

Bournville School

Word Processor Policy

Fairfax Multi-Academy Trust

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1. Overview

This policy covers the use of Word Processing by students in school, including in examinations. It must be reviewed annually, usually early in the Autumn term when updated guidance from JCQ is published.

This policy references the following documents:

- a) JCQ Access Arrangements and Reasonable Adjustments booklet 2021-22 (https://qualifications.pearson.com/content/dam/pdf/Support/Access-arrangements/AA_regs_21-22.pdf)
- b) JCQ Instructions for conducting examinations 2021-22 (<https://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations/>)
- c) SEND Code of Practice 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- d) Academy SEND Policy 2021-22 (hyperlink here)
- e) Academy Equality, Diversity and Inclusion Policy 2021-22 (hyperlink here)

2. Principles for student use of Word Processors in school

Some students at Bournville School will need to use technology such as Word Processors to access the curriculum, thrive in school, and achieve excellent outcomes. No student should be left behind and all reasonable adjustments must be made to ensure students' futures are enriched.

2.1 Purpose of the policy

The purpose of students using a Word Processor (as with any other access arrangement or reasonable adjustment) is to ensure, where possible, that barriers which place students at a substantial disadvantage as a consequence of persistent and significant difficulties are removed.

2.2 The benefits of using a Word Processor

Students with one or more of the following difficulties may benefit from the use of a Word Processor:

- a learning difficulty which has substantial and long-term adverse effect on their ability to write legibly;
- planning and organisational problems when writing by hand which significantly impacts on the quality of language used;
- poor handwriting;
- a physical disability;



- a sensory impairment;
- a medical condition;
- a temporary injury, illness, or condition that impairs the ability to write legibly.

This list is not exhaustive. Academy leaders including the SENDCo will make decisions on which students will benefit from the use of Word Processors.

The use of a Word Processor cannot be granted to a student only because they prefer to type than write, can type faster on a keyboard (unless the speed of their handwriting is an obstacle to their ability to fully access assessments and class work), or because they use a Word Processor at home.

Students who use a Word Processor may use a combination of typing on a keyboard, and handwriting. Tasks which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where students will frequently need to type. Tasks which require more simplistic answers are often easier to handwrite as the student avoids the difficulty of visually tracking between the presented material and their computer screen.

Students may not require the same use of a Word Processor across the curriculum. Subjects and their methods of assessments vary, leading to different demands of students. SENDCos and other academy leaders should consider a student's need for the use of a Word Processor on a subject-by-subject basis.

2.3 Word Processing as the normal way or working

Students use Word Processors in lessons and exams to prevent them being placed at a substantial disadvantage as a consequence of persistent or significant difficulties. As a result, students using Word Processors will in nearly all cases be placed on the SEND register. Students with SEND are defined as those who require a form of special educational provision, or those who have significantly greater difficulty with learning than their peers.

All students with SEND, including those using Word Processors, should have a Learning Plan written by the SENDCo or other academy leader. This plan details a student's strengths and difficulties, as well as outlining strategies and provisions required to meet their needs. Where Word Processors are granted to students, this must be recorded on their Learning Plan, alongside detail about the difficulties which call for this provision. In line with the SEND Code of Practice and the Academy SEND policy, this will be reviewed regularly.

Teachers, families, and other professionals involved should be informed and updated about a student's use of a Word Processor.

As a result, all Word Processing by students will be their normal way of working (except where illness or injury leads to a short term, temporary granting of a Word Processor).



3. Safe and compliant use of Word Processors

3.1 Word Processors and their programmes

The school will ensure the word processor;

- is in good working order at the time of its use (including exams)
- is accommodated in such a way that other students are not disturbed and cannot read the screen
- is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the student access to other applications such as a calculator (where prohibited in examinations), spreadsheets, etc. unless permission has been given to use these
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the student has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed where this applies to examinations)
- does not include speech recognition technology unless the student has permission to use a scribe or relevant software
- is not be used on the candidate's behalf by a third party unless the student has permission to use a scribe

3.2 Accommodating Word Processors in exams

There is not a requirement to process an application for a word processor using access arrangements online. No evidence is needed to support the arrangement for inspection purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury.)

It is essential that the integrity of the examination is maintained whilst at the same time providing access to assessments for disabled candidates.

The use of a word processor cannot be granted where it will compromise the assessment objectives of the specification in question.

Where a student has used a word processor in an examination, a word processor cover sheet (Form 4) must be completed and included with the student's typed script. This is available from the JCQ website.

To comply with ICE 14, the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)



- (where a candidate is to be seated with the main cohort without the use of a power point) checks 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
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01
- In circumstances where a header/footer cannot be inserted, once the candidate has completed the examination and printed off their typed script, they must handwrite their details as a header or footer. The candidate must be supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6
- ensures the candidate is reminded to save his/her work at regular intervals. Where possible, an IT technician will set up 'autosave' on each laptop/tablet.
- instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

3.3 Using Word Processors in lessons

As far as possible teachers and students should follow guidance outlined above in sections 3.1 and 3.2 when using Word Processors in lessons.

Where possible teachers will set work for students using Word Processing through Assignments in Microsoft Teams or Homework on Class Charts. In this way the work can be handed in, monitored and returned securely in line with the academy's assessment and feedback policy.

Students should save work in the relevant Teams group for that subject, in a folder with their name. Teachers will remain responsible for monitoring the work, printing where necessary, and providing appropriate feedback in line with academy policy.

3.4 Safe storage and distribution of Word Processors

- All laptops have a number. This number matches the number on the shelves in the laptop trolley. Staff and students must make sure the laptops are stored on the correct shelf.
- Students can only be issued the laptop they have been assigned. This allows staff to track any misuse or damage to laptops if required.
- Laptops are to be collected by students each morning between 8.50 and 9.00 from the SEND hub. These will be distributed by a TA.
- Laptops to be returned to SEND Hub at lunchtime (teachers release pupils with laptops first), placed on charge with the support of TA in hub, and collected by students again after lunch when they re-enter the building.



- When in PE, laptops are to be handed into the P.E office before the lesson begins, and are collected by students at the end of their lesson.
- Laptops are to be returned to SEND Hub at the end of the school day (teachers release pupils with laptops first) and placed on charge by the TA present.
- Last member of SEND team to leave switches off laptops at the plug. First member of SEND team to arrive in the morning switches on at the plug.

