

Reasonable Adjustments

Under the **Equality Act 2010**, schools have a legal duty to make *reasonable adjustments* to ensure that disabled pupils are not placed at a substantial disadvantage in comparison to their non-disabled peers. These adjustments are intended to promote equality of access and participation across all aspects of school life.

A pupil is considered disabled under the Equality Act 2010 if they have:

"A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

In accordance with this duty, schools are required to take proactive steps to ensure that disabled pupils can:

- Participate fully in the educational curriculum; and
- Access the full range of benefits, facilities, and services provided to all pupils, including extracurricular activities and school trips

Examples of reasonable adjustments may include:

- **Modifications to the physical environment** (e.g., the installation of ramps or accessible toilet facilities)
- **Adaptations to teaching methods or curriculum delivery** (e.g., the use of visual aids or differentiated instruction)
- **Provision of auxiliary aids and services** (e.g., specialist equipment, assistive technology, or additional adult support)
- **Adjustments to school policies or practices** (e.g., alternative assessment arrangements or flexible behaviour policies)

These measures are essential in ensuring that all pupils, regardless of disability, are supported to engage fully and equally in their education.

What Is Considered ‘Reasonable’?

The term “reasonable” is not explicitly defined within legislation. Consequently, there is no definitive line delineating what constitutes a reasonable adjustment. Determining whether an adjustment is reasonable requires an individual assessment based on the specific circumstances of the school or local authority.

When considering what constitutes a reasonable adjustment, the following factors are typically taken into account:

- The extent to which special educational provision is already provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources available to the school and any financial or other assistance accessible
- The financial and practical costs involved in implementing the adjustment
- The likely effectiveness of the proposed adjustment in alleviating the substantial disadvantage experienced by the disabled pupil
- The practicability and feasibility of the adjustment
- The nature and extent of the pupil’s disability and its impact on their educational experience
- Health and safety considerations
- The necessity to uphold academic, musical, sporting, and other standards
- The interests and welfare of other pupils and prospective pupils

Schools are not required to make or finance adjustments that are deemed unreasonable. Furthermore, while the legal duty to make reasonable adjustments applies specifically to disabled pupils, many schools choose to provide comparable support to other pupils with additional needs where appropriate.

Reasonable Adjustments

Below is a list of adjustments that The Folkestone School for Girls considers reasonable for each area of need. This list is not exhaustive, and we will always assess each pupil's needs on a case-by-case basis.

Area of Need	Reasonable adjustments
Cognition and Interaction	<ul style="list-style-type: none">• Access to and use of sensory/fiddle toys• Time out card• Pupil passport• Access arrangements in exams• Adjustment to seating in a lesson• Access to specific 1:1 or small group interventions• Ear defenders• Early lunch pass• Access to Loft (SEN area/quiet space) during unstructured times.• Pre-warning of fire drills or major announcements - where possible• Delayed or early movement between lessons• Adjustments to uniform and footwear• Adjustments to homework - extensions or reductions• Access to learning breaks• Use of a chrome book (sufficient evidence of need will need to be provided)• Peer mentor / Buddy• SEN Key worker• Nurture tutor time• Support with transitions into school - soft landings

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	<ul style="list-style-type: none">• Enhanced communication plan agreed with parents - this may include more regular phone calls• Learning breaks• Considerations to curriculum load• Considerations to timetable• Access to the Loft for break and lunch• SEN support on trips/visits
Social, Emotional and mental health	<ul style="list-style-type: none">• Access to the Loft (SEN area) as a safe space including unstructured times of the day• Reasonable adjustments to behaviour policy• SEN Keyworker offering 1:1 mentoring support• Access to 1:1 and group interventions• Pupil passport• Adjustments to seating position in a lesson• Adjustments to curriculum topics if needed• Movement breaks• Soft landing / Nurture form• Time out card• Joint safety planning with parents and external agencies• Adapted curriculum offer• Adjustments to uniform• Fidget toys• Access arrangements in exams• Considerations to curriculum load• Considerations to timetable• Jump the queue - break and lunch pass

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Cognition and Learning	<ul style="list-style-type: none">• SEN Key worker if needed• Pupil passport• Printouts of PowerPoints and worksheets• Extra time in tasks and assessments• Deadline extension or reduced homework load or substitute an alternative staff• Dyslexia friendly font used in lessons/presentations• Ensure the pupil is not asked to read in front of others• Use of a chrome book• Use of a reading pen• Adaptation to seating• Provide with left/right handed pens and pencils as appropriate• Access arrangements in exams• Use of whiteboard in lessons• Use of notepad to communicate with adults
Sensory and/or Physical	<ul style="list-style-type: none">• SEN keyworker if needed• Ear defenders / ear loops• Adjustments to equipment• Access arrangements in exams• Adaptation to seating arrangements• Use of chrome book• Adjustments to uniform / footwear• Learning breaks / Movement breaks

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| | <ul style="list-style-type: none">• Jump the queue - break and lunch pass• Access to and use of sensory/fiddle toys• Time out card• Pupil passport• Adapted curriculum offer• Considerations to curriculum load• Considerations to timetable• Delayed or early movement between lessons• Peer mentor / buddy• Toilet pass |
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