EXAMS ACCESS ARRANGEMENTS: WORD PROCESSOR POLICY

This policy adheres to and should be applied with due consideration to the College's commitment to the Framework for Ethical Leadership in Education.

Mission Statement

Our mission inspired by the Christian tradition is to be a community based on faith, hope and love; developing each individual intellectually, emotionally and spiritually to achieve their full potential.

To achieve this we will:
- Provide a welcoming, supportive community where everyone is valued.
- Provide a high quality, meaningful education which encourages the development of the whole person, inspired by the Notre Dame tradition.
- Promote a caring environment, rooted in the virtues of service, kindness, gratitude and respect.
- Work together for the benefit of each person as well as the wider community.
- Recognise, celebrate and treasure, without exception, the unique gifts and dignity of each person, ensuring equality and fairness for all, as found in the teaching and example of Our Lord Jesus Christ.

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Author	AP (T&L) / Head of Learning Support
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Policy to be reviewed by or before	September 2024

The College is allowed to 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 and is appropriate to their needs**. (This also extends to the use of electronic braillers and tablets.)

The use of word processors in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.

It is permissible for a candidate using a word processor in an examination to type certain answers to questions, i.e. those requiring extended writing, and handwrite shorter answers. Examinations which require numeric, symbolic or shorter answers are often easier to handwrite within the answer booklet i.e. maths and some science papers. The candidate thus avoids the difficulty of visually tracking between the question paper and screen.

Determining the need for word processor use
The candidate will only be permitted to use a word processor in examinations if this is their normal way of working at college in extended writing tasks and is appropriate to their needs.

The use of a word processor will not simply be granted to a candidate because he/she prefers to type rather than write or because he/she uses a laptop at home; there has to be *significant* grounds for the awarding of this arrangement.

The Learning Support HoD and/or the Specialist Assessor will assess the need for word processor use within college and in examinations and will use the following as indicators:
• 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
• significant planning and organisational problems when writing by hand, usually as a result of an identified learning difficulty*
• illegible (not *just* untidy)/very slow handwriting*
*this will usually have been picked up by school, thus GCSEs and other prior qualifications will have been completed on a word processor.
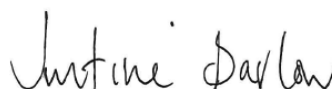
This list is not exhaustive and does not include provision for emergency situations during exam periods.

As with all exam access arrangements, the Learning Support team are required to assess need i.e. by using standardised assessments or collecting medical advice, and build up a file of evidence which demonstrates the ongoing picture of **significant, long term** need to evidence the arrangement.

Learning Support has a limited number of laptops which may be available to loan out to students on a daily return basis but we encourage them to use the PCs provided in classrooms wherever possible.

Sally Wike (Head of Learning Support)   Justine Barlow (Principal)