



REASONABLE ADJUSTMENT POLICY

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Review Frequency – 1 Year

Review Date – November 2024

Person responsible for the Policy – J Smith

Ratified by Governors - December 2023

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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

- 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 in the Academy

Northampton Academy is an inclusive school, 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 (see below and Behavior Policy for more specific examples)
- Specific and personalised adjustments to the school's uniform policy
- Examination access arrangements
- Allowing students to use the lift
- Toilet passes
- Allowing students to type instead of handwriting an extended piece of work
- Handouts to be printed in large font
- 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
- Use of subtitles on videos to support hearing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times

Behaviour Management

At Northampton Academy 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 student teacher relationship and want to ensure we develop student's character and they make excellent progress. Our behaviour system is based around our school values.

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.

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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 pupil passport outlining adjustments and strategies to be put in place. This will be shared via CPOMS with all that students' teachers.

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.

Students in both groups are supported through the Pastoral and SEND teams. Their care, provision and support are discussed regularly at our weekly Wave 3+ Student Action meetings. Referrals to outside agencies are made to access specialist support where appropriate and strategies are consequently shared with the student's teachers.

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 would include (not an exhaustive list):

- Extra warning in class removal system (Warn, Move, Remove)
- 3 removals instead of 2 removals to trigger internal exclusions
- 9 moves instead of 7 to trigger an internal reflection
- Time out cards
- Student passport sent through to all teachers outlining the concerns and suggesting strategies to support
- Pastoral or TA support in the lessons. Where capacity allows this.
- Break and Lunch support
- Careful consideration to seating plans
- Traffic lighted timetable
- Referral to alternative provision

The reasonable adjustment plan will be decided on a case by case basis by the SENCO and the Director of Key Stage or member of SLT. This plan will be communicated internally to staff via CPOMS and Advice to Support Learning sheets. This will also be clearly communicated and agreed with the student and parent/carer.

Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

**WHAT ARE THE OVERALL AIMS OF THE CHANGE?
WHY ARE YOU PROPOSING IT?**

The aim of this policy is to provide a framework to ensure that the policy has the procedures and guidelines in place to ensure that all stakeholders are fully supported.

**GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES
DOES YOUR DATA/ INFORMATION HIGHLIGHT?**

Everybody is included within this policy, and all groups are given equability in regard to their needs and provisions.

**HOW COULD THE PROPOSED CHANGE IMPACT
POSITIVELY/ NEGATIVELY ON GROUPS WITH
PROTECTED CHARACTERISTICS?**

This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs.

**WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY
NEGATIVE IMPACT?**

No negative impact to having this policy

**IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN
LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?**

No negative impact to having this policy

RECORDING FINAL DECISION

This policy will go to governors for approval

Linked Policies:

- SEN Policy
- Behaviour Policy
- Uniform Policy

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