



Challney High School for Girls

**PROCEDURE FOR THE USE OF
WORD PROCESSORS IN
WRITTEN ASSESSMENTS AND
EXAMINATIONS**

Purpose and Statement

We recognise that for some candidates with specific learning difficulties or disabilities, a word processor (laptop) may be the most appropriate method of organising and presenting their work. We want to ensure that, in these situations, the relevant arrangements are being made prior to their formal examination – SENCO, Challney High School for Girls

Principles

The use of a word processor in an exam needs to reflect a candidate's normal way of working within our school and must be appropriate to the candidate's needs. The candidate must be proficient in the use of a word processor. A word processor cannot be granted to a candidate solely because she prefers to type rather than write or can write faster on a keyboard.

Candidates who might benefit from such an arrangement can, for example, include those with:

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

The use of a word processor will be considered when

- a need has been established;
- its use is recommended by a teacher, assessor or the SENCO
- the candidate is efficient in using it.

The Pupil Support Team need to be satisfied that

- a candidate's typing is efficient, accurate and of sufficient speed to be able to cope with the exam
- a candidate has used a word processor as her routine way of working in the subject area
- has had sufficient practice in the use of (e.g. using relevant templates, setting up the document etc.).

Where the above requirements are not met, the use of a word processor will not be recommended.

In exams without a significant amount of writing or which require more simplistic answers, these are often easier to handwrite, avoiding the need to switch between answer paper and laptop.

Procedures

Where the use of word processor is known to the school from communication with a primary school, this is recorded on the student's SEND profile.

Teachers identify and record students who use a word processor in their subject on the Access Arrangements document on VLE and on their personalised plans.

Students can also contact Pupil Support directly or they can talk to their teacher who will arrange a referral to Pupil Support via the ST meeting.

Pupil Support will, where appropriate, explore whether the use of a word processor should be recommended as a student's normal way of working.

Pupil Support will then liaise with the relevant curriculum area and the subject teacher to ensure that the normal way of working in class and all assessments reflect their recommendations.

Pupil Support then confirms the use of a word processor with the exams office.

The exam officer and curriculum leader ensure that during formal assessments, the way in which the word processor is used takes into account the relevant assessment regulations.

Students using a word processor may have to sit their assessments together with other students with a variety of access arrangements or with students for whom access arrangements do not apply.

For the use of a word processor in GCSE examinations, all the regulations stated in Section 8.8 in JCQ Instructions for conducting examinations and assessments booklet must be followed.

Limitations to the use of a word processor

The use of a word processor might not be agreed in cases where, for example:

- a particular exercise should not be done with computer assistance (maps, diagrams etc.)
- calculations are required without the assistance of computer functions, such as in Maths