





THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

Equalities Policy (exams) 2021/22

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	November 2021
	Date of next Review	November 2022
	Who reviewed this policy?	Mrs. R. Carron
	Approved by SLT	November 2021



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Key staff involved in the policy

Role	Name(s)
SENCo	Mrs. R. Carron
Assistant SENCo	Mrs. V. Bradley
SENCo line manager (Senior Leader)	Ms. S. Hay
Head of centre	Ms. S. Hay
Assessor(s)	
Access arrangement facilitator(s)	Mrs. R. Carron



Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide equalities / accessibility policy/plan* which 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; †for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect.

(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

A definition is provided on page 9 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#) 2021-2022

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 candidates (including private candidates) are clearly defined and documented;
- ▶ Ensures a policy demonstrating the centre’s compliance with relevant legislation is in place.



Senior leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#);
- ▶ Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented;
- ▶ Ensures a policy demonstrating the centre's compliance with relevant legislation is in place;
- ▶ Support the SENCo in determining the need for and implementing access arrangements.

Special educational needs and disability coordinator (SENCo)

- ▶ Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#);
- ▶ Leads on the access arrangements process to facilitate access for candidates;
- ▶ Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements;
- ▶ Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#);
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate;
- ▶ 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 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 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 are put in place comply with JCQ and awarding body regulations and guidance;
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification;
- ▶ Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre;
- ▶ 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.
- ▶ Completes appropriate documentation as required by the regulations of JCQ and the awarding body;
- ▶ Provide information to evidence the normal way of working of a candidate;
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate;
- ▶ Ensures the need for access arrangements for a candidate is considered on a subject by subject basis;
- ▶ Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams;
- ▶ Provides a policy on the use of word processors in exams and assessments;
- ▶ Works with teaching staff, relevant support staff and the exams office to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams / assessments;

Teaching staff

- ▶ Inform the SENCo of any support that might be needed by 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 current JCQ publication [AA](#).

Use of word processors

A centre **must** have a policy on the use of word processors... A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations. ([AA](#) 5.8)

Required word processor policy is in place – **Appendix A**.

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](#) (Section 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 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 or where a Language Modifier is required);
- ▶ 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 files/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 candidate personal data consent form (which provides candidate consent to their personal details being shared).
- ▶ Presents the files / e-folders when requested by a JCQ Centre Inspector and addresses any queries / questions raised;
- ▶ If 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 teaching staff regarding any appropriate modified paper requirements for candidates.

Examinations and Data Manager (EDM)

- ▶ 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;
- ▶ Obtains a copy from the master file (held with SENCo) for each candidate a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- ▶ Liaises with SENCo regarding any appropriate modified paper requirements for candidates;
- ▶ 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;
- ▶ Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time of 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)

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 Examinations and Data Manager (EDM) and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams;



- ▶ Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

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);
- ▶ 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;
- ▶ Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates;
- ▶ Liaises with the EDM regarding facilitation and invigilation of access arrangement candidates in exams;
- ▶ Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Sign Language Interpreter);
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s);
- ▶ 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 EDM where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams;
- ▶ Liaises with the EDM to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues;
- ▶ Monitors, in internal tests / mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangements, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage;
- ▶ Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements and Access arrangements* in [ICE](#) 2021-2022



Examinations and Data Manager (EDM)

- ▶ Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE](#) 2021-2022;
- ▶ 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;
- ▶ 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;
- ▶ 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 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 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 a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate;
- ▶ 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;
- ▶ 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.
- ▶ 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 regarding the facilitation and invigilation 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;
- ▶ Liaises with the SENCo regarding rooming of access arrangement candidates;
- ▶ 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;
- ▶ 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 made aware of the arrangements awarded and invigilators 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);



- ▶ 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 question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare.
- ▶ 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;
- ▶ 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 EDM to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams;
- ▶ Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate;
- ▶ Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate;
- ▶ Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

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 a candidate has had appropriate opportunities to practise using the exam arrangement(s) before his / her examinations;
- ▶ 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;
- ▶ 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 pre-cursor to external assessments.

