



**Solid Foundations Primary School**  
**Accommodations Policy (2025/11)**

1) **Introduction**

Our school recognises that certain learners in our care may require specific accommodations due to an ongoing diagnosis. As a private institution, the school follows its own Accommodations Policy and does not adhere to the requirements suggested or provided by the Department of Education.

2) **The primary purpose of accommodations**

To allow a learner to perform at their best during bi-annual examinations despite any diagnosis which may highlight said learner's inability to do so.

3) **Accommodation methods, tools and techniques**

Our school recognises that a variety of methods, tools and techniques may be used to assist learners. Our school is able to accommodate the following methods and tools:

Additional time

A scribe (someone to write down their answers)

A reader (someone to read the exam paper for them)

Amanuensis (a person who reads and scribes for the learner)

A prompter (someone who gives verbal or physical cues to refocus a learner's attention)

Spelling accommodations during non-language assessments

Handwriting accommodations

Enlarged print

Use of a computer (under exceptional circumstances ONLY, which would need to be fully motivated.)

Permission to take food / medication during the examination

Rest breaks

Separate venue

4) **Applying for accommodations**

Our school is willing to assist learners who have an identified and diagnosed requirement for accommodations. In order to qualify for any of the above accommodations, the homeroom teacher of the child must have the following documentation on hand **at least two weeks prior to an exam cycle** to motivate the case to the principal and make the necessary arrangements for accommodations.

- A full educational psychologist assessment report at the parent's / guardian's cost (which needs to be updated every two years and which should then be supplied to the school), which should include the following:
  - Indication that the learner is of an at least average intellectual ability (should the tests show a below average intellectual ability; the principal will direct the parents to a school with specific remedial capabilities suited to assist the learner); and
  - Evidence that the learner does not have difficulty with the Language of Teaching and Learning (LoTL) due to it not being the learner's home language (should the learner have difficulty with the LoTL, Solid Foundations is not able to make accommodations in this instance and the principal will advise the parents thereof); and
  - A full battery of tests to establish the learner's need for accommodations.
- Any (optional) supporting reports from experts, for example Occupational Therapists, Speech Therapists, or Remedial Programmes;
- All teacher comments (from the teachers who currently teach the learner, or who have taught the learner in the past years at the school);
- Samples of the learner's work from the teachers, should these be requested;
- Any relevant Parent / Teacher Meeting Forms.

#### 5) **Financial implications for accommodations**

The school will cover half of the cost of accommodations which can be readily sourced at the school itself. Should the parents request an external scribe, reader, amanuensis, or prompter, then this may be requested at the sole discretion of the principal. The cost of this individual will then fall entirely upon the parent / guardian to cover.

#### 6) **Individual Learner Plans**

For each learner who qualifies in terms of Section 4 above, a full individual learner plan (ILP) will be formulated to list all accommodations which have been agreed upon. The ILP will be formulated by the relevant homeroom teacher, with the consensus of the principal, and filed for future use in the Learner's Profile. This document must be resubmitted twice annually to the Principal to arrange the relevant accommodations.

#### 7) **Grade Progression**

As the learners with Individual Learner Plans (ILP) progress through the grades, the current year's homeroom teacher is required to do a full hand over to the following year's homeroom teacher, including the documented ILP, and any additional teaching notes, added in the year (on the ILP), which may be relevant. The following year's teacher should refer to the learner's profile in order to find the original supporting documents should they wish to see this. Should the learner still fail the year, then it will be at the Principal's discretion to decide on the best course of action for the learner on a case-by-case basis. Should this learner be moved to the following grade, the homeroom teacher's comment on the final report MUST include the phrase "condoned pass". Should the learner pass the year, then the final report comments by the class teacher MUST include the phrase "promoted / passed with the aid of accommodations".



School year: \_\_\_\_\_

**Solid Foundations Primary School**  
**Individual Learner Plan**  
*(to be completed by teachers only)*

Date of Application:	
Full Name of Learner:	
Date of EdPsych Report:	
Date of Birth:	
Current Grade:	
Current Class Teacher:	
Accommodations being applied for:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Additional time</li> <li><input type="checkbox"/> A scribe</li> <li><input type="checkbox"/> A reader</li> <li><input type="checkbox"/> Amanuensis</li> <li><input type="checkbox"/> A prompter</li> <li><input type="checkbox"/> Spelling accommodations</li> <li><input type="checkbox"/> Handwriting accommodations</li> <li><input type="checkbox"/> Enlarged print</li> <li><input type="checkbox"/> Use of a computer</li> <li><input type="checkbox"/> Permission to take food / medication during the examination</li> <li><input type="checkbox"/> Rest breaks</li> <li><input type="checkbox"/> Separate venue</li> </ul>
Supporting documentation:	<ul style="list-style-type: none"> <li><input type="checkbox"/> A full educational psychologist assessment report;</li> <li><input type="checkbox"/> Other reports from experts (if any);</li> <li><input type="checkbox"/> Teacher Comments (if any);</li> <li><input type="checkbox"/> Samples of the learner's work (as needed);</li> </ul>

	<input type="checkbox"/> Parent / Teacher Meeting Forms (or similar).	
Exam Session:	June	November
Venue for exams to be written:		
Name of scribe / reader / amanuensis / prompter:		
Principal's consent		
Specific information regarding procedure for learner stated above:		



**Solid Foundations Primary School**

**Annexure A to Accommodations Policy (2025/04)**

*(to be revised annually)*

The venues Solid Foundations Primary School currently has available to be used as a “separate venue” are:

- Prefab #3;
- Prefab #4;
- Testing room (adjacent to the principal’s office);
- Mr Swiegers’ administration office;

The staff at Solid Foundations Primary School who are currently able to serve as scribes / readers / amanuenses / prompters are:

- Luthando Molapo;
- Sharon Adkins; and
- Yvonne Morongoa

All venues to be used MUST have a visible clock for learners to refer to during the examination and be clear of as many other distractions as possible.



