



Criteria for Use of Word Processors in Examinations

At Skegness Academy we follow the JCQ guidelines and regulations to ensure that all pupils are able to access a word processor for examinations if needed. JCQ guidelines are followed to make sure that all pupils are treated equally and fairly and that no pupil is disadvantaged and that the integrity of the Academy and our access arrangements are not compromised.

The key staff member involved in awarding and allocating word processors for exams is Lorna Coates Metheringham, who is our SENCO.

Information taken from the JCQ document 'Adjustments for candidates with disabilities and learning difficulties.'

Word Processors may be required by candidates with the following needs:

- Cognition and Learning Needs (4.1.1)
- Communication and Interaction Needs (4.1.2)
- Sensory and Physical Needs (4.1.3)
- Social, Mental and Emotional Needs (4.1.4)

1. The use of a word processor as an access arrangement is to ensure, where possible, that barriers of an assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties.
2. The use of a word processor must allow the integrity of the assessment to be maintained, whilst at the same time providing access to assessments for a disabled candidate (4.2.1)
3. The use of a word processor cannot be granted where they will compromise the assessment objectives of the specification in question (4.2.2)
4. Candidates may not require the use of a word processor in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The SENCO must consider the need for a word processor on a subject-by-subject basis. (4.2.3)
5. The use of a word processor should be agreed at the start of the course, having firmly established a picture of need and normal way of working during Years 7 to 9.
6. The only exception to the rule above is 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 arising after the start of the course. The use of a word processor should be applied for as soon as is practicable. (4.2.4)
7. The arrangement put in place of using a word processor must reflect the support given to the candidate in the Academy. For example:
 - in the classroom (where appropriate)
 - working in small groups for reading and/or writing
 - literacy support lessons
 - literacy intervention strategies
 - in internal school tests/examinations
 - mock examinationsThis is commonly referred to as 'normal way of working' (4.2.5)
8. If a word processor (with the spelling and grammar check disabled) is the candidate's normal way of working within the centre, then it should be used in examinations in order to encourage independent working and access to marks awarded for spelling, punctuation and grammar
9. A scribe must only be used where a candidate is not sufficiently competent or confident in using a word processor with the spelling and grammar check or predictive text facility disabled (switched off). (5.7.1)

Key information relating specifically to the use of Word Processors (Section 5.8 of the JCQ regulations)

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.)

Skegness Academy complies with the JCQ regulations regarding the use of word processors as follows:

1. Provides a word processor with the spelling and grammar check facility/predictive text disabled.
2. Only grants the use of a word processor to a candidate where it is their normal way of working within the Academy.
3. Only grants the use of a word processor to a candidate where it is appropriate to their needs.
4. Allows the use of word processors in non-examination assessment components and sees this as standard practice unless prohibited by the specification.
5. Allows a candidate to use a word processor to type certain questions e.g. those requiring longer answers, and handwritten shorter answers.
6. The use of a word processor is considered on a subject by subject basis.
7. In all cases, a word processor cover sheet must be completed.
8. Word processing is offered to a student who has a learning difficulty which has substantial effect on their ability to write legibly.
9. A decision regarding any illegibility is made using the evidence of evaluating work in books, discussions with the student, discussions with teaching staff and the SENCO.
10. The Lucid Exact test is used to provide a standardised measure of candidates writing and typing speeds. The DASH handwriting assessment will also be used to assess the student and the w.p.m score of the individual will be recorded to show the handwriting and typing speed to ensure equality of access.
11. If a student moves to Skegness Academy from another school, then the exams officer at the previous school should be contacted to ascertain the need for the use of a word processor.

Reviewed by	Lorna Coates Metheringham (SENCO)
Staff signature	
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