



Policy Statement

Havelock Infant & Junior Schools

Reasonable Adjustments Policy

February 2022

Adopted by: Safeguarding & Inclusion Committee

Date: 1st March 2022

Ratified by Governing Body: 29th March 2022

Signed:  **(GB Chair)**

Policy Review Due Date: Spring 2023

Reasonable Adjustment Policy

Introduction

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.

There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, 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 refine 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 in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering what adjustments it is reasonable for a school to have to make are:

- 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 and Pastoral team.
- Health and safety requirements

- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

Taken from Equality and Human Rights Commission published 2015

Practice at Havelock Schools

Havelock Infant and Junior Schools are inclusive schools, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment is carefully monitored by the SENCO and Pastoral team.

The following are some of the reasonable adjustments made in school:

- Specific and personalised adjustments to the school's behaviour policy.
- Specific and personalised adjustments to the school's uniform policy.
- Examination access arrangements.
- Toilet provision adapted for individual needs.
- Use of devices to access and record work.
- Handouts to be printed on coloured paper.
- Providing coloured overlays to students with visual stress.
- Seating plans to support hearing impaired students.
- Seating plans to support seeing impaired students.
- Seating plans to limit environmental stimulation.
- Time scheduled for pupils to access the sensory room and sensory circuit.

Behaviour Management

At the Havelock Schools we have a very clear and consistent behaviour policy. The fundamental aim of the policy is to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner. We place great value on the relationship between pupils and staff and want to ensure we develop pupil's character and they make excellent progress. Our behaviour system is based around our school ethos. There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student. We have a clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations.

We have students who have a diagnosed need and they are placed on our SEN Register. This information is available to staff with generic strategies relating to the need and specific strategies to support the individual. There are also meetings held with the school SENCO and teachers to discuss

students and they may have a one page profile outlining adjustments and strategies to be put in place. These are written by staff and shared with pupils and parents. Some pupils require behaviour support plans and these are reviewed termly (sooner if necessary) and shared with parents.

We also have students who have a known need. This may be due to family difficulties, social situations or that the student is on a waiting list for a diagnosis. This information is also available to staff and staff are regularly directed to it. Updates are sent through regularly from the SENDCo.

Students in both groups are supported through the Pastoral and SEND teams. Their care, provision and support is discussed regularly at our debrief meetings. Referrals to outside agencies are made to access specialist support where appropriate.

We put in place reasonable adjustment for pupils who either have a diagnosis or known need when required. Examples of reasonable adjustments to support behaviour would include (not an exhaustive list):

- Extra warning in Level 1.
- Time out cards.
- Smaller rewards linked to the over-arching rewards system
- Focused and targeted adult support and direction
- Meet and greet sessions
- Individual schedule incorporating time for sensory movement breaks or time in the sensory room.
- Discussion with the student to review the week's behaviour and look at strategies to help.
- Student passport/case study sent through to all teachers outlining the concerns and suggesting strategies to support.
- Pastoral support
- Break time and Lunchtime support (individualised to the pupil)
- Careful consideration to seating plans
- Referral to alternative provision

The reasonable adjustment plan will be decided on a case by case basis by the SENCO and members of SLT.

Linked Policies:

- SEN Policy
- Behaviour Policy