Word Processing Policy

Written by:

Ratified by Governors dated:

Next Review:

Key Personnel:

Role	Name	Email	Telephone
Headteacher/ Head of centre			
Chair of Governors			
Governor with Responsibility for SEN			
SENCO/ Head of SEN			
Exams Officer			

1.0 Key legislation and guidance:

This policy is to be reviewed and updated annually following the publication of the revised JCQ Regulations and guidance on exam access arrangements

Reference in this policy to AARA refers to the Access Arrangements and Reasonable Adjustments 2021-2022 publication

https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

Reference in this policy to ICE refers to Instructions for Conducting Examinations 2021-2022 publication.

https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/

Equality Act (2010)

https://www.legislation.gov.uk/ukpga/2010/15/contents

SEND Code of Practice (2015)

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

2.0 Introduction:

The purpose of an exam access arrangement (EAA) is to ensure, where possible, that barriers to assessment are removed for candidates with special educational needs and/or disabilities which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. They are to ensure a level playing field to mitigate, where possible, the disadvantage imposed by the disability. They are not to give an unfair advantage. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AARA 4.2.2). Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2.3). The need for EAA must be considered on a subject-by-

subject basis because candidates may require different arrangements for different subjects, due to the varying demands of each subject.

The use of a word processor (or laptop) is an exam access arrangement (AARA 4.2.1).

This Policy details how <insert name of school here> complies with JCQ Regs AARA (Chapter 4 and 5.8) for candidates with disabilities and learning difficulties. It provides information for how candidates are allocated word processors and how they use them in public examination.

The term 'word processor' is used to describe the use of a laptop, computer or tablet (where these are allowed).

3.0 Definitions:

3.1 Special Educational Needs:

A child or young person has SEN if they have a learning difficulty or disability calls for special educational provision to be made

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3.2 Disability

The Equality Act (2010) defines a disability as a physical or mental impairment that has a 'substantial' and 'long term' negative effect on the individual's ability to do normal day-to-day activities.

'Substantial' is defined as: more than minor or trivial

'Long-term' is defined as: 12 months or more, although there are special exceptions for recurring conditions

3.3 Reasonable Adjustments Duty:

The Equality Act (2010) sets out legal obligations that schools, early years providers, post-16 institutions and other towards disabled children and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers
- Initiations must have regard to the need to eliminate discrimination, provide equality of opportunity and foster good relations between disabled and non-disabled children and young people

See SEN Code of Practice (2015) for mor information

4.0 The Use of Word Processors

4.1 What is the criteria for allocation?

Some candidates experience learning difficulties which impact upon their everyday performance and require reasonable adjustments in the form of a word processor to be made.

Where the use of a word processor is the candidate's normal way of working due to a need, the use of a word processor in exams will be considered.

Needs may include:

- Illegible or incomprehensible handwriting as a result of a long-term learning difficulty
- Difficulties in attention and concentration, such as ADHD
- Sensory impairment rendering it difficult to write
- Very slow handwriting, as demonstrated by a sub 85 standard score of free handwriting
- Physical needs impacting candidate's written legibility or speed or writing
- Planning and/or organisation difficulties when writing by hand
- Medical needs impacting the candidate's writing speed, legibility or organisation
- Some other condition which is substantial and long-term which impacts upon the candidate's written expression, legibility of handwriting or speed of writing

Following identification of a need, the candidate will be referred to the SENCO or Head of SEN provision for further investigation.

The SENCO/Head of SEND will determine whether the candidate's needs are long-term and substantial in the definition of the Equality Act.

The decision to allocate a word processor will be made according to individual need and on a case-by-case basis. The use of a word processor must be the candidate's normal way of working.

A candidate may be allowed to partially handwrite and partially use a word processor during exams.

A candidate may use a word processor for some exams, such as English, but not for others, such as maths.

The decision to allocate a word processor on a subject-by-subject basis will be made in partnership with the candidate themselves.

4.2 What evidence is needed?

There must be a demonstrable need for the use of a word processor, based upon evidence.

Examples of evidence include:

- Slow handwriting – evidenced by a below 85 standard score in a free handwriting speed test
- Illegible handwriting – evidenced by samples of handwriting obtained from lessons and internal exams
- Medical needs impacting upon legibility, speed, organisation or planning – evidenced by samples of work and clinical diagnosis
- Poor organisation and planning as a result of working memory or other processing difficulties: evidenced by a specialist assessment with a sub-85 standard score in auditory working memory or processing
- Other conditions impacting legibility, speed, organisation or planning – evidenced by samples of handwriting and letter from clinician with official diagnosis

In all cases the use of a word processor must be the candidate's normal way of working, as evidenced through:

- Use in exams
- Use in the classroom
- Use in completing homework

Word processors must not be allocated at the last minute.

4.3 Word processors and extra time

Where a candidate experiences a slow handwriting speed (evidenced through a below 85 standard score), the candidate will be offered the use of a word processor to mitigate this difficulty. Extra time and the use of a word processor can only be offered in exceptional and rare circumstances.

Where the candidate is not proficient in the use of a word processor, they may only be considered for extra time if there is another low-average or below average score in a qualifying area.

