

Access Arrangements and Word Processing Policy



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Position: Group SENDCo

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Outline of Provision at Tuition Extra:

At Tuition Extra we believe that we should meet the needs of all children and young people from their own unique starting points. We are an inclusive provision and believe that all children and young people should have the opportunity to flourish.

We want all Children and Young People to receive a standard of education that allows them to pursue their aspirations without prejudice and sit public exams and nationally recognised qualifications with EAAs that enable them to access exams on a level playing field without compromising the integrity of the exams.

The aim of this policy is to outline our practices under the regulations for EAAs, and to demonstrate all aspects of our data collection and EAAs applications is compliant with JCQ regulations.

Introduction and aims:

Tuition Extra is committed to ensuring that Exams Access Arrangements (EAAs) are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of EAAs is conducted in the best interest of candidates and awarded in line with the guidance from Joint Council for Qualifications (JCQ) and awarding bodies
- Our system of EAAs administration is efficient and clear, and tutors and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

Access arrangements and reasonable adjustments

Definition:

Exam Access Arrangements (EAAs) are the reasonable adjustments made to the examination or assessment process to ensure that candidates with special educational needs and/or disabilities (SEND), temporary injuries, or additional needs are not unfairly disadvantaged.

EAAs are designed to remove barriers to assessment without altering the demands of the exam itself or giving an unfair advantage. They allow learners to demonstrate their knowledge, skills, and understanding in a way that reflects their normal way of working.

Examples of EAAs include (but are not limited to):

- Extra time
- A reader or computer reader
- A scribe or voice recognition software

- Use of a word processor
- Rest breaks
- Modified papers (e.g. large print or Braille)
- Separate or smaller exam venues

All EAAs must be evidence-based, reflect the learner's usual method of working, and comply with the regulations set out by the **Joint Council for Qualifications (JCQ)** or other relevant awarding bodies.

Definition: Reasonable Adjustment

A **reasonable adjustment** is a change or support measure put in place to remove or reduce a disadvantage experienced by a learner with a disability, special educational need, or temporary injury when completing an assessment or examination.

Reasonable adjustments do **not** change the demands of the assessment, compromise its integrity, or give an unfair advantage—they simply provide equitable access.

Examples of reasonable adjustments in exams may include:

- Soft lighting in an exam room
- The use of a special cushion or chair
- Taking an exam in a room by themselves
- Having a doodle pad in the exam room

All reasonable adjustments must be:

- Based on evidence of need.
- Reflective of the learner's normal way of working
- Not need to be approved by JCQ or the examining body but recorded in Form 9 – Profile of Need

A candidate's access arrangements and reasonable adjustments requirement is determined jointly by the tutor, young person and by the SENDCo. Ensuring there is appropriate evidence for a candidate's access arrangements and reasonable adjustments is the joint responsibility of the tutors and the SENDCo (SEE Tutors below, See also – Appendix 1 – Exam Access Arrangement -Update Summary).

Submitting completed access arrangements and reasonable adjustment applications to the awarding bodies is the responsibility of SENDCo.

Room arrangements for candidates using access arrangements and reasonable adjustments will be organised by the Exams Officer.

Invigilation and support for candidates using access arrangements and

reasonable adjustments, as defined in the [JCQ access arrangements and adjustments regulations](#), will be organised by The Exams Officer. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of which is to be assessed in conjunction with JCQ access arrangements and adjustments regulations), the JCQ's regulations and guidance must be adhered to. See chapter 5 of the [JCQ access arrangements and adjustments regulations](#) for details on the types of adjustments that may be considered, as well as the procedures involved.

Roles and responsibilities

Everyone

Everyone involved in our exam processes, including staff and pupils, must read, understand and implement this policy. Senior leaders must also read and refer to the [JCQ general regulations](#)

Head of Centre

The Ceo of Tuition Extra has overall responsibility for the running of Exams. However, this responsibility delegated to the Exams Officer and SENDCo.

The SENCO is responsible for:

- Detailing candidates' current difficulties to show how they impact on teaching and learning and performance in examinations, and summarising evidence of feedback from teachers and/or support staff
- Processing any necessary applications for access arrangements and reasonable adjustments, to gain approval (if required)
- Working with the exams officer to provide the access arrangements and reasonable adjustments required by candidates in exam rooms

Tutors

Due to the distinctive nature of its provision, Tuition Extra functions differently from other educational settings. The SENDCo will request information regarding EAA from Tutors working with Young People sitting exams. The tutors will need to provide the following before an EEA can be considered:

- Normal Way of Working
- Evidence for the Access Arrangement – A mock exam or timed assessment

The SENDCo will collect the following information and process the EAA:

- EHCP – if relevant

- Medical reports
- Form 9
- Form 8 – if required

Tutors will be informed of the outcome of the EAA application. All evidence and information will be saved in a secure space and shared with JCQ inspectors when an inspection takes place.

