



LIONHEART
EDUCATIONAL
TRUST

EXAMS WORD PROCESSOR USAGE POLICY

**This policy applies to all secondary schools within
the Lionheart Educational Trust**

Approved by the Trust

September 2023 – September 2024



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1. Introduction and aims

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 following principles are applied to access arrangements across all Lionheart centres:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them 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. ALS leads/SENCOs must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AA 4.2.3)
- The Additional Learning Support lead/SENCO must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination. (AA 4.2.7)

The aim of this policy is to ensure:

- This policy details how centres comply with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.
- Outline the criteria for awarding and allocating a candidate the use of word processor in their exams
- Maintain the integrity of the assessment, whilst simultaneously providing access to assessments for a disabled candidate

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

2. Word processor usage criteria

2.1 Centre allocated use of a word processor

Each centre will:

- Allocate the use of a word processor to a candidate where it is their normal way of working



- 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 his/her ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand
 - poor handwriting
- Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- 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.
- Provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

Additionally, the use of a word processor would be considered for a candidate

- 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)

2.2 Centre prohibition of a word processor

Each centre will not:

- Permit the use of a word processor where the integrity of the assessment cannot be maintained
- 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

2.3 Exceptions

The only exceptions 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
- Where the curriculum is delivered electronically and the centre provides word processors to all candidates



3. Arrangements for the use of a word processor

A candidate using a word processor will be suitably accommodated within the centre (most likely in a separate room to the main examination cohort).

3.1 Word processor general usage compliance

In compliance with the regulations, Each centre will:

- Provide 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
- Check 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 (or provide access to an electrical power point)
- Ensure 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
- Ensure that candidate understands that each page of the typed script must be numbered
- Ensure that candidates are reminded to save their work at regular intervals
- Instruct candidates to use a minimum of 12pt font and double spacing in order to assist examiners when marking

3.2 Word processor specification, set-up and condition compliance

Each centre will ensure that the word processor:

- Is only used in a way that ensures a candidate's script is produced under secure conditions
- 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 (it should not be connected to an intranet or allow 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 this is prohibited in the examination)
- 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 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

3.3 Portable storage medium compliance

Each centre will ensure that any portable storage medium (e.g. memory stick) used:

- Is provided by the centre (candidates cannot use their own storage medium)
- Is cleared of any previously stored data

3.4 Printing the script after the exam has ended

Each centre 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
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)



4. Staff with responsibility for exam procedures

Beauchamp City Sixth Form

Position in School	Staff
Head of Centre	James Mckenna
SLT Line Manager for Exam Officer	Dan Burke
Exam Officer	Aziza Raidhan
SLT Line Manager for SEND Coordinator	Catherine Bartholomew
SEND Coordinator	Ismahane Messahel
Other SLT member with contingency exam responsibility	Kathryn Judge

Beauchamp College

Position in School	Staff
Head of Centre	Kath Kelly
SLT Line Manager for Exam Officer	Gary Mellor
Exam Officer	Sal Lail
SLT Line Manager for SEND Coordinator	Alice King
SEND Coordinator	Jim Ardley
Other SLT member with contingency exam responsibility	Alice King, Chinyere Magulike, John Oswin

Castle Rock School

Role	Staff
Head of Centre	Alex Grainge
SLT Line Manager for Exam Officer	Phil Cooling
Exam Officer	Emma Knaggs
SLT Line Manager for SEND Coordinator	Alex Grainge
SEND Coordinator	Amy Bowles
Other SLT member with contingency exam responsibility	Roma Dhameja

**Cedars Academy**

Role	Staff
Head of Centre	Laura Sanchez
SLT Line Manager for Exam Officer	Oliver Rowe
Exam Officer	Susan Panczak
SLT Line Manager for SEND Coordinator	Luke Marvell
SEND Coordinator	Cathy Young
Other SLT member with contingency exam responsibility	Dave Allard, Dan Thomas, James Rolfe

Humphrey Perkins School

Position in School	Staff
Head of Centre	Jenny Piper-Gale
SLT Line Manager for Exam Officer	Kirsty Kirby
Exam Officer	Allison Poulton
SLT Line Manager for SEND Coordinator	Della Bartram
SEND Coordinator	Matt Rofe
Other SLT member with contingency exam responsibility	Della Bartram, Rikki Khakhar

Judgemeadow Community College

Role	Staff
Head of Centre	Jason Smith
SLT Line Manager for Exam Officer	Terry Claridge
Exam Officer	Rafia Mastoor
SLT Line Manager for SEND Coordinator	Jason Smith
SEND Coordinator	Sally Howgate
Other SLT member with contingency exam responsibility	Helen Coles-Hennessy; Leavi Oshengbure

**Newbridge School**

Position in School	Staff
Head of Centre	Michael Gamble
SLT Line Manager for Exam Officer	Connor Acton
Exam Officer	Leila Tillotson-Roberts
SLT Line Manager for SEND Coordinator	Sophie Maine
SEND Coordinator	Sophie Marlow
Other SLT member with contingency exam responsibility	Rebecca Knaggs, Sarah Fox

Martin High School

Role	Staff
Head of Centre	Laura Sanchez
SLT Line Manager for Exam Officer	Tim Hackett
Exam Officer	Chloe Hollis
SLT Line Manager for SEND Coordinator	Kevin Seaward
SEND Coordinator	Emma Rudkin
Other SLT member with contingency exam responsibility	Nina Smith

Sir Jonathan North College

Position in School	Staff
Head of Centre	Rose Angus
SLT Line Manager for Exam Officer	Jaz Dhesi
Exam Officer	Sheree Thomas
SLT Line Manager for SEND Coordinator	Rose Angus
SEND Coordinator	Nic Coton
Other SLT member with contingency exam responsibility	Steve Reynard, Sheree Thomas

**Lionheart Educational Trust**

Role	Staff
Chief Operating Officer	Ben Jackson
Director of Data & Exams	Richard Heppell



5. Appendices

Statement of criteria for the award and allocation of word processors for examinations (Appendix 1)

Appendix 1 - Each centre criteria for the award and allocation of word processors for examinations

Each centre will consider all current regulations and guidance in the determination of appropriate awarding and allocation of a word processor to candidates in relation to examinations and assessments. The 'normal way of working' for exam candidates and this centre, is that candidates handwrite their exams. We will consider 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.

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

We will carefully consider candidate's needs, 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 considerations where the use of a word processor may be granted 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

Appropriate exam-compliant word processors will be provided by the IT department, who will work with the SENCo and the exams officer to ensure all appropriate arrangements/settings are in place.

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 may sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained and candidates will be fully supervised, and will sit their examinations appropriately in line with JCQ regulations.

Statement produced by: Richard Heppell (Director of Data and Exams)