

TEACHER'S TOOLKIT

CONCESSIONS AND ACCOMMODATIONS

By Rachael Konkol



ABOUT THE AUTHOR



Rachael Konkol

My name is Rachael Konkol, and I am a passionate educator based in the Western Cape. I was part of the 2022 Teachers CAN Fellowship.

I created this resource knowing that many learners are often left behind due to learning barriers that can, in fact, be accommodated whether in assessments or in everyday learning. My aim was to develop a practical solution that I could share with other educators. Having previously been the teacher with multiple learners who needed academic assistance, I wanted to ensure that no learner is overlooked.

Foreword

Teachers CAN recognised the opportunity to co-create toolkits with alumni of our programmes, harnessing the wealth of knowledge and expertise they bring to different areas of teaching.

Through this initiative, we continue to amplify teachers' voices and encourage collaboration, ensuring that the profession itself leads in shaping innovative practices and solutions. Collaboration by teachers for teachers.

P R E F A C E

A practical, teacher-created tool to support educators in applying for concessions and accommodations for learners presenting with special needs or learning barriers.

WHY THIS RESOURCE EXISTS?

This toolkit was developed for the educator/s who have faced or are facing learning barriers in their classroom, with the tools necessary to assist the learner/s, hoping that this practical, easy to use toolkit would act as a guide to learner success. I wanted to create something that is clear, helpful and teacher-friendly, something that makes Concessions and Accommodations feel less overwhelming and more empowering.



WHAT'S INSIDE THIS TOOLKIT

Definitions Section

Roles and Responsibilities

Types of Concessions and
Accommodations

Monitoring and Review

Application Process

Useful Resources

Documentation Checklist

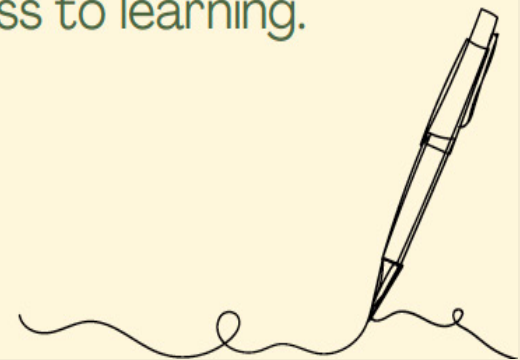


Definitions

What are Concessions and Accommodations?

Concessions: Adjustments to how a learner is assessed (*not what is assessed*).

Accommodations: Changes in the environment, instruction, or assessment method to support equitable access to learning.



Types of Concessions and Accommodations

Category	Examples
Time-related	Extra time (usually 10–15 min per hour), rest breaks
Reading & Writing	Reader, scribe, use of computer, spelling concession, typing instead of writing
Environment	Separate or quieter venue, seating near the teacher
Presentation	Enlarged print, Braille, use of audio or visual aids
Assistive Tech	Screen readers, magnifiers, speech-to-text software
Language	Bilingual dictionaries, simplified instructions
Medical	Medication breaks, snack breaks, frequent movement allowances

Application Process



1. Identification

- Teacher notices a consistent learning barrier or difficulty.
- Starts documentation and implements in-class strategies.



2. Complete SNA 1

- Teacher logs the learner's challenges and strategies attempted.



3. Referral to SBST

- SBST reviews and completes SNA 2, including Individual Support Plan (ISP).



4. Gather Documentation

- Recent assessment reports (psychological, medical, occupational therapy, etc.)
- Samples of learner's work, teacher reports, and academic history.



