WORD PROCESSOR POLICY

Policy Control/Monitoring

Approved by: **(Position in Organisation)** **Date:**	**Assistant Headteacher/** **Exams Quality Control Lead** **23/10/2023**
Accountability: **(Position in Organisation)**	**Assistant Headteacher/** **Exams Quality Control Lead**
Revision Cycle:	Annually
Brief details of amendments made	V1 N/A

Equality Impact Assessment

This document
of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment, pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.
As part of its development this document and its impact on equality has been analysed and no detriment identified.

Key staff involved in the policy – Centre No 39301

- **Head of Centre**
- **SLT**
- **Examination Officer**
- **IT Manager**

Version Control Tracker

1. 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 following principles are applied to access arrangements at Percy Hedley School:

> 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 are not 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 adjustments before his/her first examination. (AA 4.2.7)

specification permits the use of automatic spell checking

- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader

- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software

- candidate has permission to use a scribe

5. Portable storage medium

Percy Hedley School will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

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

6. Printing the script after the exam has ended

Percy Hedley School will ensure:

(ICE 14.25)

- 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 his/her own

- a word processed script is attached to any answer booklet which contains some of the answers