlarged font script for practical assessments
- *Standardised test:*
Educators will print an enlarged font script for standardised tests
- *Examination:*
Educators will print an enlarged font script for examinations

6.7 Handwriting

- *Class test:*
Pupils must stick a handwriting sticker on the front of their answer script to inform the educator not to penalize them due to their handwriting
- *Practical:*
Pupils must stick a handwriting sticker on the front of their answer script to inform the educator not to penalize them due to their handwriting
- *Standardised test:*
Pupils must stick a handwriting sticker on the front of their answer script to inform the educator not to penalize them due to their handwriting
- *Examination:*
Pupils must stick a handwriting sticker on the front of their answer script to inform the educator not to penalize them due to their handwriting

6.8 Spelling

- *Class test:*
Pupils must stick a spelling sticker on the front of their answer script to inform the educator not to penalize them due to their spelling unless the question tests spelling
- *Practical:*
Pupils must stick a spelling sticker on the front of their answer script to inform the educator not to penalize them due to their spelling unless the question tests spelling
- *Standardised test:*
Pupils must stick a spelling sticker on the front of their answer script to inform the educator not to penalize them due to their spelling unless the question tests spelling
- *Examination:*
Pupils must stick a spelling sticker on the front of their answer script to inform the educator not to penalize them due to their spelling unless the question tests spelling

6.9 Separate venue

- *Class test:*
No separate venues will be organised
- *Practical:*
No separate venues will be organised
- *Standardised test:*
A separate venue is a venue with 15 – 20 pupil in it
- *Examination:*
A separate venue is a venue with 10 – 15 pupil in it

6.10 Stand-alone separate venue

- *Class test:*
No standalone separate venue will be organised
- *Practical:*
No standalone separate venue will be organised
- *Standardised test:*
Standalone separate venues will be organised for pupils with readers, scribes or readers and scribes.
- *Examination:*
Standalone separate venues will be organised for pupils with readers, scribes or readers and scribes

6.11 Prompter

- *Class test:*
No prompters will be provided
- *Practical:*
No prompters will be provided
- *Standardised test:*
Prompters will be provided in a separate venue
- *Examination:*
Prompters will be provided in a separate venue

6.12 Rest breaks

- *Class test:*
No rest breaks will be allowed
- *Practical:*
No rest breaks will be allowed
- *Standardised test:*
No rest breaks will be allowed
- *Examination:*
Rest breaks will be allowed on the hour according to the stipulated time on the decision letter. Pupils may not leave the venue. If they decide not to use the break, it will not build up to the next hour.

6.13 Special equipment

- *Class test:*
No special equipment will be allowed unless it is a medical issue
- *Practical:*
No special equipment will be allowed unless it is a medical issue
- *Standardised test:*
Special equipment will be allowed as per the IEB decision letter
- *Examination:*
Special equipment will be allowed as per the IEB decision letter

6.14 Medical/food intake

- *Class test:*
As per the IEB decision letter
- *Practical:*
As per the IEB decision letter
- *Standardised test:*
As per the IEB decision letter
- *Examination:*
As per the IEB decision letter

PART 7: FEES - APPLICATIONS AND INVIGILATION

The cost of the Educational Psychologist will be provided by the Educational Psychologist of your choice. The school has no affiliation with specific Educational Psychologists.

The IEB application cost will be billed to the parents' school account. The IEB determines the cost of the application

If an appeal is sent in and the accommodation is still not granted, there will also be a cost billed to the parents' school account. Invigilator and the Exam Portal fees will be billed to parents' accounts.

The fees for 2023 will be as follow:

7.1 Grade 8 – 11 GENERAL CONCESSION VENUE FEES

- R60 per standardised test / exam per hour

7.2 Grade 8 – 11 COMPUTER VENUE FEES [electronic reader / typing]

- R60 per 1 hour exam session
- R65 per 1.5 hour exam session
- R70 per 2 hour exam session
- R75 per 2.5 hour exam session
- R80 per 3 hour exam session

7.3 Grade 8 – 11 OWN VENUE PRICES FEES [readers / scribes / typing]

- R300 per 1 hour exam session
- R325 per 1.5 hour exam session
- R350 per 2 hour exam session
- R375 per 2.5 hour exam session
- R400 per 3 hour exam session

The subjects that will be read for English-medium pupils are as follows:

- Afrikaans First Additional Language Paper I and Paper II
- Business Studies
- Computer Applications Technology Paper II
- Design
- Dramatic Arts
- English Home Language Paper I and Paper II
- Geography Paper I and Paper II
- History Paper I and Paper II
- Information Technology Paper II
- Life Orientation CAT B
- Life Sciences Paper I and Paper II
- Mathematical Literacy Paper I and Paper II
- Sepedi First Additional Language Paper I and Paper II
- Visual Arts

The following subject will not be offered with human or electronic reader concessions:

- Computer Applications Technology Practical
- Information Technology Practical

- Drama Practical
- Engineering Graphics and Design
- Life Science Practical

7.4 Grade 12 PRELIM AND NSC EXAMINATIONS FEES [readers & scribes]

- R400 per session

7.5 Grade 12 PRELIM AND NSC EXAMINATIONS FEES [electronic reader/typing]

The costs for pupils using the Electronic Reader for NSC electronically read examinations in 2023 will be R150 per read examination (per paper) for each pupil.

