

Reasonable Adjustments in Education Settings



Contents

| | |
|--|-----------|
| Reasonable Adjustments | 4 |
| What does this mean? | 5 |
| Can you give me some examples of reasonable adjustments? | 6 |
| Learning in the Classroom | 9 |
| Learning outside of the Classroom | 10 |
| Health Needs requiring support in an Education Setting | 11 |
| | |
| Questions you may have... | 13 |
| | |
| References used | 15 |



Reasonable Adjustments

Reasonable adjustments are steps taken by the educational setting to remove barriers to learning and other possible disadvantages for pupils with SEND and indicators of SEND. These adjustments can be applied in both classrooms and in the wider school.

This is a statutory duty for schools under the Equality Act 2010 - see www.gov.uk/guidance/equality-act-2010-guidance - which says “if a school’s provision, criterion or practice might put a disabled pupil at a substantial disadvantage compared with other pupils who are not disabled, schools must take reasonable steps to avoid that disadvantage. This is usually referred to as the reasonable adjustments duty.” (Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do – Council for Disabled Children, March 2022, p14).





What does this mean?

An adjustment is considered reasonable if it achieves its aim of making sure a children or young person with SEND can take part in their education on the same basis as students without SEND, and if it balances the interests of everyone affected. This includes the education provider, staff and other students.

The duty is anticipatory: it requires schools to think ahead and make reasonable adjustments so that Children and Young People with SEND can participate in the whole life of the school and in order to avoid any disadvantage that might otherwise occur.

Making it reasonable would mean that it varies according to the circumstance and would have to consider variables such as resources, health and safety and practicality.

To determine what is reasonable, they may consider:

- If the child or young person has an Education, Health and Care (EHC) plan, what support they receive.
- The views of the child or young person.
- Discussing the practicality of implications with the family.
- What effect the adjustment will have on the child and young person's participation, learning outcomes and independence.
- How the adjustment will affect other children and young people and staff.
- The costs and benefits of making the adjustment.



Can you give me some examples of reasonable adjustments?

Whilst it is not possible to list every person's requirement for reasonable adjustments, we have provided you with some examples of adjustments which may take place within schools.

Physical Disability

Examples of this can include wheelchair or walking frame users or those who need support getting around school.

“I find it difficult to get my wheelchair along the corridors when everyone else is changing lesson, so I am allowed to leave five minutes early”

- Adjustments can be made to the width and surface of pathways.
- Separate fire evacuation policy that all staff are aware of.
- Teaching staff can provide an accessible space within their individual classrooms.
- Students to be allowed to leave class five minutes early so they can avoid the rush in corridors.
- Where possible, lessons take place downstairs
- If a child is unable to access particular seating (for example, in a Science or DT Lab), ensure appropriate seating is provided for them.

Sensory Sensitivity

Some children find certain fabrics difficult to tolerate due to their texture.

Therefore:

- An adjustment to the school uniform policy for children with sensory sensitivities to specific fabrics and labels.

Sensory Impairment

This can include:

Vision Impairments

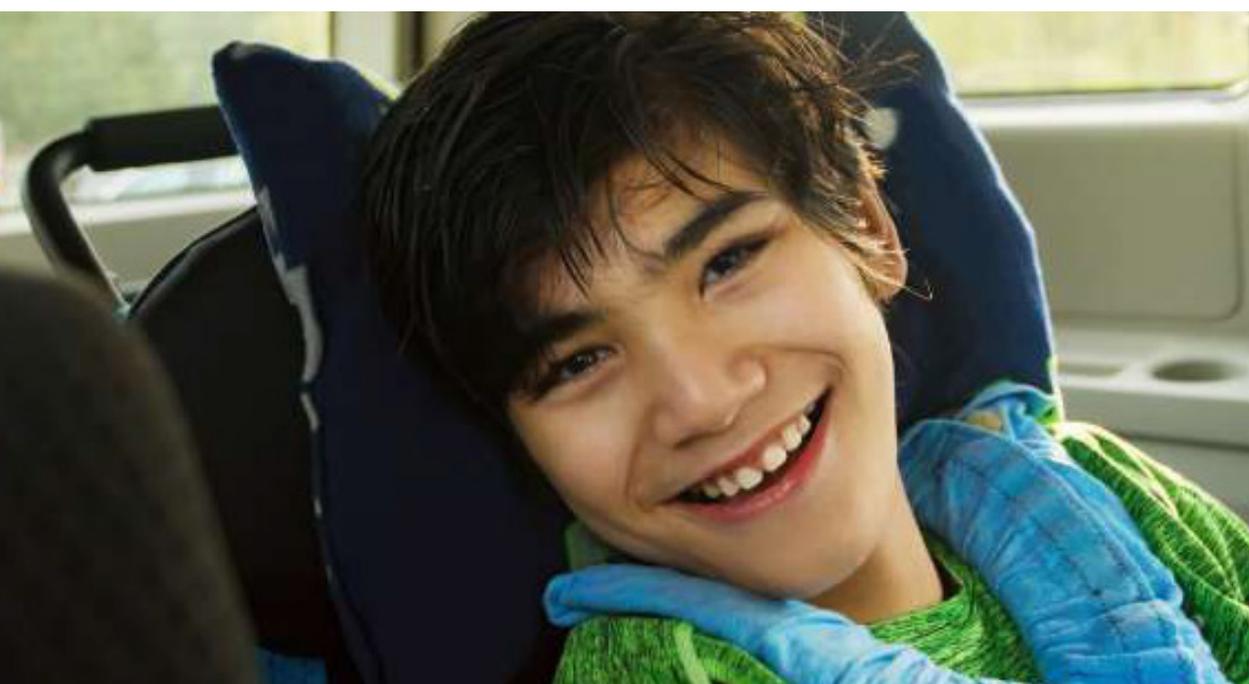
Children with a vision impairment range from those who have mild to profound vision loss.