Special educational needs and disability coordinator (SENCo)

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates;
- ▶ Liaises with the exams office to implement appropriate access arrangements for candidates.

Examinations and Data Manager (EDM)

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates;
- ▶ Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required.

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates;
- ▶ Provide exams materials that may need to be modified for a candidate;



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
<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home;</i> <i>Head of Year provides written statement for file to confirm the need;</i> <i>Approval confirmed by SENCo; AAO approval for both arrangements not required;</i> <i>Head of Year discussion with candidate to confirm the arrangements should be put in place;</i> <i>Exams Team submits 'Alternative site form' for timetabled written exams to awarding body / bodies online using CAP;</i> <i>An on-line submission must only be made for timetabled written examinations;</i> <i>Exams Team provides candidate with exam timetable and JCQ information for candidates;</i> <i>Head of Year confirms with candidate the information is understood;</i> <i>Head of Year agrees with candidate that prior to each exam will call to confirm fitness to take exam;</i> <i>Exams Team allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials;</i> <i>Invigilator monitors candidate's condition for each exam and records any issues on incident log;</i> <i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam;</i> <i>Invigilator briefs Exams Team after each exam on how candidate's performance in exam may have been affected by his/her condition;</i> <i>Exams Team discusses with Head of Year if candidate is eligible for special consideration (candidate</i></p>



		<p><i>present but disadvantaged);</i></p> <p><i>Exams Team processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence;</i></p> <p><i>Head of Year informs candidate that special consideration has been requested.</i></p>
<p>Persistent and significant difficulties in accessing written text</p>	<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>Reader / 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>
<p>Significant difficulty in concentrating</p>	<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 their attention back to the paper - confirms requirement for separate room).</i></p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</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><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>




THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

Word processor policy (exams)

2021/22

	Name of School	The Coopers' Company and Coborn School
	Policy review Date	November 2021
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	Who reviewed this policy?	Mrs. A. Titley
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Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENDCo	Mrs. R. Carron
Assistant SENDCo	Mrs. V. Bradley
Exams team	Mrs. A. Titley – Examinations and Data Manager Mrs. L. Butler – Deputy Examinations Officer
SLT member(s)	Ms. S. Hay Mr. R. Bell Mr. M. Duncan Mrs. J. Harris Mrs R. Carron Mr. J. Dudley-Hart
IT manager	Mr. B. Kiff



This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2021-2022](#) and [Instructions for Conducting Examinations 2021-2022](#) publications

Introduction

The use of a word processor in exams and assessments is an available access arrangement/ reasonable adjustment.

The purpose of an access arrangement/reasonable adjustment 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.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 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.

(AA 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. SENCOs must review the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.3)

The SENCO must ensure that the proposed access arrangements/reasonable adjustments does not disadvantage or advantage a candidate.

(AA 4.2.1)

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

(AA 4.2.7)

Purpose of the policy

This policy details how The Coopers' Company and Coborn School (CCCS) complies with AA chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-25) when awarding and allocating a candidate the use of word processor in his/her examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

The Coopers' Company and Coborn School will:-

- ▶ allocate the use of a word processor to a candidate with the spelling and grammar check / predictive text disabled (switched off) where it is their normal way of working within the centre;

(AA 5.8.1)

- ▶ award the use of a word processor to a candidate where appropriate to their needs. For example, a candidate with:-



- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting.

(AA 5.8.4)

- ▶ only permit the use of a word processor where the integrity of the assessment can be maintained;
(AA 4.2.1)
- ▶ not grant the use of a word processor where it will compromise the assessment objectives of the specification in question;
(AA 4.2.2)
- ▶ consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification;
(AA 4.2.3)
- ▶ process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment;
(AA 4.2.4)
- ▶ provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.
(AA 5.8.2)

The centre will not:-

- ▶ simply grant the use of a word processor to a candidate because they now want to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home
(AA 5.8.4)

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate 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 arising after the start of the course;
(AA 4.2.4)
- ▶ where the curriculum is delivered electronically and the centre provides word processors to all candidates.
(AA 5.8.4).

