

SUMMERFIELD EDUCATION CENTRE



CARING

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UNDERSTANDING

**Supporting students on
their path to success**

Reasonable Adjustments Policy

Policy Date: April 2021

Review Date: April 2022

Policy Authorisation

T. E. Whitehouse
Head Teacher

Introduction

Summerfield Education Centre is committed to treating its pupils and prospective pupils fairly. According to the Equality Act 2010, the School must take reasonable steps to ensure that disabled pupils and prospective pupils are not put at a substantial disadvantage by comparison with pupils and prospective pupils who are not disabled.

Summerfield recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and prospective pupils and some of the factors the School may take into account when considering requests for adjustments.

When does the duty arise?

Summerfield has a duty to make reasonable adjustments for pupils and prospective pupils who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and prospective pupils who do not have disabilities.

A pupil or applicant is disabled if he/she suffers from a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, but not all, a disability will have lasted or be likely to last for 12 months or more. Summerfield in some cases identify and commence referrals for some children that have previously unidentified difficulties; these children would be included in this policy.

What is the scope of the duty?

Summerfield seeks to ensure that disabled pupils and prospective pupils are not put at a substantial disadvantage by making reasonable adjustments:

- to our provision, criterion and practices (i.e. the way the School does things); and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

remote learning

- reduced timetable
- ARC services
- pieces of equipment, for example laptop;
- extra staff assistance, including one to one provision;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers;

What is not covered?

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, the School does not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School.

How do I request an adjustment?

The School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled pupil or prospective pupil. However, the School cannot always think of all possible adjustments and wants to work with parents/carers to think as creatively as possible about this matter.

If your child is disabled and you believe that he/she is being put at a substantial disadvantage compared with pupils without disabilities and there is a reasonable adjustment that the School could make which would overcome this, you may contact the Head Teacher or Deputy Head Teacher & SENCo, setting out in full the suggested adjustment and (if necessary) how the School could put this into practice.

The School's response

In some cases, the School will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment satisfies the non-cost related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, the School may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or prospective pupil is suffering and what measures it is reasonable for the School to take. In these cases, the School may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the School decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the School may consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil or prospective pupil;
- the cost of the proposed adjustment;
- whether it will be provided under Education, Health and Care Plan (EHCP) from the Local Authority;
- the School's resources;
- health and safety requirements;

Confidentiality

You (or your child if the School believes he/she has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the School. The School will take any such request into account when considering whether an adjustment is reasonable.

Outcome

Once the School has determined whether the relevant adjustment is reasonable, the School will contact you, setting out its decision and the reasons. Any future adjustments will be outlined in an agreement requiring parents/carers signature (this may be an online form).

What can you do if you are not happy with the School's decision?

If you are not happy with the School's decision about the reasonableness of any proposed adjustment, you may lodge a complaint using the School's Complaints Procedure.