
*Working together with a determination
to be exceptional in all that we do*

Sexey's School Word Processor Statement

This statement is reviewed and updated annually to comply with the Joint Council for Qualifications (JCQ) regulations and guidance contained in the current **Access Arrangements and Reasonable Adjustments (AARA)** document, as published by JCQ.

This statement details how Sexey's School manages and administers the use of word processors (including laptops, desktops, tablets and electronic Brallier's) in examinations, assessments and as the pupil's normal way of working in order to remove barriers which would place a disabled candidate at substantial disadvantage as a direct consequence of their persistent and significant difficulties.

- The use of a word processor with spelling, punctuation and grammar checking facilities disabled is a school delegated access arrangement. No application to Access Arrangements Online is made and no evidence is held on file for inspection. An awarding body may require a word processor cover sheet to be completed.
- A pupil will be allocated a word processor to use within an examination where it is appropriate to their needs and is their normal way of working within the centre.
- A word processor can be used for Non-Examination Assessment (NEA) components unless prohibited within a specification.
- A candidate can choose to type certain responses (e.g. extended writing) and handwrite shorter (e.g. oneword) responses and is determined by the candidate's preference within their normal way of working.
- A word processor allows typing to ensure barriers to assessment are removed for disabled candidates whilst maintaining the integrity of the assessment.
- Access arrangements, including the use of a word processor, are considered on a subject-by-subject basis as candidates may not require the same arrangements in each specification (e.g. the use of a word processor in maths may be a hindrance).
- The use of a word processor may be granted for needs in the following areas which have a substantial and long-term impact on their ability to write legibly (though each candidate is considered on an individual basis):
 - A learning difficulty
 - A medical condition
 - A physical disability
 - A sensory impairment
 - Planning and organizational problems when writing by hand
- The use of a word processor is considered and agreed, where appropriate, at the start of the course and is based on evidence gathered that firmly establishes the candidates needs and their normal way of working within the classroom, internal tests and examinations, mock exams etc.

*Working together with a determination
to be exceptional in all that we do*

- The use of a word processor cannot be granted because a candidate prefers to type rather than write or can work faster on a keyboard or because they use a laptop at home.
- Arrangements are confirmed and in place before the candidate takes an examination.

Accommodation for Word Processing Candidates

- Candidates using a word processor will be accommodated in the main examination room so long as it is not possible for other candidates to overlook their responses and where this does not cause disruption to other candidates. If this is not possible, candidates will be accommodated in a smaller room with other candidates who also use a word processor.
- If an awarding body requires a cover sheet, this will be handed for the invigilator at the beginning of each exam for each candidate using a word processor.

Word Processed Scripts

- A candidate's word processor will be connected to a printer or will have the facility to print from a portable storage medium.
- The candidate verifies that the work printed is their own.
- Word processed scripts are attached to any booklet which contains some of the answers.
- A word processor cover sheet, if required by an awarding body, is completed and included with the candidate's typed script.
-

The use of word processors in examinations at Sexey's school complies with JCQ Instructions for Conducting Examinations (ICE).