- R80 per 1-hour exam session
- R85 per 1.5 hour exam session
- R90 per 2 hour exam session
- R95 per 2.5 hour exam session
- R100 per 3 hour exam session

The subjects that will be read for English-medium pupils are as follows:

- Afrikaans First Additional Language Paper I and Paper II
- Business Studies
- Computer Applications Technology Paper II
- Design
- Dramatic Arts
- English Home Language Paper I and Paper II
- Geography Paper I and Paper II
- History Paper I and Paper II
- Information Technology Paper II
- Life Orientation CAT B
- Life Sciences Paper I and Paper II
- Mathematical Literacy Paper I and Paper II
- Sepedi First Additional Language Paper I and Paper II
- Visual Arts

The following subject will not be offered with human or electronic reader concessions:

- Computer Applications Technology Practical
- Information Technology Practical
- Drama Practical
- Engineering Graphics and Design
- Life Science Practical
- AP Mathematics and English

7.6 Grade 12 GENERAL CONCESSION VENUE FEES

- R80 per 1 hour exam session
- R85 per 1.5 hour exam session
- R90 per 2 hour exam session
- R95 per 2.5 hour exam session
- R100 per 3 hour exam session

PART 8: THE ROLE OF THE HEAD OF ACCOMMODATIONS

8.1 Applications

- Meeting with parents before an application is considered
- Collect assessment reports and Form B from the Educational Psychologist
- Collect historical background information from parents; Form E and Form G
- Collect tests and Form F from educators (min 3 per application)
- Compile files for applications
- Liaise with the IEB on applications
- Communicate with parents once the IEB decision letter is received
- Administer appeals

8.2 Standardised tests

- Set up seating plan - weekly
- Organise invigilators - weekly
- Load tests on the IEB portal - weekly
- Pack tests according to venues - weekly
- Print typing concession tests after completion - weekly
- Deliver tests to the relevant teachers - weekly

8.3 Examinations

- Have the Chief invigilator file available
- Set up seating plan – July and November
- Organise invigilators – July and November
- Load tests on the IEB portal – July and November
- Pack tests according to venues – July and November
- Print typing concession tests after completion – July and November

8.4 Learning support

- Set up Neurodiversity requirements for assessed pupils
- Keep Department Policy updated

8.5 Google Classroom

- Add new pupils to Google Classroom
- Communicate test arrangements on Google classroom
- Communicate exam arrangements on Google classroom

8.6 Other

- Attend Mentorship support meetings - weekly
- Communicate requirements with the IT department (V-soft licensing / recording venues)
- Communicate with the Principle on developments in the department
- Communicate on pupil concerns with the Grade tutors
- Organise training sessions for invigilators
- Organise training sessions for pupils (typing/electronic readers)
- Payment roll for the invigilators – monthly

- Billing parents for invigilation - weekly
- Billing parents for applications
- Compile the chief invigilator file
- Yearly budget
- Add academic concern note with IEB decision letter on EdAdmin

PART 9: THE ROLE OF THE IT DEPARTMENT

9.1 V-Soft licensing

- Renewal of V-soft licenses
- Renewal of Text-to-speech licenses

9.2 Computer area

- Loading of Exam portal on computers
- Making sure that UPS's are in working order

9.3 Equipment

- Headphones for electronic reader pupils
- Laptops for electronic reader pupils who will be writing in general venues
- Recording of venues during exams

9.4 Recording of sessions

In the case of examinations involving a pupil who will be writing in a venue other than the main examination venue, the following documents about the procedure should be provided:

- Any examination conducted in a separate venue with a pupil and an accommodations provider (such as a human reader or scribe) must be recorded audibly in its totality and the recording submitted to the IEB. The recording device must be tested before each examination, and the battery life must be checked. Should the battery power be low, new batteries must be inserted into the device before the examination.
- Digital recordings must be copied to a CD or flash drive at the end of each examination and submitted with the pupil's answer booklet. The recording should be labelled with the pupil's examination number, school name, and date/time of the examination and put in a plastic sleeve with the answer booklet.
- Alternatively, the audio recording may be uploaded into an online storage system such as Dropbox or Google Drive. The file must be labelled with the pupil's examination number and the name of the examination. The link to the file must be emailed to accommodations@ieb.co.za

PART 10: THE ROLE OF THE EDUCATOR

All Educators will be provided with a list of pupils with accommodations. It is the educators' responsibility to go through the list and stay updated with the granted accommodations.

Educators may get additional information on learning support for individual pupils from the Head of Accommodations.

10.1 Applications

The Head of Accommodation will request the educator of individual pupils to scan the latest tests and send them to the Head of Accommodation for applications.

Form F should be completed as honestly as possible.

10.2 Standardised tests

Standardised tests should be submitted to the Head of Accommodations three working days before the test or exam.

An electronic copy (Word or PDF) must be emailed to the Head of Accommodations at least three working days before the test.

10.3 Examinations

Exams should be submitted to the Head of Accommodations three working days before the test or exam.

An electronic copy (Word or PDF) must be emailed to the Head of Accommodations at least three working days before the exam.

10.4 Marking

When marking tests invigilated for concessions, please consider the following:

10.4.1 Additional time

Pupils who have been granted additional time need not make use of the full additional time, but they must remain in the examination venue for the standard time set for the paper.

10.4.2 Scribe

It is preferable that the pupil draw and label any required diagrams or graphs. If the barrier to learning prevents them from doing so, then the scribe should execute instructions exactly as the pupil directs.

10.4.3 Spelling

When assessing spelling, the pupil must spell the word for the scribe.

