



Wakefield
Parent Carer Forum

REASONABLE ADJUSTMENTS

WHAT ARE THEY & WHY ARE THEY NEEDED?

One of the most common areas of concern for SEND parent/carers is not knowing what reasonable adjustments can be put in place to help support their child in school.

We have put this leaflet together to help explain the following -

- what a reasonable adjustment is
- why they are needed
- what kind of reasonable adjustments can be made



NOT ALL REASONABLE ADJUSTMENTS ARE SUITABLE FOR EVERY CHILD WITH SEND

It is important to remember that the examples we have given are not the only reasonable adjustments which can be put in place to support a child with SEND, and not all of our examples will be appropriate for every child with SEND either.

Every child is different so it will depend on the child's individual needs as to what reasonable adjustments are required & are appropriate.





WHAT ARE REASONABLE ADJUSTMENTS & WHY ARE THEY NEEDED?

All children & young people should be helped to fulfil their potential. Reasonable adjustments can help to level the playing field by minimising the disadvantages that children with SEND might face compared with their peers.

Many of our children struggle to fit in to the rigid rules that accessing an education can bring. This is why there is a need for reasonable adjustments to be made, to enable our children to access their education in the same way as their peers who do not have SEND.

It is important that schools treat children as individuals to ensure that the correct support is in place for each child. There is no blanket policy or one size fits all when it comes to reasonable adjustments, its individual - just like our children with SEND.

This means schools have a legal obligation under the Equality Act 2010 to support pupils who are disabled with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a child who doesn't have SEND. The Act permits more favourable treatment of disabled children & this requirement is irrespective of whether a child has an EHCP or not.

A school must not discriminate against a child with SEND because of something that is a consequence of their disability. But remember the reasonable adjustment needs to benefit the child rather than cause them additional problems.

The Law states -

"An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids like specialist teachers or equipment."

Schools are not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.

The Department for Education states -

"Schools should think about how all aspects of the school day could be adjusted to meet the needs of the disabled child, including attendance and behaviour, so that everyone is set high expectations and feels they belong in the school community".

We recommended that the reasonable adjustments in place are regularly reviewed to make sure that they are effectively helping your child while at school. The support in place should be adjusted if your child's needs have changed.



EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND

GENERAL REASONABLE ADJUSTMENTS -

- Teacher or TA checks homework diary to ensure homework is recorded correctly, or communicates what is required with parent/carer via email/text or home to school communication book.
- School provides reminders for homework deadlines.
- Arrange homework clubs to enable work to be completed with access to a teacher.
- Do not penalise for executive functioning difficulties such as forgetting things.
- Provide training to help learn organisation skills.
- Provide printouts/reading material with important points already highlighted.
- Copy parent/carers into important emails such as information for trips, additional equipment for cooking or sports lessons.
- Provide visual timetables and checklists.
- Provide now & next board.



Remember...

the examples given are not an exhaustive list of reasonable adjustments but they will give you a good idea of the type of adjustments which are possible.



EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND

REASONABLE ADJUSTMENTS FOR SOCIAL EMOTIONAL & MENTAL HEALTH -

- Plan to catch the child doing the right thing & give praise.
- Look for opportunities for the child to show their strengths, something they are good at.
- Provide opportunity for the child to have positions of responsibility to boost self esteem & confidence.
- Provide opportunity for the child to build a relationship with staff responsible for discipline to reduce fear/worry.
- Agree a trusted adult or key worker the child is comfortable with & can talk to during the school day to share any concerns.
- Provide counselling, Pastoral Support, ELSA (Emotional Literacy Support Assistant) 1:1 & in small groups.
- Arrange structured activities during break/lunch times.
- Provide adult support for predictable trigger situations.
- Provide social skills training.
- Provide conflict resolution training.
- Provide problem solving training.
- Administering top up medication during the school day.
- Depart from standard rewards policy to specifically reinforce child's progress in areas of difficulty.
- Depart from standard sanctions policy & apply different sanctions if necessary.
- Disregard some behaviours.
- Have a calm space or quiet space for break/lunch times.
- Pair with a role model buddy.
- Agree secret communication with a teacher/TA.
- Extra warnings for transitions between lessons/activities.
- Additional adult support for transition times.
- Provide anger management therapy.
- Raise peer awareness of SEND.
- Provide nurture groups.
- Provide structured behaviour management programme.
- Use of toilet pass.
- Use of pass to leave lesson a couple of minutes early to avoid noise and crowding in corridors.
- Staggered start time/finish time to avoid noise and crowding going into/out of school.

