Disability policy (exams)

2017/18

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs K D Hardy Principal	
Date of next review	January 2019

Key staff involved in the policy

Role	Name(s)
SENCo	**Mr R Jones**
SENCo line manager (Senior Leader)	**Miss J Harlow**
Head of centre	**Mrs K D Hardy**
Access arrangement facilitator(s)	**Mr R Jones** **Mrs C Mead**
Examinations Officer	**Mrs D Browning**

Role	Name(s)

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Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre

> *"recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates…*
>
> *†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"*

[Quote taken directly from section 5.4 of the current JCQ publication *General regulations for approved centres*]

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 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*

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 an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ 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

- ▶ Support the SENCo in determining the need for and implementing access arrangements
- ▶ Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams

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 staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- ▶ Ensures the assessment process is administered in accordance with the regulations
- ▶ 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 (*Access arrangements policy*)
- ▶ Provides a policy on the use of word processors in exams and assessments
- ▶ 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
- ▶ Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- ▶ 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 will be considered on a subject by subject basis
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- ▶ 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
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ 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

Teaching staff

- ▶ Inform the SENCo of any support that might be needed by a candidate
- ▶ (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- ▶ Works with the SENCo, 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 assessments.

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

▶ (where appropriate) Provide comments/observations to support the SENCo in *painting 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

East Leake Academy complies with the regulations and guidance contained in JCQ *Access Arrangements and Reasonable Adjustments 2017/18*and ICE to JCQ *Instructions for conducting examinations 2017/18*.
Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs

Appendix 1
East Leake Academy , Word Processor Policy (Exams) 2017-18

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (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 listed on page 2 of AA

▶ 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 appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre

▶ Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes

▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside the centre

- 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)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate 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 listed on page 2 of AA (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Exams officer

- 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 where approval is required that this is applied for by the awarding body deadline
- 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 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 (AAO for those qualifications listed on page 74 of AA; *JCQ Form 7* or *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
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- 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

Special educational needs coordinator (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 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
- 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
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral 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 the facilitator is known by or introduced to the candidate prior 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 to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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
- 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

Exams officer
Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44) Appendix 2

- 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 that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- 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 facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 and 8
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- 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 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 published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)

- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- 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 those qualifications listed on page 2 of AA
- 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
- 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
- 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

Other relevant centre staff could include:

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

A support worker assigned to a disabled candidate

Internal assessments

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

"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments*, Foreword]

Special educational needs coordinator (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
▶ 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 coordinator (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

Exams Officer
▶ Provides the SENCo with internal exam timetables 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	*SENCo gathers evidence to support the need for the candidate to take exams at home* *Pastoral head provides written statement for file to confirm the need* *Approval confirmed by SENCo; AAO approval for both arrangements not required* *Pastoral head discussion with candidate to confirm the arrangements should be put in place* *EO submits appropriate 'Alternative site for the conduct of exams form'* *EO provides candidate with exam timetable and JCQ information for candidates* *Pastoral head confirms with candidate the information is understood* *Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam* *EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials* *Invigilator monitors candidate's condition for each exam and records any issues on incident log* *Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam* *Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition* *EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)* *EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence* *Pastoral head informs candidate that special consideration has been requested*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice*

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Significant difficulty in concentrating	Prompter Separate invigilation within the centre	*Gathers evidence to support substantial and long term adverse impairment* *Confirms with candidate how and when they will be prompted* *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)*
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*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* *Provides height adjustable desk in exam room* *Allocates exam room on ground floor near adapted bathroom facilities* *Spaces desks to allow wheelchair access* *Seats candidate near exam room door* *Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room* *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*

Word processor policy (exams)

2017/18

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs K D Hardy Principal	
Date of next review	January 2019

Disability policy (exams) (2017/18)

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations.](#)

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2016/17* and ICE to JCQ *Instructions for conducting examinations 2016/17*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