A spelling sticker is attached to the front cover of every examination or test answer booklet. This indicates to the marker that spelling errors must be ignored so long as the words are phonetically correct.

If a pupil has a scribe and spelling accommodation, the pupil will have to spell the words for the scribe to write down verbatim for textual editing.

10.4.4 Handwriting

A handwriting accommodation sticker must be placed on each pupil's answer booklet to indicate to the marker that untidy writing must be accommodated.

PART 11: THE ROLE OF THE CANDIDATE

11.1 Google Classroom

- The pupil is responsible for joining the Google Classroom - [osqxpim](#).
- Pupils must check weekly if the seating plan is correct and inform the head of Accommodations of any changes needed at least five days before the test or exam.

11.2 Standardised tests

- Pupils should be seated in the allocated venue at 7:20 in the morning.
- 7:30 Standardised test starts.
- 8:30 Standardised test ends.
- Pupils may not leave the venue before the end of the session (8:30).
- Pupils must go directly to their Mentor lesson after being dismissed.
- Pupils must present their official decision letter or Cornwall Hill College accommodation approval letter to the invigilator by placing it on their desk.

11.3 Exam sessions

All normal exam regulations apply during the exam period.

11.3.1 Session 1

- Pupils should be seated in the allocated venue at 7:30 in the morning.
- 7:40 Reading time.
- 7:50 Exam starts.

1-hour session

- Pupils may not leave before 8:50
- 5 min additional time – 8:55
- 10 min addition time – 9:00
- 15 min additional time – 9:05

2-hour session

- Pupils may not leave before 9:50
- 5 min additional time – 10:00
- 10 min addition time – 10:10
- 15 min additional time – 10:20

3-hour session

- Pupils may not leave before 10:50
- 5 min additional time – 11:05
- 10 min addition time – 11:20
- 15 min additional time – 11:35

Pupils must present their official decision letter or Cornwall Hill College accommodation approval letter to the invigilator by placing it on their desk

Pupils may not disturb any other sessions still in progress and therefore need to leave the premises as soon as possible.

11.3.2 Session 2

- Pupils should be seated in the allocated venue at 11:45.
- 11:50 Reading time.
- 12:00 Exam starts.

1-hour session

- Pupils may not leave before 13:00
- 5 min additional time – 13:05
- 10 min additional time – 13:10
- 15 min additional time – 13:15

Two-hour session

- Pupils may not leave before 14:00
- 5 min additional time – 14:10
- 10 min additional time – 14:20
- 15 min additional time – 14:30

3-hour session

- Pupils may not leave before 15:00
- 5 min additional time – 15:15
- 10 min additional time – 15:30
- 15 min additional time – 15:45

Pupils must present their official decision letter or Cornwall Hill College accommodation approval letter to the invigilator by placing it on their desk

Pupils may not disturb any other sessions still in progress and therefore need to leave the premises as soon as possible.

11.4 Scribe / Human reader

The scribe may not be a family member of the pupil or have any relation to the pupil (for example, mother or father's partner/tutor/friend, etc.).

- During the 10-minute reading time, the pupil may not highlight or mark parts of the questions in any way.
- Pupils will ask you to read the question for question, or they will continue independently.
- They have the choice of how the paper is read to them.
- If pupils request you to reread anything throughout the paper, please oblige.
- The reader may not have any other conversations or assist the pupil in any other way than reading the paper to them.
- The pupil and the reader must each receive a copy of the examination paper.
- A reader is appointed to read any part of the examination paper and any part of the pupil's answers. Text may only be repeated at the request of the pupil.
- Mathematical symbols should simply be pointed to and not read, as this could communicate knowledge the pupil does not have and give clues to the answer.
- Readers should be as little disruptive as possible. Limit movements as much as possible
- The reader may emphasise bold or italicised words, but pupils should know that this is the document's emphasis, not the reader's own.

- If there is a word the reader is uncertain of, the reader should inform the pupil of their uncertainty and spell it for them.
- The reader may spell any word requested by the pupil unless the question asks the pupil to spell the word.
- The reader must be aware of punctuation marks. The reader may read a text a second time with punctuation marks indicated if the pupil requests.
- The reader may not decode any symbols or unit abbreviations.
- The reader must point to mathematical symbols and not decode them.
- The reader may not do the following:
 - assist the pupil with planning to answer the examination paper.
 - provide the spelling of the word (if the question asks it) or provide the meaning of a word.
 - translate a word or phrase.
 - prompt a pupil.
 - assist the pupil in answering the examination paper in any way.

11.5 Scribe / Typing

It is preferable that the pupil should draw and label any required diagrams or graphs. If the barrier to learning prevents them from doing so, then the scribe should execute instructions exactly as the pupil directs. Typing pupils should complete graphs and drawings in the blue answer book in Grade 12

