



UCT ONLINE  
HIGH SCHOOL

POLICIES

# **ACCESSIBILITY AND ACCOMMODATIONS POLICY**

SA National Senior Certificate (CAPS)



## OVERVIEW

<b>Purpose</b>	This policy outlines UCT Online High School for the SA National Senior Certificate'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
<b>Version History</b>	Version 4, Effective 22 January 2024



## Contents

<b>Contents</b>	<b>3</b>
<b>1. POLICY SUMMARY</b>	<b>4</b>
<b>2. BARRIER(S) TO LEARNING AND CONCESSION DISCLOSURE</b>	<b>5</b>
<b>3. GENERAL ACCESSIBILITY RESOURCES</b>	<b>5</b>
<b>4. FORMAL CONCESSIONS FOR TESTS AND EXAMINATIONS</b>	<b>8</b>
<b>5. APPLYING FOR CONCESSIONS</b>	<b>10</b>
<b>6. USE OF CONCESSION ASSISTANTS</b>	<b>11</b>
<b>7. CONCESSION ASSISTANT RECORDINGS</b>	<b>12</b>
<b>8. FEES PAYABLE BY GUARDIAN(S) AND GUARDIAN RESPONSIBILITIES</b>	<b>13</b>
<b>9. RESPONSIBILITY OF LEARNERS</b>	<b>14</b>
<b>10. ETHICAL GUIDELINES AND GENERAL CONSENT</b>	<b>14</b>



## 1. POLICY SUMMARY

UCT Online High School for the SA National Senior Certificate welcomes applications for 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 SA National Senior Certificate'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. BARRIER(S) TO LEARNING AND CONCESSION DISCLOSURE

It is highly recommended that guardians disclose any barrier(s) to learning, concessions 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 9 on Ethical Guidelines and General Consent below.

## 3. GENERAL ACCESSIBILITY RESOURCES

UCT Online High School for the SA National Senior Certificate 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 SA National Senior Certificate'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 SA National Senior Certificate 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 nature of the School's 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 nature of the School's 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 nature of the School's 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 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.

## **4. FORMAL CONCESSIONS FOR TESTS AND EXAMINATIONS**

During tests and examinations, the following types of concessions 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 concessions which will be granted. In the Senior Phase (Grade 8-9), concessions





are granted internally by the accommodations committee. Grade 10-12 learners' concessions require formal approval from SACAI through submitting a concession application by the annual **deadline determined by SACAI**. Please also note the UCT Online High School for the SA National Senior Certificate's Terms and Conditions document regarding the requirement that the NSC examinations be written at a physical venue. **UCT Online High School for the SA National Senior Certificate will make every effort within commercially reasonable, logistically feasible and other constraints, to deliver on the concessions as per these guidelines. As such some accessibility features may not be available during examinations that are written at a physical venue.**

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

- 4.1.1. Up to 20 minutes per hour extra time may be granted for learners who are blind or who have low vision.
- 4.1.2. The use of the following concessions **may** be allowed: Scribe, Separate venue, Specific equipment, reader, Braille Word Processor, Computer, Enlarged print, rest breaks.

#### **4.2. Hearing impairments**

- 4.2.1. Up to 20 minutes per hour extra time may be granted..
- 4.2.2. Other concessions which **may** be granted are: Exemption, separate venue, and the use of specific, approved equipment.

#### **4.3. Physical barriers**

- 4.3.1. Between 5-20 minutes per hour extra time may be granted to accommodate slower writing speed.
- 4.3.2. Other concessions which **may** be granted are: Computer, handwriting, personal assistant, prompter, rest breaks, scribe, separate venue, specific equipment.



#### 4.4. Learning difficulties

- 4.4.1. Up to 20 minutes per hour extra time may be granted.
- 4.4.2. Other concessions which **may** be granted are computer, exemption, hand writing, reader, scribe, separate venue, spelling, prompter, rest breaks, special placement.