East Leake Academy complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)
- Candidates with access to word processors are allowed to do so in order 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 word processors 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

(AA 4.2.2)
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis in discussion with the SENCo and exams officer

(AA 4.2.4)
- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support in one or more of the following:

- in the classroom
- working in small groups for reading and/or writing
- literacy support lesson
- literacy intervention strategies
- in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

East Leake Academy complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)
- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- Only grant the use of a word processor in extenuating circumstances such as an injury to writing hand, wrist or arm

  (The above also extends to the use of electronic braillers and tablets)

(AA 5.8.2)
- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers within the answer booklet
- Are also aware that examinations 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 candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Centre specific processes

East Leake Academy will not grant use of a word processor just because a student prefers to use one. A candidate will be considered eligible if they would benefit from the use of a word processor and they have one or more of the following:

- 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 of a standard that would impair marking
- a mental health condition

Word processors and their programmes

East Leake Academy complies with ICE 8.8 *Word processors* instructions by ensuring:
- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking

- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

East Leake Academy further complies with ICE 8.8 instructions by ensuring:
- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing' or will be connected to the mains throughout the examination
- the battery capacity of all free-standing laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets (are given the opportunity to) will be seated within the main examination hall without the need for separate invigilation unless other access arrangements preclude it
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own and sign it

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:
- in the main examination hall, towards the rear and side unless additional access arrangements preclude it

Invigilation arrangements relating to the use of word processors include the following:

- on completion of the exam an invigilator will remind the student to save all work onto the laptop and the memory stick provided by East Leake Academy. The invigilator will accompany the student, the laptop and the memory stick to the examinations office for the work to be printed off and verified

On completion of the exam:
- when all work is printed and verified it will be enclosed inside the student's examination script for submission to the awarding body with a completed word processor cover sheet (Form 4).
- the memory stick and word processor will be cleared of all work.

East Leake Academy use of Word Processors

East Leake Academy complies with the regulations and guidance contained in JCQ *Access Arrangements and Reasonable Adjustments 2017/18*and ICE to JCQ *Instructions for conducting examinations 2017/18*.

Candidates are allowed access to word processors in the classroom to prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
The use of word processors in examinations is only permitted whilst ensuring that the integrity of the examination or assessment is maintained.

The use of a word processor is considered and agreed where appropriate at the start of the academic year after consultation with the SENCo and teaching staff.

Use of a word processor will not be granted just because a student prefers to use one.

A candidate will be considered eligible if they would benefit from the use of a word processor and they have one or more of the following:
- 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 of a standard that would impair marking
- a mental health condition

Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands, the need for the use of a word processor is considered on a subject-by-subject basis.
The use of a word processor in examinations and non-examination assessments (including controlled assessments/coursework) is only permitted if it reflects the candidate's 'normal way of working in the centre" unless prohibited by the specification.
The word processor will have spelling and grammar check facility/predictive text disabled (switched off)
Examinations which require more simplistic answers are often easier to handwrite within the answer booklet and will avoid the candidate having the difficulty of visually tracking between the question paper and the screen.
This also applies to mock examinations.

A word processor may be put in place as a consequence of a temporary injury to a writing hand, wrist or arm or impairment at the time of an exam or assessment.

Checklist for heads of centre and examination officers –
The Equality Act 2010 and conduct of examinations:

The following checklist, which is not an exhaustive one, has been produced as a good practice guide for centres.

A	Training invigilators
1	Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
2	As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
3	Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
B	**Information for candidates**
1	Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates documents, are suitably sized and adapted.
C	**Seating arrangements**
1	Make sure that there are chairs available outside the examination room(s) to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
2	Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
3	If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
4	Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
D	**Candidates requiring access arrangements**
1	Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
2	Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.
3	Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
4	For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.
E	**Emergency evacuation procedures**
1	Invigilators and all other centre staff involved in conducting examinations **must** be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
2	When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.

Disability policy (exams) (2017/18)