- During the 10-minute reading time, the pupil may not highlight or mark parts of the questions in any way.
- When spelling is being assessed, the pupil must spell the word for the scribe
- A scribe is appointed to write the pupil's answers to questions verbatim
- The pupil and the scribe must each receive a copy of the question paper. The pupil may be allowed to plan answers before dictation, and the planning may be scribed. The examination booklet that contains the planning must be submitted at the end of the examination.
- The scribe may only communicate with the pupil to request that an answer be repeated.
- The scribe should remain neutral and impartial during the examination session.
- Scribes must be mindful that assistance with an answer can be indirectly communicated by the tone of voice, facial expression and body language.
- It is preferable that the pupil should draw and label any diagrams or graphs required themselves. If the barrier to learning prevents them from doing so, then the scribe should execute instructions exactly as the pupil directs.
- When spelling is being assessed, the pupil must spell the word for the scribe.
- The pupil must indicate the format of a letter or essay to be written, e.g. the address, beginning, end and headings
- Examinations in subjects where numeracy skills are being assessed should not be done with a scribe due to the nature of the subject. However, if a scribe is required for these subjects for a physical reason, it should be noted in the application. The pupil should indicate or write the Mathematical symbols to be written down by the scribe.
- The scribe may not read any section of the paper to the pupil.
- The scribe can be seated next to or opposite the pupil.
- The scribe must remain with the pupil if they complete the examination ahead of time
- An audible recording of the entire session must be provided.
- The scribe may only write what the pupil says. They may not assist the pupil in answering the examination paper in any way.
- The scribe should only speak to the pupil if there is a problem, such as mishearing the pupil or asking them to slow down their speaking pace.
- Should any queries arise from the pupil (for example: "what do they want me to do?"), respond by reminding the pupil that you cannot be of any assistance.
- The pupil is encouraged to review and edit what has been written.
- The pupil must indicate the beginning and end of all sentences and paragraphs.
- The pupil must indicate all punctuation marks (except capital letters at the beginning of a sentence).

- The pupil must indicate if something needs to be underlined, e.g. heading.
- Where possible, the pupil must draw all graphs, sketches, etc.
- The pupil must indicate to the scribe when ready to move to the next question.
- The pupil may ask the scribe to read what has been written by the scribe. The scribe may not read any other parts of the examination paper. (Unless the pupil has an amanuensis accommodation and the scribe also acts as a reader.)

If you want to:	Say:
End a sentence or abbreviation	Full stop
End a paragraph	Full stop paragraph
End a direct question	Question mark
Create a short pause or break up long sentence	Comma
Open parentheses	Open bracket
Close parentheses	Close bracket
Start a quotation	Quote
End a quotation	Unquote
Start a major new section of your answer	New major heading
Start the beginning of a sub section	New sub heading

- Electronic reader (utilising Dragon Vocaliser software) allows the examination paper to be read to pupils via a computer
- Schools must have access to the Exam Portal if this accommodation is used
- Pupils using the Electronic Reader may be seated in the main examination venue. However, pupils make use of headphones in order not to disturb others.
- The pupil must type their examination number at the top of each page and number the pages. Question numbers should also be indicated clearly.

11.6 Additional time

- Pupils should be seated in an area in the examination venue where they will not be disturbed when other pupils leave the venue.
- Pupils must be informed of the specific times they will finish and be given the appropriate time warnings as the examination session approaches.
- Pupils who have been granted additional time need not use the full additional time. Still, they must remain in the examination venue for the standard time set for the paper.

11.7 Handwriting

- A handwriting accommodation sticker must be placed on each pupil's answer booklet to indicate to the marker that untidy writing must be accommodated.

11.8 Spelling

- A spelling sticker is attached to the front cover of every examination answer booklet. This indicates to the marker that spelling errors must be ignored so long as the words are phonetically correct.
- If a pupil has a scribe and spelling accommodation, the pupil will have to spell the words for the scribe to write down verbatim for textual editing.

11.9 Prompter

- A prompter is used when a pupil is easily distracted. The prompter refocuses the pupil'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 pupil beyond what is outlined above.
- The prompter may not assist the pupil with time management.

11.10 Separate Venue

- A separate venue is a quiet environment away from the main examination centre and must meet the minimum requirements to be approved as an examination venue.
- Using a separate venue is to assist an individual pupil with medical, emotional or learning barriers or to prevent possible disturbance from other pupils in the examination venue.
- Only one pupil may be in a separate venue for scribing and reading. The examination must be recorded. This is referred to as a separate standalone venue.

11.11 Rest breaks

- The rest break is when the pupil is not required to be at their desk but must remain in the examination venue.
- The rest break accommodation must not be confused with the additional time accommodation.
- The IEB will determine the frequency and length of the rest breaks.
- The rest breaks must be used within the hour. For example, 5 minutes rest break per hour. A pupil may not accumulate the rest breaks minutes to give themselves one long rest break.
- The pupil is not obliged to utilise the rest breaks granted if they feel there is no need to do so on the day.

11.12 Medication/Food Intake

- Pupils may need to take medication during an examination and have access to food and beverages to maintain sugar levels and treat low blood sugars.
- Rest breaks may also be applied for in conjunction with this accommodation. The time taken to eat and drink will then be returned at the end of the session to give the pupil the full examination time.
- This is not additional time.

11.13 Enlarged Font

- Examination papers and other related examination documentation (e.g. source booklets; answer booklets) are printed in Size 18 font.
- Pupils should also receive a copy of the examination received by mainstream pupils.
- For sections of the examination paper that cannot be enlarged (such as maps), the pupil must use assistive devices such as a magnifier.

11.14 Practical assistant

- A practical assistant is appointed to aid a pupil who is unable to do certain basic tasks involved in an examination for themselves (such as turning a page or manipulating equipment in a practical examination for physically disabled pupils) to ensure that the pupil can complete an examination.
- The practical assistant may only speak to the pupil to gain clarity regarding the instruction from the pupil.
- The practical assistant may not do scribing or reading duties.

11.15 Rephrased examination papers

- This kind of examination only applies to pupils who are deaf or significantly hard of hearing.

