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Partnership



# 12R Word Processor Policy (Exams) 2026-2027

This process is reviewed annually to ensure compliance with current examination regulations

## This policy was approved as follows:

<b>Approver:</b>	L&S Committee	<b>Date:</b>	February 2026
<b>Owner:</b>	Carole Dodd	<b>Version:</b>	2
<b>LAC adoption date:</b>	Feb-25	<b>Review frequency:</b>	1 year
<b>Status:</b>	FINAL	<b>Next review date:</b>	February 2027

This policy applies to all School Academy staff, pupils and parents.

## Document History

Version	Version Date	Author	Summary of Changes
V1	Feb 2025	Carole Dodd	Policy reformatted using new template and Trust name change updated. Date change
V2	Feb 2026	Beverley Sosinski	Policy reviewed and updated.

## Key staff involved in the policy

Role	Name
SENCo (or equivalent role)	Mr Jack Biggs
Exams Officer	Mrs Beverley Sosinski
Senior Leader	Mrs Rebekah Lindsay
IT Manager	Mr Ryan Kinsey

This policy is reviewed and updated annually, on the publication of updated JCQ regulations and guidance from the Access Arrangements and Reasonable Adjustments 2025-2026 and Instructions for Conducting Examinations 2025-2026.

References to 'AARA' relate to JCQ [Access Arrangements and Reasonable Adjustments 2025/26](#) and ICE to JCQ [Instructions for conducting examinations 2025/26](#).

## Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AARA 4.2.1)

- 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 due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- The SENCo, or equivalent role **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's

needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

(AARA 4.2.2)

- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AARA 4.2.3)

- Candidates may not require the same access arrangements/reasonable adjustments in each specification. As subjects and their methods of assessments may vary, leading to different demands of the candidates. SENCos **must** consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AARA 4.2.7)

- The candidate **must** have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination.

### **Purpose of the policy**

This policy details how Thomas Alleyne's High School complies with AARA and ICE when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

### **The use of a word processor**

Thomas Alleyne's High School complies with AA chapter 5 *Access arrangements available* as follows:

- Allocate the use of a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- The centre will ensure that evidence of a candidate's normal way of working is recorded through classroom practice, internal assessments, at least one set of mock examinations, teacher feedback and SEND supported programmes.
- Awards the use of a word processor to a candidate if it is appropriate to their needs. For example:
  - 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
- Problems with planning and organisation when writing by hand
  - Persistent and significant difficulties with handwriting, where the candidate's written work is frequently illegible or produced at a significantly slower rate, and where this places them at a substantial disadvantage in timed assessments. Evidence will demonstrate that appropriate support has been explored and implemented, such as referral to an occupational Therapist where appropriate, the use of handwriting interventions or exercises, and opportunities to develop touch-typing skills through a structured programme, Despite these interventions the candidate continues to

experience substantial difficulty producing handwritten work efficiently or legibly and the use of a word processor reflects their normal way of working.

- Only permit the use of a word processor where the integrity of the assessment can be maintained
- Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- Process access arrangements/reasonable adjustments at the start of the course or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment
- Provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

The use of a word processor would be considered for a candidate:

- In the event of a temporary injury or impairment at the time of an exam or assessment.
- Or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course
- Where the curriculum is delivered electronically and the centre provides word processors to all candidates

(AARA 5.8.3)

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

Thomas Alleyne's High School will not:

- Grant the use of a word processor to a candidate because they want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home (AARA 5.8.4)

### **Centre specific processes**

**Students will be identified for the use of a word processor by the following processes:**

- Teacher evidence
- Mock examinations
- SEND assessments
- Specialist reports
- Classroom observations
- Support plans or EHCPs

### **Monitoring**

- The continued need for a word processor will be reviewed periodically to ensure that it remains the candidate's normal way of working and continues to meet their needs.

## Training

- Invigilators and relevant staff are trained annually on the correct procedures for managing candidates using word processors in examinations

## Record Keeping

- Any electronic files securely stored will be deleted after the examination process in line with the centre's data protection policy.

## Arrangements at the time of the assessment for the use of a word processor:

- A candidate using a word processor is accommodated in a room for a smaller group of candidates with similar needs

## Word processors and their programmes

Thomas Alleyne's High School complies with regulations by:

- Providing a word processor with the spelling and grammar check and predictive text switched off to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- Ensures that the candidate is reminded to enter their centre number, candidate number, page number, date and the unit or component code on each page as a header or footer
- Ensures that the candidate is reminded to save work at regular intervals
- Instructing the candidate to use a minimum 12pt font and double spacing
- Ensuring that the word processor is only used in a way that ensures a candidate's script is produced under secure conditions
- Ensuring that a word processor is not used to perform skills which are being assessed
- Ensuring that word processors are in good working order at the time of the examination
- Ensuring that word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Ensuring that word processors are used as a typewriter, not as a database, although standard formatting software is acceptable
- Ensuring that word processors have been cleared of any previously stored data, as must any portable storage medium used.
- Ensuring that where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff. An unauthorised memory stick is not permitted for use by a candidate.
- Ensuring that candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- Ensuring that graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- Ensuring that the word processor does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- Ensuring that the word processor does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- Ensuring that where a candidate using a word processor is accommodated separately, a separate invigilator is used
- Ensuring that 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
- Ensuring that documents are printed after the examination is over

- Ensuring that candidates are present to verify that the work printed is their own and sign each sheet
- Ensuring that word processed scripts are inserted in any answer booklet which contains some of the answers
- Ensuring that word processors are not connected to an intranet or any other means of communication.
- Ensuring that word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- Ensuring that where it is possible 'autosave' is set up on each word processor
- Ensuring that candidates 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 and sign each sheet
- Ensuring that the word processors do not include any AI tools

### **Centre specific processes in accommodating word processors in examinations**

- At the beginning and during each exam session the ICT technicians are available to assist with setting up/any problems arising
- Allocated ICT rooms are identified and organised for exam candidates with assistance from the ICT technicians
- Blank memory sticks are provided by the Exam Officer/Office
- Invigilators are aware and trained in the process of using word processors for exams