5. Parent Consent

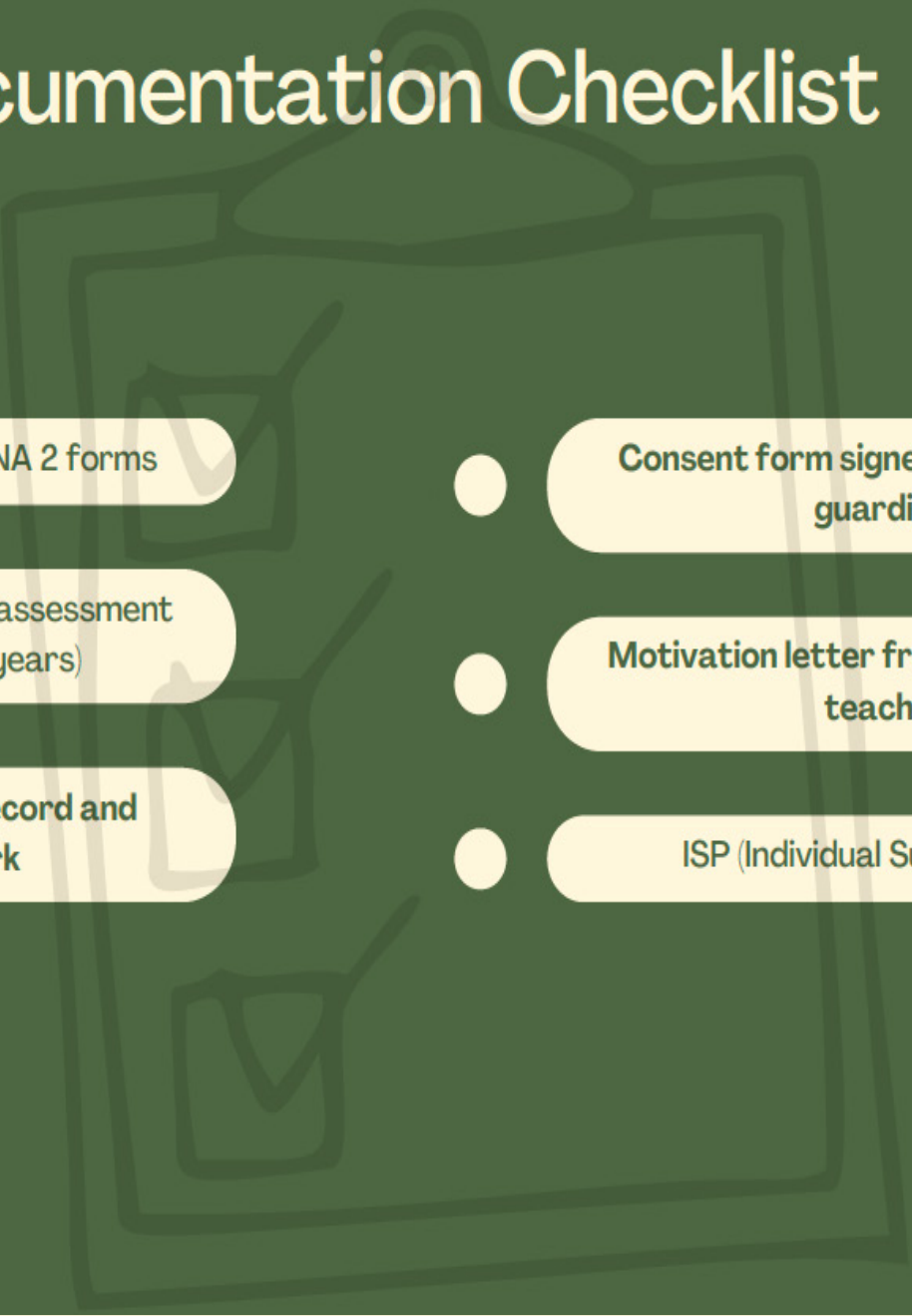
- Written parental consent is essential for assessments and applying for concessions.



6. Submit to Department

- Application for formal concessions goes to the District-Based Support Team or District Assessment Accommodations Committee (DAAC).

Documentation Checklist

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- Completed SNA 1 and SNA 2 forms
 - Medical or psychological assessment (within in the last 3 years)
 - Learner's academic record and samples of work
 - Consent form signed by parents or guardian
 - Motivation letter from the school or teacher
 - ISP (Individual Support Plan)

Roles and Responsibility

Role	Responsibility
Teacher	Identify barriers, complete SNA 1, work with SBST
SBST	Review cases, support strategies, complete SNA 2, refer to DBST if needed
Parents	Provide background info, give consent, participate in planning
DBST	Approve accommodations, support placement, provide specialized input
Learner	Participate in support planning where appropriate



Monitoring and Review

Regular review ensures that learners receive the right support at the right time, promoting progress and independence



1. Termly Monitoring

- The learner's Individual Support Plan (ISP) must be reviewed every term by the teacher and SBST.
- Adjustments are made based on the learner's progress and needs.



2. SBST Review

- The SBST evaluates how well accommodations and concessions are working.
- If needed, they recommend changes or additional support.



3. When to Reassess Concessions

- If the learner's condition changes (improves or worsens).
- When the learner moves between phases or schools.
- Before major assessments or exams (e.g., Grade 7, 9, 12).

Resources

All templates and forms are available in SIAS Policy.

WCED SIAS Policy: <https://wcedonline.westerncape.gov.za>

Inclusive Education SA: <https://www.included.org.za>

DBE SIAS Guidelines: Available via national Department of Basic Education

FINAL THOUGHTS

This toolkit is about making the work we already do more visible and more impactful. I hope it helps you feel more confident, supported, and inspired in your teaching journey. Let's keep learning and sharing, together!

