



# UCT ONLINE HIGH SCHOOL

POLICIES

## **Accessibility & Accommodations Policy Cambridge International Curriculum**



in collaboration with  
**VALENTURE INSTITUTE**



**Cambridge Assessment  
International Education**

Cambridge International School

UCT Online High School is a registered  
online Cambridge International School



## OVERVIEW

<b>Purpose</b>	This policy outlines UCT Online High School for the Cambridge International Curriculum's position, approach and parameters, in respect of accessibility and accommodations to support learners who are differently abled.
<b>Custodian</b>	Valenture Institute's Head of Well-Being and Engagement and Academic Support Lead
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## 1. Policy summary

UCT Online High School for the Cambridge International curriculum welcomes applications from learners who are differently abled. UCT Online High School for the SA National Senior Certificate is a Mainstream School with inclusive practices. In relation to Special Schools, UCT Online High School for the SA National Senior Certificate offers a medium support offering to learners with barriers to learning. Admission is contingent on UCT Online High School for the Cambridge International curriculum'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)).

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UCT Online High School for the Cambridge International Curriculum 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. BARRIER(S) TO LEARNING AND ACCESS ARRANGEMENT DISCLOSURE

It is highly recommended that guardians disclose any barrier(s) to learning, access arrangements and accommodations associated with their learner at the **start** of the learners' schooling journey. To better understand a learner's support needs, it is helpful to have access to all of the learners' health professional documentation. For more information on the bounds of Confidentiality, refer to Section 8 on Ethical Guidelines and General Consent below.

## 3. General Accessibility Resources

UCT Online High School for the Cambridge International Curriculum 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 Online High School for the Cambridge International curriculum's learning platform, as well as types of externally-provided resources which may be considered for approval.

### 3.1 Visual barriers / Impaired vision/ Colour blindness

#### 3.1.1 UCT Online High School-provided resources



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

### **3.1.2 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.

## **3.2 Hearing impairments**

### **3.2.1 UCT Online High School-provided resources**

All UCT Online High School recorded 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.

### **3.2.2 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.

## **3.3 Physical barriers**

### **3.3.1 UCT Online High School-provided resources**

The online nature of the School's learning modality may provide a more supportive learning environment for learners whose physical barriers to learning are not well served by a traditional schooling environment.

### **3.3.2 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.



### **3.4 Learning difficulties**

#### **3.4.1 UCT Online High School-provided resources**

The online learning modality may provide a more supportive learning environment for learners who experience learning difficulties.

#### **3.4.2 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.

### **3.5 Behavioural and other profiles**

#### **3.5.1 UCT Online High School-provided resources**

The online learning modality may provide a more supportive learning environment for learners whose specific profiles are not well-served in traditional schooling environments.

#### **3.5.2 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.

### **3.6 Other medical conditions**

#### **3.6.1 UCT Online High School-provided resources**

The online learning modality 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.

#### **3.6.2 Resources that 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.



## 4. Formal access arrangements for tests and internal examinations

During tests and internal examinations, the following types of access arrangements 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 access arrangements which will be granted. **UCT Online High School for the Cambridge International Curriculum will make every effort within commercially reasonable, logistically feasible and other constraints, to deliver on the access arrangements as per these guidelines for internal tests and internal examinations written online.**

### 4.1 Visual barriers / Impaired vision/ Colour blindness

- 4.1.1 A minimum of 25% per hour extra time may be granted for learners who are blind, and additional time may be awarded for braille papers.
- 4.1.2 A colour naming assistant may be utilised for learner's that are colour blind.
- 4.1.3 The use of the following resources ***may*** be allowed: Scribe, Separate venue, Specific equipment, reader, adaption of Examination Papers, Additional time, Braille Word Processor, Computer, Enlarged print and colour overlays.

### 4.2 Hearing impairments

- 4.2.1 Extra time may be granted.
- 4.2.2 Other access arrangements which ***may*** be granted are: exemption, rephrased paper, separate venue, the use of specific, approved equipment and live speaker.





### 4.3 Physical barriers

4.3.1 Extra time may be granted to accommodate slower writing speed and chronic pain.

4.3.2 Other access arrangements which **may** be granted are: computer, handwriting, practical assistant, prompter, rest breaks, scribe, separate venue, specific equipment.