- Rephrased examination papers using simplified language, embedded glossary, and bolding words; using shorter sentences and white space.
- A copy of the examination paper for mainstream pupils must also be made available to pupils who qualify for a rephrased examination paper.

11.16 Specific Equipment

- The IEB panel must be notified of and grant approval for the use of any specific equipment required by a pupil for them to show what they know and can do (e.g. physical disabilities or special reading apparatus for the visually impaired).
- Such equipment must not give a pupil an advantage over their peers.

11.17 Recording of sessions

An audible recording of the entire examination session must be provided.

DECLARATION BY CANDIDATE

Strictly for internal records of the school

Examination number: _____

I declare that:

- The scribe/reader is not a relative, close friend or tutor of mine.
- I am satisfied with the process of the scribing/reading to me during the examination.
- I was given the opportunity to change and or adjust any answers that I needed.
- I was not given any unfair assistance or help in any way.
- I was given all my personalised accommodations granted by the IEB.
- I have given my consent for the session to be recorded to ensure fairness and objectivity.

Name of the Candidate:	
Signature of the Candidate:	
Grade:	
Examination Centre:	
Date:	

PART 12: THE ROLE OF THE INVIGILATOR

12.1 General information

12.1.1 Arrival Time

All invigilators should be at the library at least 30 minutes before the official reading time/test begins to hand out the exam papers and set up the venue.

12.1.2 Standardised tests

- Pupils should be seated in the allocated venue at 7:20 in the morning.
- 7:30 standardised test starts.
- 8:30 standardised test ends.
- Pupils may not leave the venue before the end of the session (8:30.)
- Pupils must present their official decision letter or Cornwall Hill College accommodation approval letter to the invigilator by placing it on their desk

12.1.3 Exam sessions

All normal exam regulations apply during the exam period.

12.1.4 Session 1

- Pupils should be seated in the allocated venue at 7:30 in the morning.
- 7:40 Reading time.
- 7:50 Exam start.

1-hour session

- Pupils may not leave before 8:50
- 5 min additional time – 8:55
- 10 min addition time – 9:00
- 15 min additional time – 9:05

2- hours session

- Pupils may not leave before 9:50
- 5 min additional time – 10:00
- 10 min addition time – 10:10
- 15 min additional time – 10:20

3-hour session

- Pupils may not leave before 10:50
- 5 min additional time – 11:05
- 10 min addition time – 11:20
- 15 min additional time – 11:35
- Pupils must present their official decision letter or Cornwall Hill College accommodation approval letter to the invigilator by placing it on their desk

12.1.5 Session 2

- Pupils should be seated in the allocated venue at 11:45.

- 11:50 Reading time.
- 12:00 Exam starts.

1-hour session

- Pupils may not leave before 13:00
- 5 min additional time – 13:05
- 10 min additional time – 13:10
- 15 min additional time – 13:15

2-hour session

- Pupils may not leave before 14:00
- 5 min additional time – 14:10
- 10 min additional time – 14:20
- 15 min additional time – 14:30

3-hour session

- Pupils may not leave before 15:00
- 5 min additional time – 15:15
- 10 min additional time – 15:30
- 15 min additional time – 15:45
- Pupils must present their official decision letter or Cornwall Hill College accommodation approval letter to the invigilator by placing it on their desk

12.1.6 Venue set-up

- Go to the allocated venue and set up the venue.
- Pupils should be so placed that there is a lateral distance of 1.5 meters between each pupil and the pupils on either side or 1 meter between each pupil and the pupils in front and behind.
- Pupils must be seated in strict numerical order in the examination room for each examination session. This arrangement will help invigilators when the answer books are collected, as they have to be arranged in strict numerical order according to the *attendance register*. REFER TO THE SEATING PLAN PROVIDED WITH THE PAPERS
- Set up a laptop/recorder if the concession venue requires this.
- The *paper's name and the examination duration* must be written on the board/whiteboard or chart. *Time intervals* can be indicated so that pupils are aware of the time. E.g.

7:40 Reading

7:50 Start

8:50 1 HOUR

9:50 2 HOURS END OF PAPER

10:00 5 min extra time/hr.

10:10 10 min extra time/hr.

20:15 min extra time/hr.

12.2 EXAM SESSIONS

12.2.1 Invigilator requirements

Handing out of papers

- When handing out question papers at the commencement of each session, invigilators must ensure that it is the correct question paper for the subject, per the timetable.

Pupils entering the venue

- Pupils should be admitted to the examination room a short time before the examination is scheduled to commence (minimum 10 minutes, depending on the number of pupils, more time may be allocated).
- Pupils should not be permitted to bring any bags, briefcases, etc., into the room, nor should they be allowed to leave these within the vicinity of the room.

Attendance register

- Fill in the attendance register as shared with you.
A = Absent
P = Present

Announcements before the start of the exam

- All exam conditions apply to separate venues.
- Pupils must carry their accommodation cards with them at all times. The accommodation card must be placed on their desk.
- No bags are allowed in the venues. If pupils have valuables on them (cell phones, tablets etc.), they can place them at the front of the classroom and collect them at the end of the session.
- Stationery must be in a clear container, Ziploc bag, or space case.
- Sharing of stationery is not allowed unless the invigilator grants permission.
- Pupils may not leave the venue for a toilet break unless necessary.
- Pupils may not eat during the exam unless it is specified on the concession card. Water is allowed.
- No blankets or pillows. Hot water bottles are allowed.
- No writing or highlighting may occur during the 10 minutes reading time – **READING ONLY**.
- Review the exam paper (per grade) to ensure all the pages are there.
- When the 10 min reading time is up, pupils may officially begin the exam. Instruct them to do so.

