

## Reasonable Adjustments Policy

Loatlands Primary School

February 2022

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## **Reasonable Adjustments Policy 2022**

Schools have had a duty to provide **reasonable adjustments** for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that, *'a person has a disability if he or she has a physical or mental impairment that has a long- term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.'*

As outlined in the Equality Act 2010, the three elements to the reasonable adjustments duty relate to:

- **Provision, criteria and practices**
- **Auxiliary aids and services**
- **Physical features**

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day-to-day basis, including its decisions and actions.

The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil.

The duty in relation to the provision of physical features means the features of a building or premises.

The Equality Act 2010, does not define what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change of practice rather than the provision of expensive pieces of equipment or additional staff.

As cited in the 'Equality and Human Rights Commission', published in 2015, some factors that are likely to be taken into account when considering what adjustments are reasonable for a school to have to make include the following:

- The extent to which Special Educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014

- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment.
- The extent to which taking any particular step would be effective in overcoming the disadvantage suffered by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual effectiveness of the reasonable adjustment is carefully monitored by the SENCO, Family support worker and SLT
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

### **Practice at Loatlands Primary School**

Loatlands is an inclusive school, where pupils' needs are well known. To ensure the best outcomes for all, we personalise the reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment is monitored by the SEND team in consultation with parents/carers, SLT and the Family Support worker.

Some examples of reasonable adjustments made in our school are:

- A change to the start/finish times to lessons, or the school day, so a pupil can avoid busy or crowded spaces
- Toilet provision adapted for individual needs
- Use of devices to access and record work
- Exercise books printed with coloured paper
- Use of coloured overlays for pupils to reduce visual stress and support dyslexia
- Seating plans to support hearing and visual impaired pupils
- Seating plans to limit environmental stimulation
- Time scheduled for pupils to access sensory circuits and the calm room
- Creating safe spaces within classrooms where children can feel calm for example a play tent or screened off workstation
- Specific and personalised adjustments to the school's behaviour policy
- Specific and personalised adjustments to the school's uniform policy
- Use of ear defenders to accommodate sensory sensitivities
- Examination access arrangements
- Time schedule for pupils to access nurture provision

## **Behaviour Management**

At Loatlands we have a clear and consistent behaviour policy and we strive to provide a positive learning environment where all can prosper. Our behaviour system (the Planet system) is based around our school ethos.

Some pupils may struggle to regulate and control their behaviour within the school environment and this may be because of a diagnosed need, identified by an outside agency, or because of a specific need that impacts on the pupil.

Pupils with a diagnosed need and those pupils with known needs may have a One Page Profile outlining the reasonable adjustments in place. Some pupils require behaviour support plans which are shared with parents and regularly reviewed (at least termly or sooner if required)

We also put in place reasonable adjustments for pupils who either have a diagnosis or known need when required. Examples of some of the reasonable adjustments to support behaviour we may put in place include:

- Focused and targeted adult support and direction
- Meet and greet sessions
- Smaller rewards linked to the over-arching reward system
- Individual schedules incorporating time for sensory movement breaks
- Pastoral support
- Discussions with pupils to review behaviour
- Break time and lunchtime support (individualised to the pupil)

The reasonable adjustments to be implemented are discussed on an individual basis by the SEND team. Family Support Worker and SLT in consultation with parents and carers. The reasonable adjustments plans are then discussed with the Phase Leaders, class teachers and support assistants who are responsible for the implementation of these.

## **Linked Policies**

SEN Policy (including Inclusion)

Behaviour Policy

Medicines Policy

Intimate Care Policy