



WINCHESTER  
COLLEGE

## Examination Concessions

**Next review date: September 2024**

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Winchester College is committed to ensuring all pupils have the support they require to tackle internal and external examinations on an equal basis. A number of access arrangements are available; the most commonly used ones here are:

- a. Extra time of up to 25%
- b. Use of a word processor.

The School complies fully with regulations published by the examination bodies. Pupils with learning difficulties (including dyslexia) taking examinations may be permitted to have extra time of up to 25% provided that they achieve two below average standardised scores in two different areas relating to speed of reading, speed of reading comprehension, speed of writing or cognitive processing measures, **and** there is clear evidence that using extra time is their normal way of working **and** this arrangement is supported by the pupil's subject teachers. Additionally, there needs to be clear evidence that the pupil has persistent and significant difficulties when accessing and processing information. These tests are administered internally by a qualified specialist assessor in the Learning Support Department.

Pupils with a below average speed of writing, or substantial difficulties with legibility, in spite of remedial efforts, may be given permission to use a laptop for extended writing.

External assessments, including those produced by educational psychologists, can provide useful information, and should be forwarded to the Department. However, these can be used only as supplementary evidence, and not as recommendations for access arrangements.

Pupils with communication and interaction, sensory and/or physical needs, including those with ASD and dyspraxia, may also be entitled to extra time of up to 25%, provided that the disability has a substantial and long-term adverse effect on speed of processing. However, the option of rest breaks should be explored before considering extra time. A medical letter will need to be provided to the Learning Support Department confirming the diagnosis. The Department may also need to determine the extent to which the disability impacts upon teaching and learning in the classroom through lesson observation and feedback from Dons.

Pupils with diagnoses of ADD and ADHD may be entitled to rest breaks during examinations, provided this has been recommended by a medical professional. In each case, feedback will be sought from Dons. A diagnosis alone is not sufficient grounds for extra time of up to 25%, and in most cases rest breaks are likely to be more beneficial.

In addition to the above, pupils must demonstrate that extra time is their normal way of working within the School. Pupils requiring extra time in public examinations will also need extra time to complete toytimes, written assignments in lessons and internal examinations. There must be sufficient evidence of this need *before* an application for extra time is submitted.

Certain pupils may be entitled to use a word-processor for their internal and external examinations. These pupils may have a learning difficulty or physical condition which has a substantial effect on their ability to write legibly. Pupils will be dealt with on a case-by-case basis. However, a pupil will not be permitted to use a laptop simply because they prefer to type, or because they use a laptop at home. The use of a laptop in examinations needs to reflect the pupil's normal way of working and be appropriate to the pupil's needs.

Appropriate evidence may include an internally administered speed-of-writing assessment with a below average standardised score, or, in the cases of pupils with physical conditions, a letter of recommendation from a medical professional such as an occupational therapist.

### **Continued evidence of need: A-levels**

Pupils entitled to extra time in their GCSEs may not necessarily be entitled to extra time in their A-level examinations. Pupils will need to be able to demonstrate that extra time is their normal way of working, and that there continues to be clear evidence that they have persistent and significant difficulties when accessing and processing information.

Pupils with diagnosed medical difficulties, including ASD, dyspraxia and ADD/ADHD, will need to provide an up-to-date letter confirming that these difficulties continue to impact significantly upon their ability to complete tasks without extra time, or rest breaks, as appropriate.