Most children with Vision Impairment (VI) attend their local mainstream school with specialist support from a Qualified Teacher of Children and Young People with a Vision Impairment (QTVI); other children may access a special school placement.

'In a lesson, the teacher lets me sit near the front of the room and provides with my own set of resources, so that I can see the slides and be included in the lesson'.

Reasonable adjustments for pupils with VI and additional needs may include:

- Modified and adapted learning materials and large print books
- Tablets and/or laptops, computer monitors
- Mirroring software
- Apps, talking devices e.g. scientific calculators
- Sloping boards, bold lined exercise books, coloured paper, dark pencils/pens, high contrast rulers
- Touch typing lessons
- Lesson materials provided in advance e.g. printouts or electronically
- Access arrangements e.g. Modified Large Print Papers (MLP), extra time, rest breaks, reader, scribe



- Adaptations to classroom e.g. position in class, blinds, layout
- Verbal description of work presented
- Yellow paint on external steps and stairs
- Habilitation lessons for independent travel, orientation and daily living skills (provided by Vision Team)
- Additional support for school trips

Hearing Impairments

Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.

Most deaf children attend their local mainstream school with specialist support from a specialist support from a Teacher of the Deaf; other children may need a specialist placement in a LA Deaf Base associated with Darrick Wood Schools [EHCP required], or special school placement.

'So that I can understand what the teacher is saying, the teacher faces me so that I can lip read'.

'To help me in lessons, the teacher uses speech to text software so that I don't miss anything'.

Reasonable adjustments can include:

- Preferential seating
- Quiet learning environments
- Teachers (speakers) standing still and nearby when speaking, as well as facing the student
- Using visuals to support key information
- Using Education Audiology equipment, eg. Soundfields and Radio Aids
- Scribes or specialist computer equipment
- Classroom management reconsidered to provide a Deaf Friendly learning environment.





Learning in the Classroom

To ensure that teachers get the most from their students, the following adjustments may be made:

'If I am sitting listening to a teacher talking for too long, I get confused so a two minute time out helps me to refocus'

- personalised visual supports (e.g. self-help/self-regulation prompts, now and next boards, visual timetables, etc.)
- adapted work materials (e.g. enlarged text, etc.) and large print books
- assistive technologies (e.g. laptops, iPads, switch-operated equipment, talking devices, apps, electronic dictionaries, text-to-speech systems, etc.)
- lesson materials provided in advance (e.g. print-outs or whiteboard presentations, pre-written learning objectives in workbooks, etc.)
- colour overlays, paper, dyslexia-friendly texts, etc.
- adapted equipment to access specific aspects of the curriculum, (e.g. sloping writing desk, scissors, pens, etc)
- access arrangements (including but not limited to controlled assessments and exams), e.g. extra time, rest breaks, reader, scribe, etc.
- allowances to use self-regulation items (e.g. fidget items, pop-up concentration desk barriers, scribble pads, etc.)
- allowances to take movement breaks
- personalised timetable (e.g. may include slightly modified start/end/transition times, short-term blended/hybrid timetables)
- flexibility with uniform and items for personal use (e.g. ear defenders).

Learning outside of the Classroom

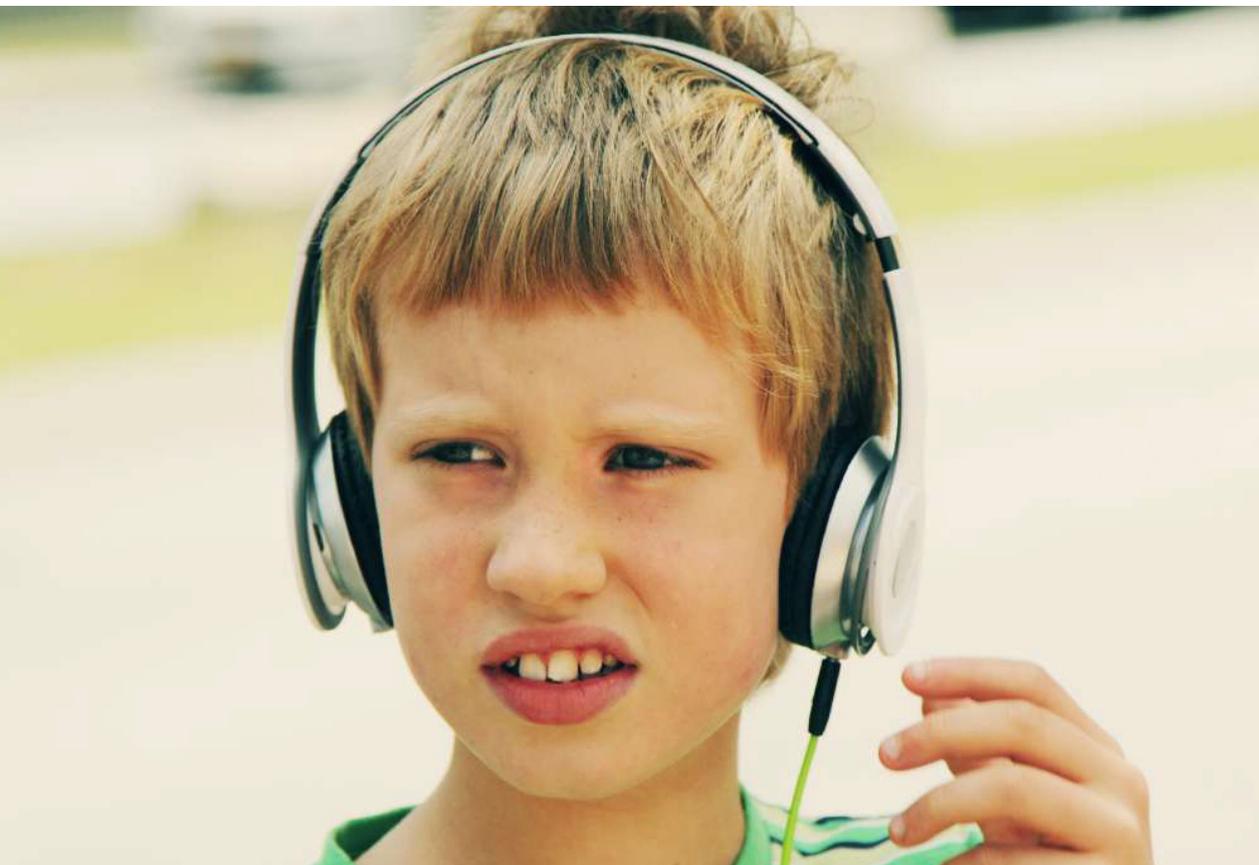
Each learning environment will have its own School Trip Policy or Educational Visit Policy and will carry out thorough risk assessments before trips take place.

The trip will need to be discussed in advance with staff and students (and parents) to ensure that it is accessible for all.

'I enjoy being at school as it is familiar to me, when we go on a school trip it really helps my anxiety if we talk about the trip beforehand, I can then look it up on the internet and become familiar with the place and the route we are taking'.

The Equality Act 2010 does not require a school to cancel school trips or any other activities arranged for pupils, but it does require a school to look at ways to ensure that disabled pupils are given the same opportunities to participate as other pupils.

This might include considering alternative trips to those previously arranged by the school, providing additional assistance to enable the disabled pupil to attend or allowing the disabled pupil to attend for only some of the trip.





Health Needs requiring support in an Education Setting

Some children and young people may require reasonable adjustments or additional support in an Education setting, as a result of their health needs, which may or may not be in addition to a Special Educational Need.

