



Saint Paul's Catholic High School

Moving forward together. Achievement for all!

REASONABLE ADJUSTMENTS



Journeying together with Jesus Christ, we learn to love and love to learn.

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Reasonable Adjustments for Pupils with Special Educational Needs or Disabilities

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1. INTRODUCTION

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in a broad and balanced curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability and delivery of accessible information to disabled students, staff, parents/carers and other members of the school community

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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. The reasonable adjustments duty is utilised only where there is a need to avoid 'substantial disadvantage'. Whether or not a disabled student is at a substantial disadvantage or not will depend on the individual situation.

St Paul's Catholic High School recognises the responsibility to make reasonable adjustments to provide a high-quality education that is inclusive for all learners with Special Educational Needs or Disabilities. The school is committed to ensuring equal opportunities for all its students. However, factors the school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other students,

health and safety requirements and whether requests should be made available from other agencies.

The school understands that it has a duty of reasonable adjustments in relation to the following areas:

- deciding who is admitted as a pupil
- the provision of education
- access to any benefit, service or facility

2. QUESTIONS AND STEPS TO CONSIDER:

Stage 1

At this stage the teacher should:

- refer to the appendix for forms related to graduated response;
- use Form 1 (questions to support the identification of strengths and weaknesses);
- provide as much information as possible including evidence and observation notes about the concern. (Use Form 1 to record);
- involve the SENCO, who should collect relevant information from parents and external agencies that may already be involved with the pupil (questions to support the next steps on Form 2)
- open an individual special needs file to be held by the SENCO;
- Ensure that a review date is set.

Pupil Passport

A Pupil Passport must only record strategies that are additional to or different from the normal differentiated curriculum. Teachers should:

- focus on 3 or 4 targets;
- show the teaching strategies;
- show success/criteria;
- record the review date. The Pupil Passport and pupil's progress should be reviewed with the SENDCO, parents, teacher (as appropriate) and pupil (if possible). At the review, progress should be recorded and new targets set.

Stage 2

At this stage SENDCO and staff involved should:

- ensure that relevant records and information are available for external specialists to use;
- liaise with the external specialists and make sure their advice and support are made available to all concerned (including parents, and pupil if appropriate).
- work together with the specialist agent/s to decide on a new Pupil Passport to include targets and teaching strategies.
- ensure a review date is set

Stage 3

STATEMENTED/EDUCATION, HEALTH AND CARE PLAN PROVISION

When the LEA is considering an assessment, the school will need to provide evidence of:

- identification of difficulties;
- records of the pupil's progress in National Curriculum tests and any other standardised test results;
- advice from outside agencies which has already been gathered and acted upon;
- parental views.

3. MEASURES ENSURING ACCESS TO BROAD AND BALANCED CURRICULUM

This is evident through careful planning; members of staff ensure that the curriculum contains work which is differentiated for a pupil with SEND. To assist, the following adjustments can be implemented within the School:

- Differentiation in the curriculum
- Variety of grouping/setting systems.
- Opportunity to have assessment by the SENCO, who can then support differentiated curriculum planning and/or an IEP.

4. PROVISIONS:

As a School, we offer on site SEND provisions to ensure that we cater for the needs of all our pupils. The purpose of the additional provisions, to our main school, is to allow bespoke curriculums for our pupils with specific SEND needs. As of September 2020, we provide the additional provisions below, more information on each of the provisions can be accessed via a request to: headspa@st-paulshigh.net or l.huddleston@st-paulshigh.net (SENCO)

- The Achievement Centre
- The Resource Provision
- The New Horizons Provision
- Key Stage 3 Nurture Classes
- External Tutoring programmes to support Literacy across the Curriculum

5. CLASSROOM TEACHER SUPPORT TO ACCESS THE CURRICULUM:

Cognition and learning:

- Classroom positioning (front to avoid distraction or back to avoid need to look around or close to peer role models)
- Break larger tasks down in to chunks in class and for homework
- Providing facility for homework to be done at school
- Provide sample work to model what is required
- Reduce length of assignments required
- Provide list of steps to complete task
- Provide sample work to model what is required
- Reduce length of assignments required
- Provide list of steps to complete task
- Provide reader, scribe or prompter
- Allow extra time for exams/testing / rest breaks
- Allow testing in separate distraction free room
- Allow extra time in class and in exams/ use timers
- Teach specific memory techniques/ Provide memory aids
- Personalising work topics to increase pupils' level of intrinsic interest

Language and Communication

- Actively teach social skills
- Teach child active listening skills
- Directly teach non-verbal cues
- Provide speech and language therapy

SEMH

Plan to catch student doing the right thing and reinforce/ seek out opportunities for child to show strengths

- Provide opportunities for pupil to have positions of responsibility
- Provide opportunity for pupil to develop relationship with those with responsibility for discipline
- Arrange structured activities during break time
- Have calm space
- Provide counselling
- Give child opportunities to be responsible
- Use individualised reward system
- Pair with role model buddy
- Additional adult support for transition times
- Provide play therapy
- Provide nurture groups
- Provide additional adult support during less structured time

Dyslexia Support

Provide coloured overlays as some dyslexic learners can experience visual discomfort when they read black text on a white background which can make reading more difficult

