

Reasonable Adjustments Guidance and Checklist

1) What Are Reasonable Adjustments?

Like all other organisations, educational settings are required to include those with disabilities and ensure their experience is equitable. This inclusion begins with making adaptations referred to as 'reasonable adjustments'. According to the DfE Education Hub, reasonable adjustments are:

"...changes that organisations and people providing services must make if someone's physical or mental disability puts them at a disadvantage compared with others who aren't disabled."

It means schools have a legal obligation under the Equality Act to support learners who are disabled with reasonable adjustments, making sure they can benefit from what the setting offers in the same way as a learner who is not disabled.

A setting must not discriminate against a disabled child or young person because of something that is a consequence of their disability.

For example, preventing a disabled pupil on crutches from going out at break time because it would take too long to get out and back would be considered discriminatory.

Settings also have a legal duty to ensure everyone working with the learner is aware of any reasonable adjustments needed and that needs are communicated clearly, comprehensively and updates given frequently. The Special Educational Needs and Disabilities (SEND) Code of Practice (2015) states:

"Information sharing is vital to support an effective assessment and planning process which fully identifies needs and outcomes...there should be a 'tell us once' approach to information sharing"

Please see the links below for further information:

[What are reasonable adjustments and how do they help disabled pupils at school? - The Education Hub \(blog.gov.uk\)](https://www.blog.gov.uk/2015/03/12/what-are-reasonable-adjustments-and-how-do-they-help-disabled-pupils-at-school/)

[When must public authorities make reasonable adjustments? - Citizens Advice](https://www.citizensadvice.org.uk/education/when-must-public-authorities-make-reasonable-adjustments/)

[Creative reasonable adjustments for SEND learners that don't have to cost a thing - Special Needs Jungle](https://www.specialneedsjungle.co.uk/guidance-reasonable-adjustments-for-disabled-pupils-in-england-0.docx)

[guidance-reasonable-adjustments-for-disabled-pupils-in-england_0.docx \(live.com\)
https://www.tes.com/teaching-resource/promoting-disability-equality-in-schools-6027827](https://www.tes.com/teaching-resource/promoting-disability-equality-in-schools-6027827)

[Equality Act Guide for schools - FINAL.pdf \(ncb.org.uk\)](https://www.ncb.org.uk/equality-act-guide-for-schools-final.pdf)

2) Reasonable Adjustment Examples

The following examples are organised by the types of need used within the SEND CoP 2014, this is not an exhaustive list and cross referencing with the Ordinarily Available Provision guide is advised. The lists can be used as a check list if needed. The areas include:

Physical Disability (PD)
Speech Language and Communication (SLCN)
Autism (ASD)
Specific Learning Difficulties (SpLD)
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and multiple learning difficulties (PMLD)
Social Emotional and Mental Health (SEMH) (Additional section for Attention Deficit Hyperactivity Disorder (ADHD))
Hearing Impairment (HI)
Visual impairment (VI)
Multi-sensory Impairment (MSI)
Medical Needs

It is important to remember that each learner with SEND should be considered as an individual and their needs assessed as such. Advice from the relevant professionals and specialist services should be applied, including sourcing any necessary equipment.

Physical disability

- A tablet or laptop
- Seating such as Heathfield chair or wobble cushion
- Pencil grips, different writing equipment and writing slopes if needed
- Accessible toilet/changing
- Accessible play areas/playground and differentiated PE
- Differentiated practical teaching e.g., Design and Technology or science
- Clear walkways in and outside of the classroom and wheelchair accessible walkways
- Additional toilet breaks/flexible toilet breaks
- Access to all of the school day, trips, and events etc.
- Making alterations to steps/stairs or installing handrails, nosings (edging to define and reinforce edges of steps) and ramps
- Maintaining potholes on paths and ensuring flat surfaces for wheelchair users, and handrails where necessary.
- Disability friendly entrances with wide doors and lowered reception desks. Settings should also consider their exit doors to be directly onto a pathway which is flat without a step for ease of access particularly for fire exits. Do not block accessible entrances and exits.

