WORD PROCESSING POLICY FOR EXAMINATIONS for 2023/24

Key staff involved in awarding and allocating word processors for exams

Name	Role
Catherine Hill	SENDCo
Hannah Tracey	Access Arrangements Assessor

Introduction

Holland Park School is an inclusive learning community and will take all practical steps to ensure its facilities allow our students to succeed. Wherever possible, and in line with the SEN Code of Practice, reasonable steps are taken to allow equal opportunity.

The use of word processors in examinations and assessments is an available access arrangement. This policy is on the use of word processors in examination, assessments and tests and student normal practice. The policy is edited using the most recent publication of JCQ's regulations and guidance, which is contained in the Access Arrangements and Reasonable Adjustments (AARA) for conducting examinations. All schools must comply with these regulations.

Purpose of the policy

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties *(AARA 4.2.1)*. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

This policy details how Holland Park School manages and administers the use of word processors including laptops and tablets in examinations, assessments, tests and pupil's normal practice in examinations. The use of a word processor with grammar and spell check switched off is a school delegated access arrangement. All schools must have a policy on the use of word processors and a member of the school's senior leadership team must produce a statement for inspection purposes which details the criteria the school uses to award and allocate word processors for examinations.

The Use of a Word Processor

Candidates with access to word processors are allowed to type in order to ensure, where possible, that barriers to assessment are removed for disabled candidates preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. Word processors will only be permitted where the integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate The SENDCo, or an equivalent member of staff, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate *(AARA 4.2.1)*.

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. For example, the use of a practical assistant will not normally be allowed when practical skills are being tested *(AARA 4.2.2)*.

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENDCos must consider the need for access arrangements/ reasonable adjustments on a subject-by-subject basis *(AARA 4.2.3)*.

The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- In the classroom (if essential);
- Working in small groups for reading and/or writing;
- Support lessons;

Intervention strategies;

- In internal school tests/examinations;
- Mock examinations

It is up to the centres discretion to;

- Priority will be given to Key Stage 4 students to access laptops, especially for mock assessments
- Allocate the use of a word processor to a candidate where it is their normal way of working over an extended period of time
- Award the use of a word processor to a candidate if it is appropriate to their needs and appropriate evidence has been obtained. Needs may include:
  - A learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly
  - A medical condition
  - A physical disability that impacts writing
  - A sensory impairment
- Only permit the use of a word processor where the integrity of the assessment can be maintained.
- Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question.
- Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification.

The centre will not;

- Grant the use of a word processor to a candidate based on the fact that he/she prefers this way of working rather than writing, or can work faster on a keyboard as opposed to using a pen. The only exception to this would be in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability after the start of the course.

Arrangements at the time of the assessment for the use of a Word Processor

A candidate using a word processor will be accommodated on the ground floor or second floor of Holland Park School's main building. This separate room provision will be accommodated by specialist external invigilators.

In compliance with JCQ Regulations, the centre will ensure the word processor;

- Is in good working order at the time of each exam
- Is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Is cleared of any previously stored information and data
- Does not have any predictive text software or an automatic spelling and grammar recognition technology (unless specified in their access arrangements for a scribe), or the awarding body's specification permits the use of automatic spell checking
- Does not give the candidate access to other applications such as a calculator (where prohibited for an exam), spreadsheets etc.

In compliance with JCQ Regulations, the centre;

- Must remind each candidate to put their name, centre number and candidate number on each page as a header or footer of all of their work
- Must remind each candidate to number each page of their work completed on the word processor

- Must remind each candidate to use a minimum of 12pt Calibri font and double spacing in order to assist examiners when marking
- Will make sure all laptops and computer readers are set up and ready for use for candidates who require one before each exam, after checking they are working properly and are adequately charged
- Will make sure all work completed by candidates on a laptop will be saved on to a centralised exam login, only accessible to authorised staff, as well as printed off (so that an electronic copy is available)
- Will make sure that candidates are present to verify that the work printed is their own
- Will make sure that word processed scripts are inserted in any answer booklet which contains the answers
- Will make sure that word processors are not used on the candidates behalf by a third party unless the candidate has permission to use a scribe

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification *(AARA 5.8.2).* It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and hand write shorter answers *(AARA 5.8.3).*

Accommodating word processors during examinations

Candidates using word processors, such as laptops and tablets, are internally accommodated in the following manner;
- Appropriate seating and lighting arrangements for using a word processor are in place, and candidates are distributed so that there is enough space between word processor users. Their word processor set up will also match to their normal way of working
- Invigilation arrangements relating to the use of word processors include those highlighted in JCQ's *Access Arrangements and Reasonable Adjustments* guidelines.

Applying for Word Processors

All applications must be made to the nominated SENDCo, who will liaise with the Exams Officer, using the relevant documentation, i.e. Form 8 Application or Form 9, providing clear evidence of need and normal way of working.

The nominated SENDCo will determine if a candidate may be awarded the use of a word processor in exams where he/she has a firmly established need, that the use of a word processor reflects the candidate's normal way of working and that by not being awarded a word processor the candidate in question would be at a substantial disadvantage to other candidates. For example:

- Diagnosed & documented learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
- Diagnosed & documented medical condition restricting upper body movement associated with handwriting tasks.
- Diagnosed & documented physical disability restricting handwriting tasks. diagnosed & documented sensory impairment restricting access to handwriting tasks.

Referenced links:

JCQ guidelines (AARA): https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf