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Disability Policy (exams)

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Review Frequency	Annually	Review date	17 November 2021
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Key staff involved in the policy

Role	Name(s)
SENCo	Kelly Poulton
SENCo line manager (Senior Leader)	Arthur Reeves
Head of centre	Colin Townsend
Assessor(s)	Diane Willets, Chadsgrove Training School
Access arrangement facilitator(s)	Sue Mason-Burns

Contents

Key staff involved in the policy	2
Purpose of the policy	3
Implementing access arrangements and the conduct of exams	3
The Equality Act 2010 definition of disability	3
Identifying the need for access arrangements	3
Roles and responsibilities	3
Use of word processors	5
Requesting access arrangements	5
Roles and responsibilities	5
Implementing access arrangements and the conduct of exams	6
Roles and responsibilities	6
External assessments	6
Internal assessments	9
Facilitating access - examples	10
Appendix 1	12

Purpose of the policy

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

- *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; for 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 JCQ publication General Regulations for Approved Centres 2019-2020]

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 JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments 2021-2022.

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 an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before they assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Support the SENCo in determining the need for and implementing access arrangements
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Ensures the quality of the access arrangements process within the centre

- 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 and that the correct procedures are followed as per Chapter 7 of AA
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- 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
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

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
- 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
- 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 is 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
- 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 is considered on a subject by subject basis
- Provides appropriate evidence to confirm the need(s) of a candidate

Support staff (for example, Targetted Intervention Assistants)

- (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 JCQ publication AA

Use of word processors

The Word Processing Policy is attached to this Policy as Appendix 1

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
- Ensures that where approval is required that this is processed at the start of the course and at the latest by the awarding body deadline

Maintains a file/e-folder for each candidate (the required documentation for a candidate will either be all in hard copy within the candidate's file or all in electronic format within the candidate's e-folder) 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/PDF of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised (In the event of an IT failure at the time of an inspection is able to access the required documentation in an alternative format, e.g. a memory stick or hard copy)

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 Exams Officer role
- 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 (where required) the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre (Form 8 must only be used for candidates with learning difficulties who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier.)

- Ensures where form 8 is required to be completed, the form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- 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 their first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- 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 (using AAO for those qualifications listed on page 74 of AA; using *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

- 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
- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2021-2022

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)
- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2021-2022

- 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 that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the exams officer (Exams Officer) regarding facilitation and invigilation of access arrangement candidates in exams
- 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 Exams Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the Exams Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements in ICE 2021-2022*
- 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
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- 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, Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures where the candidate's own subject teacher will be used (in exceptional circumstances) as a facilitator, an invigilator will be present at all times
- Ensures where a facilitator is allocated to support a candidate under exam conditions that they will not be a relative, friend, peer or private tutor of the candidate
- Ensures the facilitator is known by or introduced to the candidate prior to exams

- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- 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 – Exams Officer
- 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 – Exams Officer
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates – Exams Officer
- 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 candidates with access arrangements are identified on exam room seating plans
- 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 awarding body's published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Language Modifier, Live Speaker, Communication Professional **only**) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- 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
- 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

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
- 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

Internal assessments

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

Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. [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 candidates are aware of the access arrangements that are in place for their assessments

Exams officer

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment
- 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 their formal supervised assessment
- 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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

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

Exams officer

- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

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.

For the purposes of the table below EO is Exams Officer

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	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by their condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p>

		<i>Pastoral head informs candidate that special consideration has been requested</i>
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects their normal and current way of working within the centre</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate)</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>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)</i></p>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>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</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>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</i></p>

Appendix 1

WORD PROCESSING POLICY

Introduction

The number of pupils using laptop computers for school work is increasing. The School is committed to ensuring that pupils are properly prepared and can enjoy the maximum benefits arising computer and laptop use; that teachers understand how to accommodate their pupils' laptop use; and that parents, staff and pupils are aware of their roles and responsibilities.

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, in line with JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments (AA) and Instructions for conducting examinations 2021/22 (ICE). See also the guidelines set by the University of Birmingham School on Access Arrangements and Reasonable Adjustments Policy.

The aims of this policy are:

- To ensure that all pupils have equal access to the curriculum
- To enable all pupils to achieve the best possible for their ability.
- To provide guidelines for pupils and teachers on safe, appropriate and efficient laptop use
- To outline how the school operates in line with JCQ guidelines for laptop use in exams and assessments

Who may use a laptop as their normal way of working in school?

Pupils with access to word processors are allowed to do so in order to remove barriers which exist and thus prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. Use of a word processor is only granted if it is appropriate to a pupil's 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). Permission must have been received from SENCO.

