

# Reasonable Adjustments

For Schools & Academies



# The Legal Context



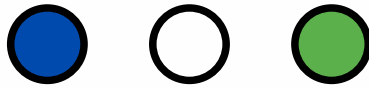
”All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.”

**SEND Code of Practice 2015**

All teachers are teachers of SEN pupils.  
All teachers are teachers of neurodiverse pupils.

# Arriving at School



Provide an alternative way of entering the school.  
This could be a slightly different time, different entrance point or being greeted in a specific way by someone agreed with the child/young person.  
Agree a back up for when key person is unavailable

Adjust uniform expectations  
based on individual sensory requirements

Ensure your setting's behaviour and attendance policies are inclusive and allow for individual SEN differences

Ensure all staff have an understanding of autism and are aware of adjustments in place for individual pupils, so they don't cause confusion or challenge where it is not appropriate

Develop and maintain an active relationship with parents and communicate about the school day where appropriate

Agree a communication passport with and for the individual and share with all that will communicate

Identify a safe person that the pupil is familiar and comfortable with. Allow time and space with that person to share and address any issues as they arise

# The School Day



Identify areas of the setting or parts of routine that are okay and those which are not and use this to inform adjustments

Choose a calming activity on starting the school day and following transitions before learning expectations

Assess and plan for sensory differences using WTT's Positive Sensory Profiling tool

If anything needs to change, agree with parents and pupil about the best way to share this e.g. prior to coming into school, on arrival or just before. For some pupils, more warnings equals more anxiety

Prioritise what you all hope for out of the day

Support pupils to breakdown tasks into a way that works for them e.g. chunking, task list, to feel successful

Remember that one size does not fit all. Reasonable adjustments for one pupil will be different to another

Allow for fluctuations in capacity and adjust accordingly

Adjust whole school gathering expectations

Click [here](#) to download the WTT Positive Sensory Profiling tool

# In the Classroom



There should be a class visual timetable for all pupils to show the current school day and what is happening.

This should be actively used e.g. Items removed as they are completed, moved to show changes as they arise

Alongside, the pupil may need their own personalised version if their day is slightly different.

This adds structure and predictability

Present the visuals in an accessible way to the pupil. Use objects, photos, symbols, words.

You could also use their interests

If you say you will do something, remember to follow through - trust is broken easily and impacts progress

Use the Positive Sensory Profile and the principles within the SPELL approach to identify sensory approaches and adaptations possible within the environment to support the specific, individual needs

Be aware that not all pupils like "Time-out" cards as they draw attention - they may need a discreet signal which can be identified in their communication passport

Adapt work expectations to show what am I doing, how much do I need to do, how to do it and how will I know when I'm finished?

Provide limited and meaningful choices

# In the Classroom



Use the pupils interests. These provide intrinsic motivation and a calm space for learning

Beware of asking to multi-task e.g. Listen and take notes

Use a calm voice. Other pupils or the class being "told off" can feel personal to the autistic pupil. They may not recognise it doesn't apply to them

If the class are sanctioned for something that the pupil was not part of, they will see this as highly unfair and wrong. Be prepared to have an excellent explanation if you do this!

Allow processing and take up time. It can take longer for autistic pupils to process and respond to verbal information. Recovery or regulatory time may also be needed after a particularly difficult event has occurred.

Don't punish or sanction for anything caused by their differences eg taking longer to process or action something

Consider seating arrangements and discuss with the pupil

Consider the aims of group work remembering that social situations can also be cognitive work , so is their objective academic or social in this context? It may not be able to be both

Talk to the pupil about their perceptions and actively listen to their perception which will likely be different to yours

# Break & Lunch Times



Identify a safe place the pupil can go

Identify safe people they can access

Identify activities they can engage with at these times, adding structure to the unstructured to reduce anxiety

A safe place to eat

Going in before or after the hall is busy, to get their food

Forewarning of the menu for hot lunch so they can plan their choice

Access to sensory activities for input/regulation

Use of their interests for activities.  
If there is not a club then consider starting one!

Lunchbox/snack rules may need relaxing to allow for safe foods/drinks in school

Adult prompts/support to eat and drink

Scaffolding for social situations

Identifying what the pupil wants at these times.  
Do they want social or alone time before more learning?

# Exams & Homework



Extra time for processing information and responses

An alternative space to allow focus and reduce anxiety

Accommodations that are part of classroom practice  
Should be in place in exams and documented to be so

Preparation - having had experience of test papers, being able to discuss expectations, language use, inference, problem solving and breaking a problem into steps

Have processes that allow homework to be completed at school e.g. at lunchtime, in a homework club

If homework does go home, work with parents and the pupil to set small reasonable expectations for success

Be sure to document any reasonable adjustments you have tried and the impact they have had. This is invaluable information for the future for your pupil, your setting and the family.