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in the following manner:-

- ▶ Where possible students using word processors will be housed in the main exam hall at the rear of the room so they cannot be overlooked by other candidates;
- ▶ If this is not possible, then they will be housed together in a smaller room within the school.

In compliance with the regulations, CCCS will:-

- ▶ provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise;
(ICE 14.20)
- ▶ (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;
(ICE 14.21)
- ▶ 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. 12845/8001 – 6391/01;
(ICE 14.22)



If a candidate is using the software application Notepad or WordPad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process 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;

(ICE 14.23)

- ▶ ensures the candidate is reminded to save their work at regular intervals to ensure that if this is a complication or technical issue, the candidate's work is not lost ;
- ▶ instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners.

(ICE 14.24)

CCCS will ensure the word processor:-

- ▶ is only used in a way that ensures a candidate's script is produced under secure conditions;
- ▶ is not used to perform skills which are being assessed;
- ▶ is not connected to an intranet or any other means of communications;
- ▶ is in good working order at the time of the exam;
- ▶ is accommodated in such a way that other candidates are not disturbed and cannot read the screen;
- ▶ is used as a typewriter, 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 candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
- ▶ 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 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;
- ▶ does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- ▶ is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Portable storage medium

CCCS will ensure that any portable storage medium (e.g. a memory stick) used:-

- ▶ is provided by the centre;
- ▶ is cleared of any previously stored data.

(ICE 14.25)

Printing the script after the exam is over

CCCS will ensure:-

- ▶ the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium;
- ▶ the candidate is present to verify that the work printed is their own;
- ▶ a word processed script is attached to any answer booklet which contains some of the answers;
- ▶ where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions).

(ICE 14.25)



Invigilation arrangements

CCCS will ensure invigilators are aware of the following:-

- ▶ When housed within the main exam hall invigilators will be made aware of students using word processors and will be informed of the processes involved. A nominated invigilator will escort the candidate to the exams office at the end of the examination to enable the script to be printed off correctly and signed by the candidate in readiness to be sent off to the exam board with the rest of the cohorts' completed papers;
- ▶ When housed in a separate exam room from the main cohort the invigilator will be informed of the processes involved. The invigilator to escort the candidate to the exams office at the end of the examination to enable the script to be printed off correctly and signed by the candidate in readiness to be sent off to the exam board with the rest of the cohorts' 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.



The criteria The Coopers' Company and Coborn School uses to award and allocate word processors for examinations

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations."
[AA 5.8]

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The use of word processors

There are also exceptions where a candidate may be awarded / allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

This may include where a candidate has, for example:

- ▶ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- ▶ a medical condition;
- ▶ a physical disability;
- ▶ a sensory impairment;
- ▶ planning and organisational problems when writing by hand;
- ▶ poor handwriting.

The only exception to the above where the use of a word processor may be considered for a candidate would be:-

- ▶ on a temporary basis as a consequence of a temporary injury at the time of the assessment;
- ▶ where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

Allocating word processors

The SENCO in consultation with the Heads of Departments will decide if a candidate requires a word processor for examinations. This arrangement will only be permitted to remove barriers for disabled candidates, which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The use of a word processor is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate. The arrangements are not granted where it will compromise the assessment objectives of the specification in question. Candidates will not require the arrangement in each specification; the need for the use of a word processor is considered on a subject by subject basis. The use of a word processor is agreed / processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and NEAs for approved subjects only.

The use of a word processor for candidates is only granted if it reflects the support given to them as their 'normal way of working', which is defined as support: in the classroom; or working in small groups for reading and / or writing; or literacy support lessons; or literacy intervention strategies; and / or in internal school tests and mock examinations. The candidate must be proficient in word processing so it's an appropriate arrangement. Candidates will normally work on laptops in the main exam venue.



Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo and the exams team. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

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