The following conditions must be met before permission will be given for a pupil to use a laptop as their normal way of working in school:

- A specific recommendation has been received from either:
 - an educational psychologist, specialist teacher or medical expert
 - the School's Learning Support Co-ordinator
- Touch-typing speed should exceed handwriting speed (c.30 wpm).
- Pupil and parents have signed the ICT Acceptable Use policy.
- The laptop is signed out by ICT.

The SENCO will confirm the list of laptop users. Ideally all concerns related to possible laptop use should be referred to the SENCO in time for arrangements to be in place at the start of the course in order to show normal way of working to meet JCQ requirements. These will be confirmed no later than the beginning of Year 9 for a normal way of working to be justified and the use of a laptop in the examinations to be granted.

The Examinations Officer will liaise with IT support over requisite technical support and the provision of 'clean' laptops.

How and when is a laptop used?

In class:

- Laptop use is allowed with the agreement of the subject lead and the subject teacher.
- Pupils must save work before the end of the lesson which is saved to their curriculum area. We would advise pupils to save their work to a USB stick too.

- Work on the laptop must be saved in an area so others can easily view their work should they want to. Work must be submitted in an acceptable format: a minimum of 12 point font and double spaced unless otherwise instructed.
- Pupils must ensure that laptops are returned to ICT after school to be charged.
- Laptops must be capable of being run on battery, and that battery power should always be used. For health and safety reasons mains cables can be used only with specific permission to do so.
- Laptops must be on mute at all times.
- Any integrated recording devices must be disabled at all times.
- Pupils will not be allowed to use any unauthorised software or access the internet in lessons unless given permission for internet use in order that a specific task may be completed.

Homework

- Written homework tasks must be printed at home and, where appropriate, stuck into an exercise book or placed in a file as required by each department.
- Work must be submitted in an acceptable format: a minimum of 12 point font and double spaced unless otherwise instructed.
- Pupils may email homework to teachers only with the express prior permission of that teacher.

Controlled Assessments and Coursework

The school provides access to word processors to pupils in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification.

Examinations

The University of Birmingham School complies with AA Adjustments for pupils with disabilities and learning difficulties regulations and guidance as follows:

- 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 pupil
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Pupils 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 pupils, the need for the use of a word processor is considered on a subject-by-subject basis
- The use of a word processor is considered and agreed where appropriate at the start of the course. Pupils are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Pupils are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)
- The use of a word processor for pupils is only granted if it reflects the support given to the pupil as their 'normal way of working', which is defined as support:
 - a) in the classroom; or
 - b) working in small groups for reading and/or writing; or
 - c) literacy support lessons; or
 - d) literacy intervention strategies; and/or
 - e) in internal school tests and PPEs

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.

If a pupil does not demonstrate that a word processor is needed as a normal way of working, they will not be granted the use of a word processor in the examination.

The School allows pupils to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. The school is 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 pupils will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The pupil avoids the difficulty of visually tracking between the question paper and screen

In all cases, the school:

- ensures that a word processor cover sheet (Form 4) is completed and included with each pupil's typed script
- does not simply grant the use of a word processor to a pupil 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.

Spelling and grammar checks and predictive tools will be disabled (in very specific circumstances an Educational Psychologist or Specialist Teacher Assessor may recommend differently) as will any connection to the internet.

The School will provide a clean memory stick and the student must save work on this at regular intervals.

Scripts will be printed out on School printers as soon as each examination ends. The pupil must be present for this to check that all pages have been printed and then sign each page.

Word processors and their programmes

The University of Birmingham School 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 pupil
- where required, pupils 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 pupils are not disturbed and cannot read the screen
- where a pupil 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
- pupils 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.
- pupils 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 pupil 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 pupil has permission to use a scribe or relevant software
- word processors are not used on the pupil's behalf by a third party unless the pupil has
- permission to use a scribe
- Laptops and tablets
- University of Birmingham School further complies with ICE 8.8 instructions by ensuring:
- pupils will be provided with access to a laptop/tablet in the main examination hall which
- is either connected to a mains power supply or is 'free standing' with a battery, checked
- to ensure sufficient capacity for the entire duration of the examination, allowing for any additional time.
- pupils are reminded that their centre number, pupil number and the unit/component
- code must appear on each page as a header or footer
- pupils 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; pupils 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
- pupils are instructed to appropriately number each page
- pupils are instructed to use a minimum 12pt font and double spacing
- invigilators remind pupils to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- pupils 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

Accommodating word processors in examinations

Pupils using word processors (including laptops or tablets) are internally accommodated in the following manner:

Pupils will be seated in the main examination hall unless they have another access arrangement which requires separate invigilation, for example a read aloud.

Invigilation arrangements relating to the use of word processors is no different to any other invigilation since pupils are accommodated in the main exam room.

Liaison with Parents

The SENCO will be responsible for liaising with relevant parents so that they are fully aware of the school's procedures. They will ensure that they have a copy of this policy.