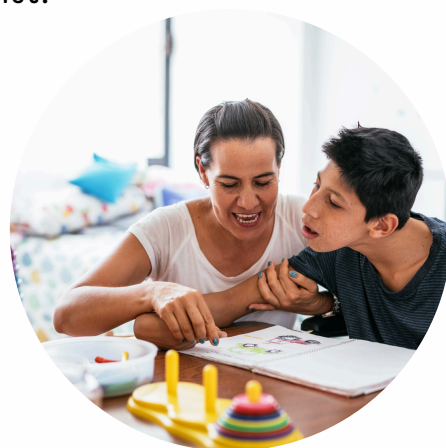




EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND

REASONABLE ADJUSTMENTS FOR PHYSICAL & SENSORY -

- Allow use of fidget toy or sensory toy - There is no approved list of sensory or fidget toys as these need to be what is helpful and appropriate for each individual child. An ideal fidget toy would be something small & discreet which might fit in your child's pocket. As long as the toy is not causing a distraction to others then it is reasonable to ask for your child to be allowed to use them. We also have a sensory shop at our unit in Castleford where you can purchase small sensory & fidget toys.
- Allow use of ear defenders to reduce distractions & sensory issues.
- Allow regular movement/brain breaks.
- Allow alternative methods of recording such as touch typing or a scribe instead of handwriting if child has physical or fine motor difficulties.
- Allow use of photographs to record instructions instead of copying from the board.
- Provide child with a copy of powerpoint/presentation notes rather than child writing things down.
- Allow oral presentation of work.
- Provide pen/pencil grip.
- Relax uniform requirements - this might include things like - top button not fastened, alternative fabric/style of clothing, wearing trainers, coming to school in PE kit rather than having to get changed in school.
- Allow high calorie snacks if eating/appetite is a concern.
- Provide adult support with eating/drinking if needed.
- Administer top up medication.
- Provide sensory diet.
- Provide early lunch pass to avoid busy corridors/dining hall.
- Consider child's basic needs - MASLOW's hierarchy of needs.
- Provide OT (Occupational Therapy) as advised by therapist.





EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND

REASONABLE ADJUSTMENTS FOR LANGUAGE, COMMUNICATION & INTERACTION -

- Teach child active listening skills.
- Teach child social skills.
- Provide SALT (Speech & Language Therapy) as advised by therapist.
- Teach non verbal cues.

REASONABLE ADJUSTMENTS FOR COGNITION & LEARNING -

- Consider classroom positioning - front/back of class, near a door/window to avoid distraction, or need to look around. Close to peer role models.
- Breakdown work into smaller chunks both in class & for home work. Ensure work is differentiated in line with the child's ability.
- Address child by name & give simple single step instructions when speaking.
- Accepting less or no homework, agree with parent/carer what is suitable for that individual child.
- Provide opportunity to complete homework in school - during school day or after school homework club.
- Provide sample of work to model what is required from the child.
- Reduce length of assignments inline with child's ability.
- Provide a list of steps to help child complete each task.
- Provide a scribe, reader or prompter in class.
- Allow extra time to complete work, tests, exams.
- Allow rest breaks.
- Allow use of lined answer sections on worksheets.
- Allow use of ear defenders to reduce distractions.
- Allow tests to be completed in a separate room away from peers & distractions.
- Provide individual specialist teaching/interventions as advised by professionals.
- Provide specialist computer programs such as Lexia, etc.
- Personalise work topics to increase child's level of interest & willingness to get involved.

REASONABLE ADJUSTMENTS FOR EXAMS -

- Just like in lessons, reasonable adjustments can also be made in exams - these are called Access Arrangements. They should have been identified by a professional as needing to be in place to support your child & very importantly, the child **MUST** already be using these access arrangements in lessons as part of their normal way of working. For example using a laptop in an exam would be an added challenge if it wasn't their normal way of working. Speak to your SENCO to discuss what access arrangements school intend to apply for to support your child.