The statutory guidance “Supporting pupils with medical conditions at school” states as follows:

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3: “The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly

supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential”. (See page 3).

Reasonable adjustments relating to health needs may include:

- Training a teaching assistant to support a child with a feeding tube
- Following advice from a health professional in order to conduct blood glucose monitoring and carbohydrate counting
- Administering emergency medications such as EpiPen and inhalers
- Developing and maintain Individual Healthcare Plans for children requiring support in an education setting as a result of health needs.

- Carrying out delegated healthcare tasks in relation to a young person's health needs.
- Carrying out individual risk assessments to remove barriers in relation to their health needs and enable children with health needs to access school trips with reasonable adjustments.
- Adjust timetables and location of classes for a child with chronic fatigue syndrome who finds it tiring to move around a large education setting on multiple levels.

The Equality Act 2010 states that schools must not refuse admission to a child who is not toilet-trained because of a disability. A delay in achieving continence - or not being toilet trained - is considered a disability. It is therefore not acceptable for a school to refuse or delay admission to children who are not yet continent.

See Medical Needs Policy - London Borough of Bromley Health and Medical Needs | Bromley Education Matters:

www.bromleyeducationmatters.uk/

Page/15859



Questions you may have...

Who should I speak to if I have a question about reasonable adjustments for my child?

If you have questions about reasonable adjustments within your school, please contact your SENCO or your child's class teacher (primary aged children)

Who pays for these adjustments?

It is the school's responsibility to pay for any adjustments required and to maintain them in a useable way.

Cost and resources are factors that are taken into account in determining what is 'reasonable'. Making it reasonable would mean that it varies according to individual circumstances.

Variables such as resources, health and safety and practicality would have to be considered.

How do we know the adjustment is reasonable?

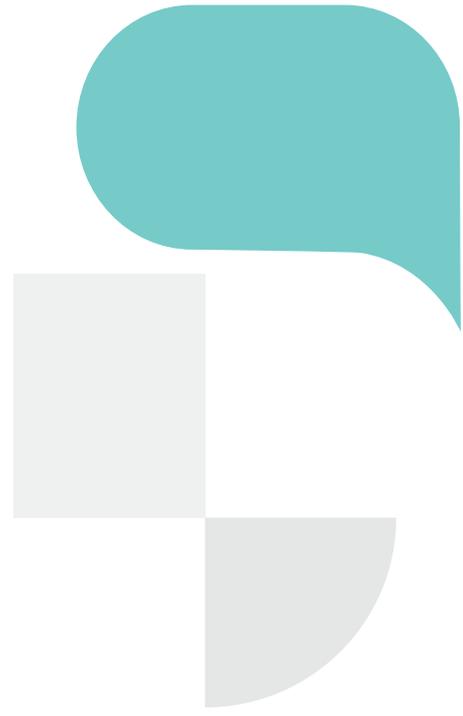
The Equalities Act 2010 does not specify what is reasonable and therefore allows for some flexibility for different circumstances.

The core of the reasonable adjustments duty is not whether something is a supporting aid or whether it's an adjustment to a practice, but whether it is something that is reasonable for the school to do.



Should parents and pupils be involved in planning reasonable adjustments?

It is essential to involve parents and pupils themselves in discussions around reasonable adjustments. Parents and pupils are often best placed to help schools think about what disadvantage might arise in school and what reasonable adjustments may work best.



Can school provide reasonable adjustments to the home as well as school?

A school is not required to provide anything that the pupil requires outside of education - but there may be circumstances in which a pupil may use a piece of equipment provided by the Education setting in certain circumstances.

Reasonable adjustments



Reasonable adjustments for disabled pupils | Equality and Human Rights Commission:
www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils



Medical Needs Policy
- London Borough of Bromley Health and Medical Needs | Bromley Education Matters:
www.bromleyeducationmatters.uk/Page/15859



Disabled Children and the Equality Act 2010 for Schools:
www.councilfordisabledchildren.org.uk/resources/all-resources/filter/statutory-guidance/disabled-children-and-equality-act-2010-schools?gclid=Cj0KCQiAn4SeBhCwARIsANeF9DLGQixH9iwcl_5SS3oGoPBRdrvwnNMuKqfvWdRd0-ueDG60QNfC5jEaAsu_EALw_wcB



Council for Disabled Children:
www.councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/SchoolsEqAWordformatFINAL.pdf
(councilfordisabledchildren.org.uk)