Speech language and communication

- Using clear language
- Using literal language (avoiding phrases and expressions)
- Using a slower pace of delivery
- Providing print alongside verbal instructions/teaching
- Printing planning

Autism

- Adapted communication - be clear, be literal, use simple language
- Reduce sensory stimulation/prewarn the learner if sensory input will increase
- Processing time
- Understanding communication might be more direct
- A specific seat in class
- Provide visual supports to communication for nonverbal learners
- Leaving class early/late
- Planning for and preparing learners for changes to routines or daily timetable

Sensory processing/integration

- Fiddle toys/equipment
- Sensory breaks (if they can be whole class to taken independently)
- Ear defenders external or in-ear
- Low sensory environments
- Adapted uniform such as wearing softer fabrics or clothing items that are more accessible (e.g., don't have zips or buttons)

Specific Learning Difficulties (Dyslexia/Dyscalculia)

- Providing manipulatives and resources, including in secondary
- Resources such as coloured paper
- Processing time
- Differentiated expectations for organisation and time keeping

Moderate Learning Difficulties

- Printed notes (of the learning on screen)
- Differentiated and adapted learning
- Alternative recording such as listing or writing frame
- Concrete objects and manipulatives
- Learning breaks
- Chunked learning
- Simplified language
- Providing more opportunities for overlearning

Severe Learning Difficulties

- Play based learning
- Sensory experiences
- Differentiated communication e.g. use of widgets

Profound and Multiple Learning Difficulties

- Play based learning
- Sensory experiences
- Differentiated communication e.g. use of widgets
- See PD/VI/HI/MSI

Social Emotional and Mental Health

- Leaving class early or late
- Unpicking behaviour
- Specific seating
- Empathy or trauma informed approaches
- Allow transitional objects in pockets or bags
- Breaks in learning
- Pastoral support
- Additional movement allowed in class/movement breaks

Attention Deficit Hyperactivity Disorder

- Allowing the learner to move, including alternative seating or standing to learn
- Extra processing time
- Increased instruction
- Differentiated behaviour expectations e.g., shouting out, organisation
- Visual prompts
- Resources such as checklists and timers

Hearing Impairment

- Use clear direct language
- Look at the listener
- Use of a radio aid (if needed)
- Specific seating (tailored to the child)
- Alternative formats such as video or audio
- Subtitles on videos

Visual Impairment

- Present physical prompts for learning
- Multi-sensory teaching
- Use of manipulatives
- Specific seating
- Extra printing, large paper or font (if needed) and different letter or word spacing (as advised by a QTVI)
- Filming of windows/blinds – to reduce glare
- Redecoration to provide contrasting colour schemes around doors/floors and walls
- Yellow Line/contrasting edge markings for hazards and level changes on school grounds, specifically on steps
- Audio descriptions on videos

Multi-sensory Impairment

- Multi-sensory teaching
- Accessible environment
- See VI and HI

Medical needs

- Food when needed e.g., diabetes or taking medication
- Water available
- Privacy and dignity for procedures or changing and a private space
- Toilet breaks when needed/not restricted
- Wearing of additional or adapted clothing e.g., a hat if needed for hair loss such as chemotherapy, Chewlery, softer materials etc.)

3) The Wider Setting Community

A setting's community should be welcoming to all, no matter the demographic. This will contribute to promoting an inclusive ethos across school. Reasonable adjustments aren't just for children with SEND. Your setting should be as accessible as possible to disabled staff, parents, and visitors as far as the building will allow. For example, for parents, the following could be applied:

- Ensure there are easy read versions of policies and important documents online
- Provide a signer/interpreter/translator
- Ensure events are wheelchair accessible
- Differentiate language and communication, avoid jargon
- Follow up with emails
- Appropriate seating
- Access to IT if needed

4) Helping others understand reasonable adjustments.

It is natural that some pupils may ask about a child or young person's additional provision and question fairness. To foster an accepting and inclusive culture openness about difference can help. One way to address this is making adaptations widely accessible e.g., everyone in class can access a fidget toy, have movement breaks or choose to use IT. Whole school approaches to SEND are a successful way to encourage and embed inclusive practice.

Some children or young people, perhaps due to their own needs, may need clear, direct explanation of what their peer(s) needs and why (considerations should be made around sharing sensitive information). Staff could use a social story to explain this to the peer or class, here is an [example](#).

If staff are not sure what to say, they can use the following scripts:

'We all need different things to be successful, can you think of something you need? Or a way that you do something that is different to your friends? This is similar. X having what they need is fair because it means X can do everything that we can, in X's own way. Isn't it good that we can make that happen? If you think of something you might need to help you learn, you can ask (member of staff). People with different needs being helped or of having equipment is called 'equality' and it is part of the law to help them, as well as what we do in our school to make everyone feel included'



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'We all need to use equipment sometimes, like when we drive a car or cross the road, we have signs and symbols to help us so we know when to stop, go or wait. Do you see how important they can be? Can you think of any others?'

'You can think of it like a mobile phone. Do we need mobile phones? No, but they make our lives much easier. Before mobile phones we wrote letters and used the post more, we had to look things up in books and this took a long time. Now it is easier for everyone.'