- Provide handouts in lessons rather than asking pupils to copy text from the whiteboard or take notes
- Provide all handouts on coloured paper (if required)
- Use a sans serif font on all printed materials, such as verdana, arial or calibri and make sure the font is at least 12 point or above
- Change the background colour of a whiteboard or computer screen
- Provide highlighters so learners can track text that has been read, or highlight important pieces of information
- Provide access to assistive technology such as a computer for pupils who find it difficult to read large amounts of text or to write quickly enough in class
- Use multi-sensory ways of teaching
- Allow additional 'thinking' time
- Break information up into smaller 'chunks'

Autism:

- Staggering the start/end of the school day allowing the pupil to come into the school building earlier, or later, than other pupils to avoid the noise and commotion of the playground and the school bell.
- Allow pupils to leave classrooms early when changing lessons, to avoid crowds and the hustle and bustle of corridors.
- Putting felt pads under chair legs to prevent the scraping sound of chairs being pushed back on a classroom floor.
- Allowing the use of ear defenders or headphones to block out noises such as school bells, or the use of sunglasses or blackout blinds.
- Creating a safe place where an autistic pupil can feel calm, for example a play tent in the classroom; a screened off workstation or area in the classroom; a quiet room in the school; being in the company of a trusted member of staff.
- Allowing the use of a 'fiddle' toy.
- Time out/stress alert card – a pass, which gives the pupil permission to leave the room.
- Different arrangements for breaks and lunchtimes, for example setting up a quiet lunchtime club or allowing an autistic pupil to go into the dinner hall before others.
- Ensuring classrooms are uncluttered with minimal décor and wall displays.
- Encouraging physical activity exercises or breaks, to help alleviate stress.
- Allowing the pupil to 'stim' (rocking, spinning, hand/finger flapping).

Physical Disability:

- Provision of larger computer monitors, large print or information on audio tapes for those with a sight impairment;
- Teaching assistants to assist disabled pupils with a mobility impairment;
- Training a member of staff in British Sign Language so they are able to communicate with pupils with a hearing impairment; or
- Portable ramps or handrails for those with a physical impairment.

6. EXAMINATION ARRANGEMENTS

Where pupils have certain SEND, the school is able to request extra time in public examinations; this is done by the SENDCO & Examinations Officer. Where extra time is applicable, the school will apply when appropriate to End of Year Examinations and Mock Public Examinations. Where examination boards grant a pupil the right to use a computer in a public examination, the school will provide and set up a computer as appropriate for the particular examination.

7. REVIEW MEETINGS

The SENDCO will be available for one formal review meeting each year for children with SEN.

8. **COMPLAINTS PROCEDURE**

Complaints about SEND provision should follow the school's Complaints Procedure

Appendix

Reasonable adjustments decision-making checklist

To determine whether a person meets the requirement of “reasonable adjustment” in a particular context is agreed by key stakeholders within the School.

The form below aims to take you through a structured decision-making process, by recording your decisions and evidence in this structured way, you should be well-prepared to explain your view to others if you are ever challenged on your conclusions.

Form 1

Name of pupil:

Class Code:

Teacher:

If the answers to all the following questions is “yes”, then a process for ‘reasonable adjustments must begin:

- How would you best describe the impairment? (please read the Government guidance centred on ‘disability’)
- Does the impairment have an adverse effect on their ability to carry out day- to- day activities?
- Does the impairment have an adverse effect on their ability to access the curriculum?
- Is the impairment long term (12 months)?

If the pupil has a 'disability' (Form 1), then 'reasonable adjustments' must be made:

Form 2

- Will the pupil be put, or is the pupils being put at a disadvantage in comparison to pupils who are not disabled?
- Is the disadvantage caused by a provision, practice or school?
- Is the disadvantage caused by a lack of service?
- What steps could be taken to avoid putting the pupil at the disadvantage identified?

Form 3 must be used when determining factors in the identification/ referral process by the SENCO and key stakeholders in school, to best support a pupil and the actioning of 'reasonable adjustments':

| Check list of considerations (Examples – others may be included.)⁴ | Comments |
|--|-----------------|
| The extent to which support is available from the local authority or health service | |
| Overall resources of the school and the availability of financial or other assistance | |
| Financial or other cost of making the adjustment(s) or providing the aid or service | |
| Effectiveness of step(s) to avoid or overcome the disadvantage | |
| The practicability of the adjustment(s) | |
| The effect of the disability on the individual | |
| Health and safety requirements | |
| The need to maintain academic, musical, sporting and other standards | |
| Interests of other pupils or prospective pupils | |
| Interests of and impact on the staff ⁵ | |

| | |
|---|---------------|
| Overall charging policy of the school e.g. are charges levied on other categories of pupil ⁶ | |
| Other regulatory or legal requirements | |
| Other | |
| CONCLUSION: In the light of the above, is it reasonable for this school to have to make this adjustment or provide this auxiliary aid or service for this pupil? | Yes/No |

Conclusion

When we have concluded this thorough process of consideration, supported by conversations with parents and the pupil, and anyone else (e.g. class teachers and other experts) that:

- at a substantial disadvantage
- that it is reasonable for the school to have to take the step or provide aid or service

For these adjustments are “reasonable adjustments” and it is unlawful to charge for reasonable adjustments.

Note: Considerations of cost will have been considered in the process of deciding what is reasonable for the school to have to do or provide without charge.

If we have concluded that it is not reasonable for the school to have to take the steps or provide the aids or services identified for the pupil in question, then the school is not obliged to do so.