Collect papers and correlate them with the attendance register at the end of the session.

Place it back in the folder

Hand all papers in with the College Secretary. **DO NOT GIVE IT TO ANYONE ELSE.**

If her office is locked, contact the Head of Accommodations to make arrangements for the paper.

12.3 INVIGILATION GUIDELINES

The school is responsible for coordinating all aspects related to the implementation of the accommodations during tests and exams, e.g. equipment provisioning, timetabling, sourcing of accommodation providers, etc.

The letter from the IEB approving accommodations/exemptions must be kept by the Chief Invigilator and presented in the venue by the pupil.

12.3.1 Human Reader

- Read the paper to the pupils from start to finish (10 min reading time does not apply).
- During the 10-minute reading time, the pupil may not highlight or mark parts of the questions in any way.
- When you have finished reading the entire paper, the pupils will start writing, and you will start the clock.
- Pupils will ask you to read the question for question, or they will continue independently.
- They have the choice of how the paper is read to them.
- If pupils request you to reread anything throughout the paper, please oblige.
- The reader may not have any other conversations or assist the pupil in any other way than reading the paper to them.

- The reader should have familiarised themselves with the document on the procedures required to act as a reader beforehand and sign the declaration of competence, which the school should keep on record.
- The person appointed to be a reader could be a retired teacher or a competent adult. The reader may not be a pupil's family member or have any relation to the pupil (for example, mother or father's partner/tutor/friend, etc.).
- The reader must not have any learning difficulties themselves. It is advisable to use the same reader throughout the pupil's examinations. The reader should be able to read clearly, at a good volume and pace.
- Before the examination, the reader must introduce themselves to the pupil and inform them about the venue for the examination.
- Professionalism and integrity must be maintained at all times.
- The pupil and the reader must each receive a copy of the examination paper
- A reader is appointed to read any part of the examination paper and any of the pupil's answers. Text may only be repeated at the request of the pupil.
- The reader must be neutral and impartial at all times.
- The following instructions should be read to the pupil at the beginning of each examination: "You must tell me what to read. I may not explain any word or question. Tell me what to read next when you have finished answering a question. If you want me to read your written answers, you must tell me to do so."
- Care must be taken that the reading tempo suits the pupil's age.
- Mark allocations and question numbers should be read clearly.
- The text and questions are read while the pupil follows their question paper.
- Mathematical symbols should simply be pointed to and not read, as this could communicate knowledge the pupil does not have and give clues to the answer.
- Readers should be as little disruptive as possible. Limit movements as much as possible – pacing around the venue, paging through the examination paper, etc.
- Readers are not allowed to actively do other work while in the venue as this could disrupt the pupil.
- The reader may also act as the invigilator
- At the end of the examination, the reader must return the examination paper to the chief invigilator.
- An audible recording of the entire examination session must be provided.
- The reader's job is to read instructions, questions and texts relating to the examination paper.
- The reader may emphasise bold or italicised words, but pupils should know this is the document's emphasis, not the reader's own.
- If there is a word the reader is uncertain of, the reader should inform the pupil of their uncertainty and spell it for them.
- The reader may spell any word requested by the pupil unless the question asks the pupil to spell the word.
- The reader must be aware of punctuation marks. The reader may read a text a second time with punctuation marks indicated if the pupil requests.
- For items that present an incomplete sentence or paragraph, read "blank" for the underlined space.
- With a choice question, read the options and the punctuation marks. E.g. "He hit/pet/cuddled the dog" should be read as "He hit slash pet slash cuddled the dog".
- Multiple Choice Questions: Equally stress all options. Read all the options before the pupil answers. If the pupil selects an answer before the reader has completed the question, ask to read the other options.
- The reader may read numbers printed in figures as words. E.g. 252 should be read as "two hundred and fifty-two". However, suppose the question requires the number to be written out as words; the reader must read the number in figures.
- Capital and lowercase letters should be differentiated as they can hold different meanings in mathematical or scientific expressions, e.g. $R - 2y = 6$ should be read as "Capital R minus 2y equals six".
- The reader may not decode any symbols or unit abbreviations. These must be read as they appear. E.g. cm must be read as "cm", and not "centimetre"; PTY (Ltd) must be read as "PTY Ltd" and not "PTY Limited".
- The reader must point to mathematical symbols and not decode them. E.g. 2^2 must be pointed to and not read as "two squared" or "two to the power of two". The reader may not read " $>/<$ " as "greater or less than"; rather, they must point to the symbol.
- Negative numbers must be read as "negative" and not minus". E.g., four must be read as "negative 4" and not "minus 4".

- Read complex mathematical operations as they appear. E.g. $(9x - 7y) - 10$ should be read as "open bracket 9x minus 7y close bracket minus 10".
- Fractions: $\frac{4}{20}$ should be read as "4 over 20"; $\frac{x}{y}$ should be read as "x over y".
- The reader may read "R" as "rand" and "%" as "percent".
- The reader may not do the following:
 - assist the pupil with planning to answer the examination paper.
 - provide the spelling of the word (if the question asks it) or provide the meaning of a word.
 - translate a word or phrase.
 - prompt a pupil.
 - assist the pupil in answering the examination paper in any way.

