



WINCHESTER
COLLEGE

Examination Concessions

Next review date: March 2020

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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 at least one below average standardised score in an assessment of either 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 or have extra time in examinations which require extended writing. At IGSCE / GCSE level, these currently consist of: English, Geography, History, Latin, and MFL.

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 Asperger's 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. In some cases, rest breaks may be considered more appropriate. 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. In each case, feedback will be sought from the Dons.

A diagnosis alone is not sufficient grounds for extra time of up to 25%.

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 he prefers to type, or because he uses 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 boys with physical conditions, a letter of recommendation from a medical professional such as an occupational therapist.

Continued evidence of need: Pre-U's

An important principle is that a pupil entitled to extra time in their IGCSEs may not necessarily be entitled to extra time in their Pre-U examinations. Pupils with learning difficulties are reassessed internally towards the beginning of the Pre-U course in order to establish potential eligibility i.e. they achieve at least one below average standardised score in an assessment of either speed of reading, speed of reading comprehension, speed of writing or cognitive processing measures. Pupils who do meet this criteria will also 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 who no longer meet this criteria will be offered support by the department to help them become more efficient with their working and learning strategies.

Pupils with diagnosed medical difficulties, including Asperger's, 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.