Due to the complex nature of some young people attending Tuition Extra, they may require an Alternative Site Form to sit their exams in their home or at Maypole Farm, as this is where they normally receive their education. This form will be completed by the SENDCo after considering all the information provided by the tutor. It should be noted that wherever possible **ALL** young people should sit exams at the Exam Centre on Roper Road, Canterbury.

Alternative Site Forms will not be available to private candidates due to the logistical challenges they present for invigilators and the broad geographical distribution of candidates.

Speaking and Listening:

All young people will be entered for the Speaking and Listening component of any required qualification. The only exemption permitted will be from the video recording of tasks. This exemption must be supported by evidence gathered by the tutor and submitted to the SENDCo, who will evaluate whether an exemption is appropriate.

Young People

At Tuition Extra we believe in the importance and value of pupil voice. We include the young people in their access arrangements and use their voice to inform the arrangements that they require. This ensures that they are fully involved in the exam process and are aware before the exam date what has been awarded to them.

Use of word processors

We observe the Joint Council for Qualifications (JCQ) regulations.

Access arrangements are agreed before an assessment. They allow candidates with a specific need, such as special educational needs, disabilities, or temporary injuries to access the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Centres are allowed to provide a word processor (e.g., laptop, computer) 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.

Policy

In line with JCQ Regulations, we provide a word processor for use in public exams if it is the young person's normal way of working within their tuition sessions and is appropriate to the young person's needs.

Tutors are asked to complete a Normal Way of Working form. The form outlines the "normal way" that the young person works in their tuition sessions. Anyone sitting an external assessment be that Functional Skills, GCSE, A' level or BTEC can use a Word Processor if this can be evidenced. This condition does not apply in the case of sudden physical injury (e.g., broken wrist).

"Appropriate to the pupil's needs" means that provision of a word processor is necessary to avoid the candidate being placed at a substantial disadvantage in the examination because of persistent and significant difficulties.

The "needs" of a pupil that would therefore typically lead to them being considered for the use of a word processor include:

- 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

- Executive Functioning needs that impact them when writing by hand.
- It is noted on a Young Person's EHCP or stated on a professional report that a word processor is required.

A word processor cannot be granted to a pupil because:

- The pupil prefers to type rather than write
- The pupil can work faster on a keyboard
- The pupil uses a word processor at home

For external examinations, an application for a word processor must be with the SENCo at least **two weeks** before the deadline for Modified papers (usually the last week of January – See the Key Dates issued annually by exam boards). This allows for the provision of access arrangements from the perspective of timetabling, equipment, accommodation and staffing, and suitable training and practice for the pupil. This deadline does not apply when there is a temporary physical injury e.g., broken wrist.

When approval has been given for a young person to use a word processor in the examination it will be noted on the Centre Delegated Spread Sheet where an overview of all Access Arrangements can be found.

To be accepted for the use of a word processor all candidates must meet the criteria outlined above.

Candidates who have been granted use of a word processor in examinations are provided with one in essay-based subjects.

JCQ Guidance for access arrangements for Word Processors:

Word processors (computers, laptops and tablets)

14.20 Centres can provide a word processor (e.g. computer, laptop or tablet), with the spelling and grammar check/predictive text disabled, to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically, and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.

14.21 Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'. The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s) and the centre must ensure that the battery is sufficiently charged for the entire duration of the examination. The use of a fully charged laptop or tablet will allow centres to seat

a candidate within the main examination hall without the need for separate invigilation and power points.

14.22 Candidates must be reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 – 6391/01. If a candidate is using the software application Notepad or WordPad these do not allow for the insertion of a header or footer. In these instances, once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

14.23 Each page of the typed script must be numbered, e.g. page 1 of 6.

14.24 Invigilators must remind candidates to save their work at regular intervals. Alternatively, an IT technician can set up 'autosave' on each laptop/tablet. This will ensure that if there is a complication or technical issue, the candidate's work is not lost. To make marking easier for examiners, candidates should use a minimum font size of 12pt and double spacing.