12.3.2 Electronic reader

- Electronic reader (utilising Dragon Vocaliser software) allows the examination paper to be read to pupils via a computer.
- Schools must have access to the Exam Portal if this accommodation is used.
- Pupils using the Electronic Reader may be seated in the main examination venue. However, pupils make use of headphones in order not to disturb others.

12.3.3 Scribe

- It is school management's responsibility to vet scribes. The scribe should have familiarised themselves with the document on the procedures required to act as a scribe beforehand and sign the declaration of competence, which the school should keep on record.
- The person appointed to be a scribe could be a retired teacher or a competent adult. The scribe may not be a family member of the pupil or have any relation to the pupil (for example, mother or father's partner/tutor/friend, etc.). A scribe may also not be a subject specialist or a teacher/intern from the school.
- The scribe must not have any learning difficulties themselves. It is advisable to use the same scribe throughout the pupil's examinations. The scribe should have legible handwriting and good writing speed.
- Before the examination, the scribe must introduce themselves to the pupil and inform them about the venue for the examination.
- Professionalism and integrity must be maintained at all times.
- A scribe is appointed to write the pupil's answers to questions verbatim.
- The pupil and the scribe must each receive a copy of the question paper. The pupil may be allowed to plan answers before dictation, and the planning may be scribed. The examination booklet that contains the planning must be submitted at the end of the examination.
- 10 minutes of reading time applies.
- The scribe may only communicate with the pupil to request that an answer be repeated.
- The scribe should remain neutral and impartial during the examination session.
- Scribes must be mindful that assistance with an answer can be indirectly communicated by the tone of voice, facial expression and body language.
- It is preferable that the pupil should draw and label any diagrams or graphs required themselves. If the barrier to learning prevents them from doing so, then the scribe should execute instructions exactly as the pupil directs.
- When spelling is being assessed, the pupil must spell the word for the scribe.
- The pupil must indicate the format of a letter or essay to be written, e.g. the address, beginning, end and headings.
- Examinations in subjects where numeracy skills are being assessed should not be done with a scribe due to the nature of the subject. However, if a scribe is required for these subjects due to a physical reason, it should be noted in the application. The pupil should indicate or write the Mathematical symbols to be written down by the scribe. (see Appendix 1 for further guidelines)
- The scribe may not read any section of the paper to the pupil.

- The scribe can be seated next to or opposite the pupil.
- The scribe must remain with the pupil if they complete the examination ahead of time.
- The scribe may also act as the invigilator.
- At the end of the examination session, the scribe must return the examination paper to the chief invigilator.
- An audible recording of the entire examination session must be provided.
- The scribe may only write what the pupil says. They may not assist the pupil in answering the examination paper in any way.
- The scribe should only speak to the pupil if there is a problem, such as mishearing the pupil or asking the pupil to slow down their speaking pace.
- The following instructions should be read to the pupil at the beginning of each examination:
 - "Read the question paper and note the mark allocation at the end of each question."
 - "Decide which questions you will do first, and when you are ready to start, you must tell me what to write."
 - "If you wish, you may first plan or write an answer in your book and then read it to me to write down."
 - "If the correct spelling of a word is being assessed in language examinations, you must spell it for me."
 - "I will write down exactly what you say to me."
 - "When you are finished, tell me which question you want to do next."
 - "You may read over what I have written and request that I make changes if you want to and if there is time to do so."
- Should any queries arise from the pupil (for example: "what do they want me to do?"), respond by reminding the pupil that you cannot be of any assistance.
- The pupil is encouraged to review and edit what has been written.
- The pupil must indicate the beginning and end of all sentences and paragraphs.
- The pupil must indicate all punctuation marks (except capital letters at the beginning of a sentence).
- The pupil must indicate if something needs to be underlined, e.g. heading.
- Where possible, the pupil must draw all graphs, sketches, etc.
- The pupil must indicate to the scribe when ready to move to the next question.
- The pupil may ask the scribe to read what has been written by the scribe. The scribe may not read any other parts of the examination paper. (Unless the pupil has an amanuensis accommodation and the scribe also acts as a reader.)

12.3.4 Typing

The pupil must be well acquainted with the use of a computer.

- Computers used for examination must be correctly turned off for the entire session.
- Cornwall Hill College makes use of V-soft software, and pupils with a typing concession may only make use of the Exam Portal when answering their standardised tests or exams
- The chief invigilator must check computers before the examination session. Standard formatting is permissible, but the computer may not contain any stored information (clear of any subject-related information). In addition, predictive text software, grammar check, spellcheck, a thesaurus, a dictionary and internet access must also be turned off.
- Computers may not be connected to the school network or the internet, and the necessary software should be updated.
- An invigilator must be present in the computer room.
- Pupils may use an answer booklet for rough work and answer some questions that are not well-suited to typed responses (e.g., graphs and drawings.). This must be submitted with the typed answer script to the chief invigilator.

- The pupil must type their examination number at the top of each page and number the pages. Question numbers should also be indicated clearly.
- At the end of the examination, the pupil's work must be printed out, and the pupil must verify that it is their work. Therefore, access to a printer in working order is essential with sufficient print cartridges and paper.
- A copy of the pupil's answer script should be saved by the school for record purposes, either electronically or printed.
- The invigilator should return the examination paper to the chief invigilator to be placed with the other pupil's papers.

