

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in NCEA assessments](#)

Suggestion: [Promote equity of access to supports including Special Assessment Conditions](#)

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19 June 2026

Link

inclusive.tki.org.nz/guides/universal-design-for-learning/promote-equity-of-access-to-support-including-special-assessment-conditions

Introduce SACs and supports to everyone

Throughout the NCEA journey, ensure ākongā know what support is available.

Ensure all ākongā are aware of and understand the following information:

- It is every student's right to have access to fair and valid assessment.
- As students all learn differently, NCEA is designed with flexibility built in so students can participate and show their understanding in ways that works for them.
- The internal and external assessments have been designed as flexibly as possible, but some supports may need to be added in on an "as needed basis", for example, access to a large print document if you have low vision.
- As a learner in NCEA, you need to have a good understanding of how you learn, what support works for you and what is unhelpful
- Throughout the year, we will trial different supports such as text-to-speech, enlarging text, working on paper and in digital spaces to work out what works best for you.
- We will also introduce you to the [Special Assessment Conditions](#) (SAC)s - the extra support that students can apply for if the design of the assessment does not allow you to participate equitably alongside your peers, (e.g. the text is too small to read, the time frame is too short for me to get my ideas down).
- The SAC application process is organised in our school or kura by (name/s).
- We will make sure your voice and needs are at the centre of the decision making process when applying for SACs.

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