Candidate's will only be considered for extra time and the use of a word processor in the following circumstances:

- The candidate experiences slow handwriting speed, as evidenced by a below 85 standard score **AND** there are at least two **other** below average scores (below 85) in two different areas or one below average and one low average score (between 85 and 89), which do not include speed of handwriting, for instance:
    o Auditory or visual memory
    o Auditory working memory
    o Auditory or visual processing speed
    o Phonological awareness
    o Reading speed, efficiency or fluency
    o Visual perceptual skills
    o Verbal reasoning skills
- The candidate experiences illegible handwriting **AND** there are at least two below average scores in two different areas, or one below average score and one low average score in two different areas, including those outlined above
- The candidate experiences physical injury or disability rendering if difficult to handwrite, **and** there are at least two below average scores in two different areas, or one below average score and one low average score in two different areas, including those outlined above
- The candidate experiences a medical or physical condition which is evidenced by a specialist clinician, which impacts handwriting **and** rate of working

Note: where extra time is awarded to mitigate a difficulty in handwriting, the use of a word processor is not permitted. Similarly, if a word processor is allocated to mitigate a handwriting difficulty, such as slow handwriting, extra time **will not be** permitted.

4.4 Centre specific processes

This Centre will:

- Only permit the use of a word processor where the integrity of the assessment can be maintained (AARA4.2.1)
- Consider the needs of the candidate at the start of their course (AARA 4.2.4)
- Provide access to word processors in non-examination assessments component as standard practice unless prohibited by the specification (AARA 5.8.2)
- Consider the use of a word processor on a subject-by-subject basis (AARA 4.2.3)
- Facilitate practice of use of word processors during internal exams
- Only permit the use of a word processor where it is the candidate's normal way of working

The Centre will not:

- Grant the use of a word processor where it will compromise the assessment objectives of the specification in questions (AARA 4.2.2)
- Simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AARA 5.8.4)
- Grant the use of a word processor at the last minute
- Grant the use of a word processor where there is no evidence of need

Exceptions:

- In the event of a last-minute temporary injury the use of a word processor may be considered
- Where a disability or other impairment comes to light after the start of the course (AARA 4.2.4)
- Where a subject is delivered electronically and the centre provides word processors to all candidates (AARA 5.8.4)
- Where the use of a laptop is deemed not practical due to the nature of a particular examination

4.5 Specific arrangements during public examinations

- All candidates will use notepad
- Candidates will be accommodated in: a different area/room*
- Invigilators will be informed of the processes involved in using a word processor
- ICT technicians will be available to assist with the end of the exam to ensure scripts are printed off correctly with students still present to handover to the lead Invigilator to send to the exam board with the rest of the completed papers. A JCQ Form 4 will be handed over to the invigilator at the beginning of each exam for each student using a word processor.

To comply with ICE 14, the Centre will:

- provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
- clear word processors of any previously stored data prior to the exam
- ensure the word processor is in good working order at the time of the exam
- ensure students are accommodated in such a way to ensure other candidates are not disturbed and cannot read the screen
- ensure the word processor is used as a type-writer, not as a database, (although standard formatting software is acceptable) and is not connected to an intranet, internet or any other means of communication
- not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- not include graphic packages or computer aided design software to the word processor unless permission has been given to use these
- ensure that word processors do not have any predictive text software or an automatic spelling and grammar check enabled unless a candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- ensure that word processors do not include speech recognition technology unless a candidate has permission to use a scribe or relevant software
- (Where a candidate is to be seated with the main cohort without the use of a power point), Check the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- Remind the candidate to put his/her centre number, candidate number and the unit/component code to appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

  - However, if a candidate is using the software application Notepad or Wordpad which do not allow for the insertion of a header or footer, the candidate will be reminded to type their name and candidate number on each page

- remind the candidate to ensure each page is numbered, e.g. page 1 of 6 (ICE 14.23)
- Remind the candidate to save his/her work at regular intervals. (Or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- Remind the candidate that they can use a mixture of typed and written responses

- remind the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24, 14.25)
- ensure that invigilators remind students to save their work every **15 minutes**
- ensure that the word processor is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- see Appendix 2 for Invigilator script

4.6 Portable storage medium

The Centre will ensure that any portable storage medium (e.g.memory stick) use:

- Is proved by the Centre
- Is cleared of any previously stored data

4.7 Printing

The Centre will ensure that:

- The word processor is either connected to a printer for the script to be printed off, or have the facility to print from a portable storage device
- The candidate is present to verify that the work printed is his or her work
- The scrip is attached to any answer booklet which may contain some written responses
- A Word Processor cover sheet (Form 4-see Appendix 1) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

Appendix 1

Word Processor cover sheet

Please read the attached notes before completing this form.	
Examination series	

Centre No	

Candidate No		**Candidate name**	

Examination for which a word processor was used

Awarding body	**Specification title**	**Specification entry code**	**Unit/ component**

Comments (if appropriate):

Some questions were answered in the answer booklet.
(Please select the appropriate response)

○ Yes   ◉ No

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Notes on the completion of the Word Processor cover sheet

Centre:

- **Examination scripts:** Please refer to the relevant awarding body's instructions when completing this form.

- The script **must** be produced in accordance with the regulations in **Chapter 14, section 14.25, of the JCQ publication** *Instructions for conducting examinations.* **Failure to comply may constitute malpractice which could lead to the disqualification of the candidate.**

- The information required in the boxes on the form **must** be correct and complete.

- In the box marked *Comments* please indicate whether any problems were experienced with the production of the script which should be drawn to the attention of the examiner.

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Appendix 2

Invigilator script

Please listen carefully to the following instructions.

You are reminded to do the following:

1. Put your name, centre number (provide this number on a board), candidate number and the unit code **on each and every page** that you type

2. Make sure every page is **numbered**, e.g. 1 of 2

3. Make sure you **save** your work regularly, **at least every 15 minutes**

4. Make sure you use at least a 12pt font

5. Make sure that you double space your work

6. Remember that you are permitted to both type and write answers into the answer booklet if you want to do so