

Co-operative Academy Leeds



Co-op Academy
Leeds

Word processor policy 2019-20

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Introduction

This policy has been created in accordance with the Special Educational Needs and Disability Act 2005 and the Equality Act (2010). It draws on the guidance set out in the Joint Council for Qualifications (JCQ) 'Adjustments for candidates with disabilities and learning difficulties' publication.

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

Purpose

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

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

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate.

The use of a word processor

The Academy will:

- allocate the use of a word processor to a candidate where it is their normal way of working within the Academy
- award the use of a word processor to a candidate if it is appropriate to their needs.

- Needs may include:
 - a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment;
 - planning and organisational problems when writing by hand
 - poor handwriting

- 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
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment.
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

The Academy will not simply grant the use of a word processor to a candidate 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.

Exceptions

The only exception to the above where the use of a word processor would be considered for a candidate would be

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Linked Policies

This plan will contribute to the review of related school plans and policies including:

- SEND Policy
- School Development Plan
- Teaching and learning policy