## Solid Foundations Primary School

### Annexure B to Accommodations Policy (2025/04)

The internal staff members who will be fulfilling the roles of scribes/ readers/ amanuenses/ prompters will need to be trained in what is required of them.

Training of these staff members should occur approximately one week before the exam session starts and will be done by Cyndy Obbes or Belinda McIntosh (confirmed annually). Training should cover the basic requirement of the role they will be fulfilling as listed below. Each person should be given a copy of this list to make their own notes and delete sections which are not applicable in terms of “their” learner’s ILP.

Where the learner has been allocated a combination of the accommodations, the person assisting the learner should ensure they follow the basic guidelines for each separate accommodation and note the overlapping features of each.

- Scribes:
  - May not read the paper to the learner;
  - May not prompt the learner in any way;
  - May not help the learner in any cognitive way, including, but not limited to, giving the meaning of an unfamiliar word / phrase;
  - Must write down what the learner says **verbatim** for each answer;
  - Should advise the learner that they are allowed to write their own rough notes, for planning purposes, and then read from that to the scribe to write down;
  - Should remind the learner to indicate punctuation and when to begin new paragraphs when dictating their answer to be written down;
  - Should, during any spelling question in the assessment, advise the learner to spell the word to the scribe, who will write it down as dictated;
  - Advise the learner that they may then read the scribe’s answers themselves to ensure they have captured their own thoughts clearly and may then re-dictate an answer to fix a mistake they may have made.
  
- Readers:
  - May not write anything for the learner;
  - May not prompt the learner in any way;
  - May not help the learner in any cognitive way, including, but not limited to, giving the meaning of an unfamiliar word / phrase;
  - Must read, without expression, only what is written on the exam paper;

- Must allow the learner time to write their own answer, and then advise the reader that they are then ready for the next question;
  - Must discuss with the learner at the beginning of each paper how many questions / much information should be read at any one time;
  - Must inform the learner that they may request a repeated reading of a question, or part of a question, if need be;
  - May read the learner's work back to them, if the learner requests this.
- Amanuenses:
    - May not prompt the learner in any way;
    - May not help the learner in any cognitive way, including, but not limited to, giving the meaning of an unfamiliar word / phrase;
    - Must read, without expression, only what is written on the exam paper;
    - Should discuss with the learner, at the beginning of each paper, how many questions / much information should be read at any one time;
    - Should inform the learner that they may request a repeated reading of a question, or part of a question, if need be;
    - Must write down what the learner says **verbatim** for each answer;
    - Should advise the learner that they are allowed to write their own rough notes, for planning purposes, and then read from that to the scribe to write down;
    - Should remind the learner to indicate punctuation and when to begin new paragraphs when dictating their answer to be written down;
    - Should, during any spelling questions in the assessment, ask the learner to spell the word, who will write it down exactly as dictated;
    - Should read the answers recorded back to the learner, to ensure the learner's thoughts have been clearly recorded. Learners may re-dictate an answer to fix a mistake they may have made.
- Prompters:
    - May not write anything for the learner;
    - May not read anything for the learner;
    - May not speak to the learner during the session, but at the end of the session should advise the learner that their time for writing their exam is finished;
    - May not help the learner in any cognitive way, including, but not limited to, giving the meaning of an unfamiliar word / phrase;
    - May prompt the learner with a pre-agreed signal (at the beginning of the exam session), most likely a physical touch, whenever the learner's attention and focus seem to be wandering.
- All "assistants" listed above:
    - May NOT have their cell phone with them during the exam session.
    - Must accompany their learner from the learner's classroom to the exam venue and back, with the exam papers.
    - Must keep track of the time for the learner and advise when half an hour, an hour, and an hour and a half are completed, and then give the last half hour in ten-minute increments - this should be done on a whiteboard so as not to disrupt the learner's thinking process, and is similar to what is being done in the classrooms.

- Should be aware of how much additional time the learner has been ascribed to complete the exam.
- Must prepare the exam venue before the exam / exam session starts by ensuring it is quiet, appropriately furnished and clean, and has:
  - A separate copy of the exam paper for the “assistant”;
  - A few pages of lined and blank paper for the learner to make notes;
  - A whiteboard; and
  - A whiteboard marker
  - A sign for the door, hung at the start of the exam session, stating “Quiet - exam in progress”
- Homeroom teachers:
  - Must notify teachers, whose exams are being written, about the procedure being followed in terms of each learner with an IPL under their care.
- Teachers:
  - Must supply the Readers with the exam paper at least one day in advance (if requested), in order to familiarise themselves with what they need to read and to ask for pronunciation of any words or terminology with which they might be unfamiliar;
  - Must supply the “assistant” with the learner’s exam paper shortly before the beginning of the exam session;
  - Must collect the learner’s exam paper from the “assistant” after the conclusion of the exam session for marking with the rest of the grade.