

**Supplementary evidence – the detailed picture of need**

The amount of supplementary evidence, the detailed picture of need, will vary according to the candidate’s standardised scores on tests of speed:

<p><b>Standardised scores</b></p> <p>At least two scores of 84 or less relating to two different areas of speed of working; <b>or</b></p> <p>one score of 84 or less <b>and</b> one score between 85-89 relating to two different areas of speed of working.</p> <p style="text-align: center; font-size: 2em;">+</p> <p><b>Detailed picture of need</b></p> <p>Evidence of normal way of working within the centre (i.e. Part 1 of Form 8) <b>and one piece of supplementary evidence</b> drawn from:</p> <ul style="list-style-type: none"> <li>• a sample of internal school tests/ mock exam papers showing the application of extra time; <b>or</b></li> <li>• an IEP/ILP referring to the need for extra time; <b>or</b></li> <li>• comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</li> </ul>	<p><b>Standardised scores</b></p> <p>Two or more scores between 85-89 relating to two different areas of speed of working.</p> <p style="text-align: center; font-size: 2em;">+</p> <p><b>Detailed picture of need</b></p> <p>Evidence of normal way of working within the centre (i.e. Part 1 of Form 8) <b>and two pieces of supplementary evidence</b> drawn from:</p> <ul style="list-style-type: none"> <li>• a sample of internal school tests/ mock exam papers showing the application of extra time; <b>and/or</b></li> <li>• an IEP/ILP referring to the need for extra time; <b>and/or</b></li> <li>• comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</li> </ul>	<p><b>Standardised scores</b></p> <p>A cluster of standardised scores (at least three) relating to three different areas of speed of working just within the average range, 90 to 94.</p> <p style="text-align: center; font-size: 2em;">+</p> <p><b>Detailed picture of need</b></p> <p>Evidence of normal way of working within the centre showing an extensive history of need and a clear, measurable and substantial long-term adverse effect on performance and speed of working (i.e. Part 1 of Form 8); <b>and</b></p> <ul style="list-style-type: none"> <li>• a diagnostic assessment report, <b>from no earlier than Year 9</b>, confirming a significant learning difficulty or disability; (This <b>must</b> have been undertaken by a HCPC registered psychologist or specialist assessor.) <b>and</b></li> <li>• a sample of internal school tests/ mock exam papers showing the application of extra time; <b>and</b></li> <li>• an IEP/ILP referring to the need for extra time; <b>and</b></li> <li>• comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</li> </ul> <p>As these cases are rare and very exceptional, centres may find the definition of disability within the Equality Act 2010 helpful.</p> <p>HCPC registered psychologists and specialist diagnostic assessors are advised to consider in extreme and unusual cases, particularly where the candidate has complex learning needs, whether paragraph 5.2.3 might apply.</p>
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