12.3.5 Human Reader and Scribe

- All Scribes and Readers should be at the venue at least 10 minutes before the official reading time begins to collect the exam paper once the seal is opened.
- All Scribes and Readers should be present when the Chief invigilator reads any errata/additions or explanations of the paper before they leave to go to a separate venue to start reading time.
- During the 10-minute reading time, the pupil may not highlight or mark parts of the questions in any way.
- Please ensure that the scribe and reader know the examination regulations.

12.3.6 Additional time

- Additional time is awarded for pupils with physical, sensory, medical or learning barriers that may require additional time to formulate, write or check their examination papers. It is also granted for pupils whose accommodation placed additional demands on the pupil (e.g. reading fewer words for enlarged print) and if the stress of the examination exacerbates certain disabilities (e.g. psychiatric conditions).
- Pupils should be seated in an area in the examination venue where they will not be disturbed when other pupils leave the venue.
- Pupils must be informed of the specific times they will finish and be given the appropriate time warnings as the examination session approaches.
- Pupils who have been granted additional time need not use the full additional time, but they must remain in the examination venue for the standard time set for the paper.
- Additional time must be provided in all subjects the pupil is writing.

12.3.7 Handwriting

- A handwriting accommodation sticker must be placed on each pupil's answer booklet to indicate to the marker that untidy writing must be accommodated.

12.3.8 Spelling

- A spelling sticker is attached to the front cover of every examination answer booklet. This indicates to the marker that spelling errors must be ignored so long as the words are phonetically correct.
- If a pupil has a scribe and spelling accommodation, the pupil will have to spell the words for the scribe to write down verbatim for textual editing.

12.3.9 Prompter

- A prompter is used when a pupil is easily distracted. The prompter refocuses the pupil'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 pupil beyond what is outlined above.
- The prompter may not assist the pupil with time management.
- A separate venue may be required.

12.3.10 Separate Venue

- A separate venue is a quiet environment away from the main examination centre and must meet the minimum requirements to be approved as an examination venue. It must have its invigilator.
- The use of a separate venue is either to assist an individual pupil with medical, emotional or learning barriers or to prevent possible disturbance from other pupils in the examination venue.
- Only one pupil may be in a separate venue for scribing and reading. The examination must be recorded.
- If a separate venue is needed for computers or pupils with anxiety disorders, these pupils may be seated in one venue with an invigilator.

12.3.11 Rest breaks

- The rest break is when the pupil is not required to be at their desk but must remain in the examination venue. The rest break accommodation must not be confused with the additional time accommodation.
- The IEB will determine the frequency and length of the rest breaks.
- The rest breaks must be used within the hour. For example, 5 minutes rest break per hour. A pupil may not accumulate the rest breaks minutes to give themselves one long rest break.
- The pupil is not obliged to utilise the rest breaks granted if they feel there is no need to do so on the day.
- A separate venue may be required for this accommodation

12.3.12 Medication/Food intake

- Pupils may need to take medication during an examination and/or have access to food and beverages to maintain sugar levels and treat low blood sugars.
- Rest breaks may also be applied for in conjunction with this accommodation. The time taken to eat and drink will then be returned at the end of the session to give the pupil the full examination time. This is not additional time. A separate venue may be required so as not to disturb other pupils.

12.3.13 Enlarged Font

- Examination papers and other related examination documentation (e.g. source booklets; answer booklets) are printed in Size 18 font.
- Pupils should also receive a copy of the examination received by mainstream pupils.
- For sections of the examination paper that cannot be enlarged (such as maps), the pupil must use assistive devices such as a magnifier.

12.3.14 Practical assistant

- A practical assistant is appointed to aid a pupil who is unable to do certain basic tasks involved in an examination for themselves (such as turning a page or manipulating equipment in a practical examination for physically disabled pupils) to ensure that the pupil can complete an examination.
- The practical assistant may only speak to the pupil to gain clarity regarding the instruction from the pupil.
- The practical assistant may not do scribing or reading duties.
- The practical assistant may also act as the invigilator.

12.3.15 Rephrased examination papers

- This kind of examination only applies to pupils who are deaf or significantly hard of hearing. Rephrased examination papers use simplified language, embedded glossary, bolding words, using shorter sentences and white space.
- A copy of the examination paper for mainstream pupils must also be made available to pupils who qualify for a rephrased examination paper.

12.3.16 Specific Equipment

- The IEB panel must be notified of and approve the use of any specific equipment required by a pupil for them to show what they know and can do (e.g. physical disabilities or special reading apparatus for the visually impaired).
- Such equipment must not give a pupil an advantage over their peers.
- Should such equipment be a distraction for other pupils, a separate venue may be required.

DECLARATION BY SCRIBE AND/OR READER

I _____ ID number: _____

Declare that:

- I have read and understood the IEB's Procedural Manual for the Implementation of Accommodations.
- I am not related, a close friend or tutor of the candidate to whom I will act as a scribe or reader.
- I fully understand the professionalism and integrity required which should be upheld at all times.
- I understand that the candidate must not gain an unfair advantage by any action by me under any circumstances. This includes any actions that might convey the answer to a question, facial expression or gesture that could result in the candidate reconsidering changes in their answer or verbal expression, clues or remarks that could benefit the candidate in any way.
- I declare that I have not helped the candidate in any way to understand the questions.
- **SCRIBE:** I declare that the answers were written down exactly as it was provided by the candidate.
- **READER:** I declare that I read the examination paper exactly as it was printed.
- I declare that I implemented the accommodation's procedure as per guidelines.

Signature:	
Print name:	
Examination venue:	
Date:	
Signature of Principal:	
Date:	