#### 4.5. Behavioural and other profiles

- 4.5.1. Concessions which **may** be granted are: Additional time, computer, exemption, handwriting, prompter, reader, rest breaks, scribe, separate venue, special placement.

#### 4.6. Other medical conditions

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

### 5. APPLYING FOR CONCESSIONS

#### 5.1. Concession Application Requirements:

- 5.1.1. Official documentation and forms completed provided by the assessment body
- 5.1.2. Psycho-educational assessment reports provided by the guardian (this includes cognitive and educational assessments, which **must not be older than 2 years**)



- 5.1.3. Medical report provided by the guardian (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
- 5.1.8. School samples.
- 5.1.9. Any other required documentation requested by the relevant accommodations committee.

## 6. USE OF CONCESSION ASSISTANTS

**Readers, Scribes, Prompters, Personal Assistants and Communication and Regulation Partners that support our learners during tests and examinations need to meet certain requirements, these include:**

1. They must be appointed by a guardian.
2. They may not be a teacher, subject facilitator, or tutor of the learner, nor the head of a tutoring centre or independent school.
3. They may not have a personal relationship with the learner.
4. They may not assist learners with the interpretation of questions or the formulation of answers.
5. They must familiarise themselves with the rules for each concession granted and ensure that they function within those parameters.
6. They must be trained and certified to act as a concession assistant.
7. All sessions with a Reader and Scribe must be **recorded** and the recording link must be shared with the Academic Support Team.
8. They need a valid police clearance.
9. They must sign Valenture Institute's Non-Disclosure Agreement.



Please note that Concession Assistants will be allowed to assist learners via online platforms such as Zoom and Skype for **internal assessments only**. When learners write their NSC examinations, the guardian will need to source a suitable assistant that can assist the learner in-person at the examination venue.

## 7. CONCESSION ASSISTANT RECORDINGS

**As per the Concession Assistant requirements listed in Section 6 above, all sessions with a Reader and Scribe must be recorded. These recordings must meet the following requirements:**

1. Video recordings are preferable. It is recommended that the learner utilises their UCT Online High School Google Meets for each Cycle Test and Examination recording to ensure safe storage of all recordings.
2. The recording must start at the beginning of the Cycle Test or Examination sitting and conclude when the learner has successfully submitted their Cycle Test or Examination on the Invigilator App.
3. The recording device must be placed between the concession assistant and learner to ensure a clear recording.
4. A shareable link of the recording must be emailed to the Academic Support Team by 8pm on the day that the Cycle Test or Examination is written.
5. **If a recording link is not received by 8pm on the day that the Cycle Test or Examination is written without a valid reason, the Cycle Test or Examination will be graded with a zero.**
6. **All Cycle Test and Examination recordings must be stored in a safe and accessible folder for a minimum of 6 months.**



## 8. FEES PAYABLE BY GUARDIAN(S) AND GUARDIAN RESPONSIBILITIES

**It is the responsibility of guardians to cover all costs related to putting into effect the concession(s) granted by the SACAI Concession Committee as confirmed by the issuing of a SACAI Concession Letter.**

These costs include:

- The rent of a separate venue for use during the NSC examination period. A separate venue is required for learners that use a reader and/or scribe.
- The cost of an additional invigilator in the separate venue as required by SACAI Examination Policy.
- The cost of a concession assistant as mutually agreed between the concession assistant and the guardian.
- Any costs related to the use/renting of devices (computers, earphones, etc.) that might be needed by the learner to action the concessions that were approved.
- The printing of additional question papers for use by readers/scribes.

**Please note that these costs are in addition to the SACAI registration and/examination fees.**

Other Guardian Responsibilities:

- To regularly update the Academic Support Team when changes are made to a learners' concessions that are in use including, text-to-speech/speech-to-text software changes, Concession Assistant changes or concessions discontinued.



## 9. RESPONSIBILITY OF LEARNERS

**As per SACAI Policy, It is the responsibility of learners to:**

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

## 10. 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 SA National Senior Certificate 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.