

ACCESSIBILITY AND ACCOMMODATIONS POLICY



OVERVIEW

Purpose	This policy outlines UCT Online High School's position, approach and parameters, in respect of accessibility and accommodations to support learners who are differently abled.
Custodian	UCT Online High School School Counsellor
Version History	Version 1, Effective 21 July 2021



1. Policy summary

UCT Online High School (UCT OHS) welcomes applications for learners who are differently abled. Admission is contingent on UCT OHS's ability to adequately and responsibly meet the learner's specific requirements, on the provision of necessary equipment and software, external approved facilitators, healthcare professionals or relevant experts (all of which must be provided by the learner's guardian(s)).

UCT Online High School has made every effort to ensure the accuracy of the information in our handbooks. However, we reserve the right at any time, if circumstances dictate, to:

- (i) make alterations or changes to any of the published details of the substance and opportunities on offer or;
- (ii) add to or withdraw any of the provisions, and opportunities on offer.

Guardians and learners are given every assurance that changes will only be made as and when appropriate and you will be fully informed as soon as possible.



2. General Accessibility Resources

UCT OHS offers an online learning experience and thus strives for WCAG 2.1 Level A/AA and Section 508 conformance, as per the Web Content Accessibility Guidelines (WCAG) set by The World Wide Web Consortium (W3C). The School's online modality inherently provides a number of forms of assistance for learners who are differently abled. The School provides, as standard, access to a number of accessibility tools as detailed in this document. In addition, learners may make use of specific approved external accessibility tools and resources, with the proviso that these tools must be provided and paid for by the learner's guardian(s). Below is a non-exhaustive list of accessibility features which are available via the UCT OHS learning platform, as well as types of externally-provided resources which may be considered for approval.

2.1. Visual barriers / Impaired vision/ Colour blindness

2.1.1. **UCT OHS-provided resources:**

The font size on documents and other learning materials may be increased via the in-built zoom functionality.

2.1.2. **Resources which may be required and must be externally provided:**

Resources such as a text-to-speech software or a compatible Braille Word Processor or any other compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the relevant accommodations committee.



2.2. Hearing impairments

2.2.1. **UCT OHS-provided resources:**

All UCT OHS content videos have closed captions and other learning support materials are primarily text based, enabling learners with hearing impairments to utilise a wide range of learning support materials. Learners are also able to work through their learning materials as many times as required.

2.2.2. **Resources which may be required and must be externally provided:**

Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the relevant accommodations committee.

2.3. Physical barriers

2.3.1. **UCT OHS-provided resources:**

The online, highly personalised nature of the School's learning modality, including its allowance for individualised pacing, may provide a more supportive and flexible learning environment for learners whose physical barriers to learning are not well served by a traditional schooling environment.

2.3.2. **Resources which may be required and must be externally provided:**

Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the relevant accommodations committee.



2.4. Learning difficulties

2.4.1. **UCT OHS-provided resources:**

The online, highly personalised nature of the School's learning modality, including its allowance for individualised pacing, may provide a more supportive and flexible learning environment for learners who experience learning difficulties. Additionally, learners are able to work through their learning materials as many times as required, something which may benefit learners with learning difficulties.

2.4.2. **Resources which may be required and must be externally provided:**

Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the relevant accommodations committee.

2.5. Behavioural and other profiles

2.5.1. **UCT OHS-provided resources:**

The online, highly personalised nature of the School's learning modality, including its allowance for individualised pacing, may provide a more supportive and flexible learning environment for learners whose specific profiles are not well-served in traditional schooling environments.

2.5.2. **Resources which may be required and must be externally provided:**

Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the relevant accommodations committee.



2.6. Other medical conditions

2.6.1. UCT OHS-provided resources:

The online, highly personalised nature of the School's learning modality, including its allowance for individualised pacing may provide learners with medical conditions the degree of flexibility and comfort which they may require in order to thrive academically while managing a medical condition.

2.6.2. Resources which may be required and must be externally provided:

Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the relevant accommodations committee.

3. Formal accommodations for tests and examinations

During tests and examinations, the following types of accommodations are available for the barriers to learning listed below. Please note that this constitutes a general guideline and is not an exhaustive list nor a guarantee of specific accommodations or concessions which will be granted. Please also note the UCT OHS Terms and Conditions document regarding the requirement that examinations be written at a physical venue. **UCT Online High School will make every effort within commercially reasonable, logistically feasible and other constraints, to deliver on the accommodations as per these guidelines. As such some accessibility features may not be available during examinations written at a physical venue.**



3.1. Visual barriers / Impaired vision/ Colour blindness

- 3.1.1. Double time may be granted for learners who are blind, and time and a half for learners who have low vision.
- 3.1.2. The use of the following resources **may** be allowed: Scribe, Separate venue, Specific equipment, reader, practical assistant, adaption of Examination Papers, Additional time, Braille Word Processor, Computer, Enlarged print.

3.2. Hearing impairments

- 3.2.1. Up to 20 minutes per hour may be granted for perusal/ formulating/ writing/checking answers.
- 3.2.2. Other accommodations which **may** be granted are: Additional time, exemption, a practical assistant, rephrased paper, separate venue, and the use of specific, approved equipment.

3.3. Physical barriers

- 3.3.1. Between 5 and 10 minutes per hour may be granted to accommodate slower writing speed.
- 3.3.2. For chronic pain, 15 minutes per hour for standing and/or moving around may be granted.
- 3.3.3. Other accommodations which **may** be granted are: additional time, computer, handwriting, practical assistant, prompter, rest breaks, scribe, separate venue, specific equipment

3.4. Learning difficulties

- 3.4.1. Up to 20 minutes per hour may be granted for perusal / formulating/ writing/ checking answers.
- 3.4.2. Other accommodations which **may** be granted are additional time, computer, exemption, hand writing, reader, scribe, separate venue, spelling



3.5. Behavioural and other profiles

- 3.5.1. Accommodations which **may** be granted are: Additional time, computer, exemption, handwriting, practical assistant, prompter, reader, rest breaks, scribe, separate venue.

3.6. Other medical conditions

- 3.6.1. Students may be granted additional time allocations, not exceeding 20 minutes per hour.
- 3.6.2. Other accommodations which may be granted are: additional time, computer, exemption, hand writing, medication/food intake, practical assistant, prompter, rest breaks, scribe, separate venue, specific equipment.

4. Applying for accommodations

4.1. Application requirements:

- 4.1.1. Official documentation and forms completed provided by the assessment body
- 4.1.2. Psycho-educational assessment reports (this includes cognitive and educational assessments, which must not be older than 2 years)
- 4.1.3. Medical report (if required it must not be older than 6 months)
- 4.1.4. Supporting historical evidence
- 4.1.5. School report
- 4.1.6. Teacher comments
- 4.1.7. Writing samples/computer samples (if required)
- 4.1.8. School samples.
- 4.1.9. Any other required documentation requested by the relevant accommodations committee.