

# Equalities Policy (Exams)

## Fairfax Multi-Academy Trust

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<b>Contents</b>	<b>Page</b>
Overview; key staff involved, purpose, definitions.	3
Identifying the need for access arrangements	4
Roles and responsibilities	4
Word Processing	5
Requesting access arrangements	6
Roles and responsibilities	6
Implementing access arrangements	8
Roles and responsibilities	8
External assessments	8
Internal assessments	11
Facilitating access – examples	12
Appendix 1 – Word Process Policy	15



## Overview

### Key Staff involved in this policy

Role	Name
Head of Centre	Marie Rooney
SENCo	Dean Merrick
Exams Officer	Audrey Baker-Smith
Senior Leaders	Jo Dovey
Assessor(s)	

### Purpose of the policy

This document details how the centre will:

- recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This publication is further referred to in this policy as [GR](#)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

### The Equality Act 2010 definition of disability

The SEND Code of Practice (2015) outlines the links between SEN and disability.

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise.'



A fuller definition is provided on page 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments [2022-2023](#)

This publication is further referred to in this policy as [AA](#)

## **Identifying the need for access arrangements**

### **Roles and responsibilities**

#### **Head of centre**

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Provides a policy on the use of word processors in exams and assessments
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

#### **Senior leader(s)**

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)
- Support the SENCo in determining the need for and implementing access arrangements

#### **Special educational needs coordinator (SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of [AA](#)
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Leads on the access arrangements process to facilitate access for candidates
- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements



- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### **Teaching staff**

- Inform the SENCo of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate

**Support staff** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the SENCo to 'paint a holistic picture of need', confirming normal way of working for a candidate

### **Assessor of candidates with learning difficulties**

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the JCQ publication [AA](#)
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### **Use of word processors**

The academy's word processor policy can be found as an appendix to this policy.



## Requesting access arrangements

### Roles and responsibilities

#### SENCo

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated
- Follows guidance in [AA](#) (chapter 8) to process approval applications for access arrangements for those qualifications included
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures that the full supporting evidence is in place before an online application is processed
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre ([Form 8](#) must only be used for
  - candidates with learning difficulties who are **not** subject to a current EHCP or Statement of Special Educational Needs who require 25% extra time and/or a scribe (including candidates who require a computer reader/reader and 25% extra time and/or a scribe)
  - all candidates with learning difficulties who require up to 50% extra time
  - all candidates who require a Language Modifier)
- Ensures where form 8 is required to be completed, the form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)



- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre
  - in addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval, and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
  - (where applicable) 'Data protection confirmation by the examinations officer or SENCo' acknowledged before an application is processed online
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

### **Exams officer (EO)**

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA where this may be relevant to the EO role](#)
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations
- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper from CCEA, OCR and WJEC (or to download a PDF copy of the standard question paper where provided by AQA and Pearson) or to open question paper packets in the secure room within 90 minutes of the awarding body's published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (using AAO for those qualifications included in the tool; using Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate



## **Implementing access arrangements and the conduct of exams**

### **Roles and responsibilities**

#### External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

#### **Head of centre**

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2022-2023](#)

#### **SEnCo**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2022-2023](#)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

#### **Exams officer**

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2022-2023](#)





- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2022-2023](#)
- Ensures exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher but where the candidate's own subject teacher has to be used, ensures a separate invigilator is always present
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate
- Ensures that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams



- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
  - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - the Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - the Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
  - prints pre-populated cover sheets from AAO where this is required for particular arrangements
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

#### **Other relevant centre staff**

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2022-2023](#)



### **Internal assessments**

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised by the centre and externally moderated by the awarding body.

#### **SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

#### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

### **Internal exams**

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

#### **SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

#### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required



**Facilitating access - examples**

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p>



		<p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate)</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p>



	<p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>
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Appendix 1: Word Processing Policy

# Word Processor Policy

## Fairfax Multi-Academy Trust

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<b>Contents</b>	<b>Page</b>
<b>1. Overview</b>	<b>3</b>
<b>2. Principles for student use of Word Processing in school</b>	<b>3</b>
2.1. Purpose of the policy	3
2.2. Benefits of using Word Processing	3
2.3. Word Processing as the normal way of working	4
<b>3. Safe and compliant use of Word Processors</b>	<b>5</b>
3.1. Word Processors and their programmes	5
3.2. Accommodating Word Processors in exams	5
3.3. Using Word Processors in lessons	6
3.4. Safe storage and distribution of Word Processors	6





## 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](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 Academy X 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, 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 of 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 re
- cognition 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. 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 in to the P.E office before the lessons 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.