14.25 A word processor:

a) must be used as a typewriter, not as a database, although standard formatting software is acceptable.

b) must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. When needed, the centre must provide a memory stick, which is cleared of any previously stored data, to the candidate.

c) must be in good working order at the time of the examination.

d) must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required.

e) must either be connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers.

f) must be used to produce scripts under secure conditions, otherwise they may be refused.

g) must not be used to perform skills which are being assessed.

h) must not give the candidate access to other applications such as a calculator (where prohibited in the examination), email, the Internet, social media sites, spreadsheets; 33

i) must not include graphic packages or computer aided design software unless permission has been given to use these.

j) must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking.

k) must not include computer reading (text to speech) software unless the candidate has permission to use a computer reader.

l) must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software.

m) must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

14.26 An awarding body may require a word processor cover sheet to be included with the candidate's typed script. Please refer to the relevant awarding body's instructions.

14.27 Centres may retain electronic copies of word-processed scripts. The electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body.

Examples:

- A young person who cannot write legibly because they have significant learning difficulties asks to use a word processor in their examinations. It is their normal way of working. The SENCO has a copy of their Normal Way of Working that outlines they need a word processor. **The SENCo allows them to use a word processor in examinations.**
- A young person who has learning difficulties has quite legible writing. However, they make many omissions and cannot order their ideas correctly. Their written scripts are legible but covered in crossings-out and omission marks. They request a word processor, and this is **granted by the**

SENCo. The use of a word processor allows them to correct text, sequence answers and reflects their normal way of working within the centre.

Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed and updated **annually**, and whenever there is a relevant change to:

- The exams system
- JCQ guidance
- Our curriculum offer

Appendix 1:

✓ **Exams Access Arrangements – Update Summary**

◆ **Important Reminder**

Access Arrangements are not based on a diagnosis alone.

They must be:

- **Needed** (the student struggles without it), and
- **Used regularly** in class.

(Source: JCQ, Access Arrangements: A Guide for Teaching Staff, page 1)

◆ **Regular Breaks (instead of 25% Extra Time)**

Some students should get **Regular Breaks** rather than extra time.

This applies if they have:

- Anxiety or attention difficulties
- ADHD or Autism

- Medical needs
- Mental health needs
- Difficulty staying focused for long periods

Note:

25% Extra Time is only for students with **learning difficulties** (like dyslexia or processing needs), and they **must** have below-average scores in **3 different areas** to qualify.

♦ **25% Extra Time – What You Need to Know**

Having an EHCP (Education, Health and Care Plan) does NOT automatically mean a student gets 25% Extra Time.

We need:

- Evidence that the EHCP relates to a **learning or processing difficulty**
- Proof the student is **disadvantaged** under normal exam conditions

✓ **What Qualifies for Extra Time:**

- A diagnosed learning difficulty (e.g. dyslexia or slow processing)
- Physical or mental health issues that affect exam performance
- Proof the student **works slower than their peers** and needs more time

✗ **What Does Not Qualify on Its Own:**

- Having an EHCP without a relevant learning or processing difficulty
- Parent or teacher opinion without supporting evidence
- A diagnosis that **does not** affect exam performance

♦ **Using Rest Breaks First**

Before applying for 25% Extra Time:

- **Try Rest Breaks first.**
- If rest breaks don't help enough, this must be **recorded** and shared with the **SENDCo.**
- This shows that we've "**exhausted**" other options.

♦ **Evidence Needed for Extra Time**

We must show real examples of how extra time helps the student.

Steps:

1. Complete **at least 2 pieces of work** using extra time.
2. Students should use a **different coloured pen** (or font if typing) to show what they did with the extra time.
3. This helps us "**tell the story**" about why extra time is needed.

♦ **Pupil Voice**

Students must:

- Be **aware** of their access arrangements.
- **Agree** that the arrangements help them.

A question has been added to the **Normal Way of Working Form** to include pupil voice.

➡ [Click here to complete the form](#)

♦ **Speaking and Listening:**

- All Young People will complete the Speaking and Listening Element of Functional Skills and i/GCSE.
- The only exemption will be from the Video Element of the Speaking and

Listening.

◆ **Other Key Points**

- Being **on a waiting list** for an assessment **does not count** as evidence for Extra Time.
- But it **can** be used to support Regular Breaks.
- Students may now have a **blank sheet for doodling** during exams.

This paper must be **handed in** with the exam at the end.

- With out significant evidence, no Exams Applications will be made for the Young People. We cannot compromise the integrity of the Examination or the Exam Centre

Thank you for your support