



REASONABLE ADJUSTMENTS POLICY

This policy, like all school policies, is to be implemented in accordance with the principles and practice stated in our Single Equality Scheme.

RATIONALE

The Code of Practice 2014 states:

“Every school is required to identify and address the Special Educational Needs (SEN) of the pupils that they support”.

This is also supported by the Equality Act (2010) which states it is a requirement for schools to provide equal opportunities and adapt their practice to meet the needs of all students.

Whilst Ofsted guidance (2020) makes it clear that SEN is no longer to be looked at in isolation, instead it will be expected to be an integral part of the whole process. Schools will need to demonstrate this by showcasing a curriculum that has been developed and adapted so that it is coherently sequenced to take into account every child’s starting points and future aspirations. Students with SEND must be included in all aspects of school life

The Equality Act 2010 defines the reasonable adjustment duties under three areas namely:

- Provisions, criteria and practices – The schools operational procedures and the decision making related to these.
- Auxiliary aids and services – Any additional support or assistance for a disabled pupil.
- Physical features – Features of a building or premises.

The Equality Act 2010 does not define what is ‘reasonable’; recognising what is reasonable in one set of circumstances, may not be reasonable in another. Consequently this allows schools to have some flexibility in what they determine to be ‘reasonable’ dependent on their setting.

It is acceptable to conclude that reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

The Equality and Human Rights Commission published 2015 suggest some of the following factor are likely to be taken into account when considering what adjustments are reasonable for a school to have to make:

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

PURPOSE

Our Setting

Harrow Way Community School is an inclusive school, who is aware of the needs of all of our students. The Inclusion team works diligently to make sure reasonable adjustments are offered to all students with additional needs and disabilities, as well as vulnerable students including those on a child protection plan; to ensure they fulfil their academic potential, whilst thriving socially and emotionally. These reasonable adjustments are carefully overseen and monitored by the team.

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

- Specific and personalised adjustments to the school's behaviour policy (see below and Behaviour Policy for more specific examples)
- Specific and personalised adjustments to the school's uniform policy
- Examination access arrangements
- Time out Cards
- Toilet passes
- Bring their own device to record their work such as a laptop when necessary
- Handouts and resources printed in large font
- Handouts printed on coloured paper
- Providing coloured overlays to students with visual stress
- Seating plans to support hearing impaired students
- Seating plans to support visually impaired students
- Modified site for visually impaired students
- Meet and greet with trusted adults
- Fond farewells with trusted adults
- Seating plans to limit environmental stimulation
- Movement breaks
- Passes to allow transition between lessons at quieter times

Behaviour Management

At Harrow Way 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 of their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and



respectful manner. Our behaviour policy is based around our school values namely be ready, be respectful, be your best.

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 another specific known need that impacts 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.

Information is shared with staff regarding generic strategies relating to their area of need and includes specific strategies to support the individual.

Student profiles are written and shared with staff, sharing best practice and strategies proven to work with individual students. These are updated regularly and in line with guidance from outside agencies for example specialist teacher advisors.

Fortnightly meetings are held to discuss students and monitor the adjustments in place for them and updated if necessary. Referrals to outside agencies are made to access specialist support where appropriate.

We also have students who have known needs which 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. Weekly updates are sent through as to how to support students in class via a Special Educational Needs & Disability (SEND) Student Bulletin.

Staff have had attachment awareness training and the use of emotional coaching is an approach which helps to ensure all students are dealt with in a calm and student-centred manner. This approach is used by staff at all levels and emotional coaching scripts are used to help staff to be consistent.

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

- Extra warning in class (Prior to C1, C2, C3)
- Pastoral Year Leader Assistant support in lessons to ensure success
- Time out cards
- Meeting 1:1 with the student to review the week's behaviour and look at strategies to help
- Part-time timetable
- Pastoral or TA support in the lessons if appropriate (This will not be 1:1)
- Break and lunch support
- Change of teaching groups
- Careful consideration to seating plans
- Traffic lighted timetable
- Referral to alternative provision
- Referral to external services



- Time in our link provision
- Bespoke timetable

The reasonable adjustment plan will be decided on a case by case basis by the Inclusion Team, Head of Departments or any other member of SLT. This plan will be communicated internally to staff with strategies to support them. This will also be clearly communicated and agreed with the student and parent/carer.

Linked Policies:

- SEND Policy
- Behaviour Policy
- Uniform Policy

Committee responsible for review:	Governors Committee
Date ratified by Governing Body:	22 nd February 2021
Date of next review:	February 2022