### 4.4 Learning difficulties

4.1 Extra time may be granted.

4.2 Other access arrangements which **may** be granted are computer, exemption, hand writing, reader, scribe, separate venue, prompter, reading aloud.

### 4.5 Behavioural and other profiles

Access arrangements which **may** be granted are: Additional time, computer, exemption, prompter, human reader, reader for listening comprehension assessments, rest breaks, scribe, separate venue.

### 4.6 Other medical conditions

4.6.1 Learners may be granted additional time allocations on a case by case basis.

4.6.2 Other access arrangements which **may** be granted are: computer, exemption, practical assistant, prompter, rest breaks, scribe, separate venue, specific equipment.

## 5. Applying for access arrangements

### 5.1 Application requirements:



- 5.1.1. Official documentation and forms completed provided by the assessment body.
- 5.1.2. Psycho-educational assessment reports (this includes cognitive and educational assessments, which **must not be older than 4 years**). The following professionals may provide supporting evidence; a medical professional, an educational psychologist, a clinical psychologist or an appropriately qualified specialist teacher with a minimum of 5 years' work experience in special educational needs.
- 5.1.3. Medical report (if required it must not be older than 6 months).
- 5.1.4. Supporting historical evidence.
- 5.1.5. School report.
- 5.1.6. Teacher comments.
- 5.1.7. Writing samples/computer samples (if required).
- 5.1.8. School samples.
- 5.1.9. Any other required documentation requested by the relevant accommodations committee.
- 5.1.10. Additional costs incurred are for the account of the guardian.

## 6. Use of a Reader, Scribe and Other Assistants

Readers, Scribes, Prompters, Practical Assistants and Colour Naming Assistants that support our learners during tests and examinations need to meet certain requirements, these include:

- They cannot be the learner's teacher, relative or peer.
- They must be a responsible adult who understands and follows Cambridge's regulations.
- They need a valid police clearance.
- They must sign Valentre Institute's Non-Disclosure Agreement.



- All tests and examinations involving a Reader or Scribe are required to be recorded and the recording link must be shared with the Academic Support Team.

Please note that Readers, Scribes, Prompters, Practical Assistants and Colour Naming Assistants will be allowed to assist learners via online platforms such as Zoom and Skype for internal assessments only. When the learner writes trial and external examinations, the guardian will need to source a suitable assistant that can assist the learner in-person.

## **7. Formal access arrangements for externally assessed Cambridge International Examinations**

Please note the UCT Online High School for the Cambridge International Curriculum's Terms and Conditions document regarding the requirement that external Cambridge International examinations be written at a physical venue. Guardians will be required to register their child as a private candidate at their closest Cambridge approved examination centre in order to write their external Cambridge International examinations.

Guardians will be required to submit their own applications for Access Arrangements through their examination centre for External Cambridge International Examinations. Each examination centre will be able to guide families as to what is required and when the cut off date for this application is. UCT Online High School will be able to support, within reason, families in gathering the evidence required for Access Arrangements.



**There are additional costs involved for separate venues, assistants, renting of devices and additional invigilators. These costs will be shared by the examination centre.**

## 8. Ethical Guidelines and General Consent

Our ethical guidelines entail observation of confidentiality with regard to information shared about specific learners' educational needs.

In a bid to facilitate holistic support, it is vital to share relevant information with other members of staff at UCT Online High School for the Cambridge International Curriculum who engage with the learners. To this end, we hereby notify you that your child's relevant information will be shared with staff members beyond the Well-Being and Engagement Team. The limits of disclosure will align to the following boundaries:

- Disclosure of diagnoses and/or difficulties will be to staff members involved in facilitating learning and wellness of the individual.
- Discretion around disclosure is guided by the principle of facilitating a better learning experience for the learner.
- Level of information disclosure will vary depending on the staff member and their role with the learner.
- Confidentiality is revoked in instances where there is imminent danger to the life of a learner or to others and when the court of law summons for records.

Should you have any concerns, objections or wish that information about your child not to be shared beyond the Well-Being and Engagement Team, within the bounds outlined above, please advise your child's support coach during their orientation week.