Supporting children and young people with Special Educational Needs and Disabilities

Guidance for Education Settings
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1. Introduction

This guidance is intended to support education settings in providing details of reasonable adjustments and relevant and purposeful measures for a child with special educational needs and or a disability prior to:

- any consideration of an assessment from an external professional
- any child being excluded
- any consideration of an education, health and care plan referral

It is important to note that this guidance does not contain an exhaustive list of all strategies but is a useful reference point for teachers and SENCOs. While strategies have been listed under one particular SEN category, these are interchangeable, for example, the Autistic spectrum disorder strategies may also be applicable to a pupil with social, emotional and behavioural difficulties. Professionals should use their judgement regarding the appropriateness of strategies for individual pupils and seek advice from external specialists for children who require a higher level of intervention.

2. Rights and Responsibilities

What is the definition of Disability?

A disabled person is someone who has:

> ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Explanation of the definition…

- ‘physical impairment’ includes sensory impairment
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness

This can include a wide range of impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a pupil is disabled. It is the effect on the child’s ability to carry out normal day-to-day activities that has to be considered.

‘Long-term and substantial’

‘long-term’ is defined by the Equalities Act as having lasted or being likely to last 12 months or more.

‘substantial’ means “more than minor or trivial.”

‘Normal day-to-day activity’

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger
**What is Disability Discrimination?**

Education Settings must be anticipatory and reduce/remove any barriers that they face to ensure a disabled child is not put at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and “education and associated services” - a term that covers any aspect of school life which will include the curriculum, after-school clubs, break/lunch time, school trips, participation in school concerts/performances...

Please note that exclusion is *not* a reasonable adjustment and would put a child at a substantial disadvantage. If the exclusion is for a reason relating to a child’s disability it may amount to discrimination.

The governing body is the “responsible body” for the equality duties and needs to ensure that all employed within a school - staff or volunteer - is aware of their duties to disabled children.

If a parent believes that their child has been discriminated against, they can make a claim of disability discrimination to the Tribunals Service. If the tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit.

**What about Diagnosis?**

The existence of an impairment or condition should not be confused with whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

**What is the definition of special educational needs?**

The Special Educational Needs and Disability Code of Practice states that:

> ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> * Has a significantly greater difficulty in learning than the majority of others of the same age, or
> * Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions’

Therefore, the definition of learning difficulties in the legislation includes children who have a disability and who need something additional or different to be provided for them. So, for example, a child with a visual impairment who needs materials to be provided in an enlarged font is defined in the legislation as having a learning difficulty even if they are not behind in their learning.

**Special educational needs and disability (SEND)**

Many children who have SEN will also be defined as having a disability under the Equality Act 2010. It may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer.

However, not all children who are defined as disabled will have SEN. For example those with severe asthma, arthritis or diabetes may not have SEN but they have rights under the Equality Act. Similarly, not all children with SEN will be defined as having a disability.

**Examples**

Adam aged 8 has asthma which affects his day to day life and he requires medication and adjustments to his school timetable to ensure that the effects of his asthma are minimised. However Adam is a bright boy who is able to participate in the curriculum without any need for support. He has a medical condition which requires adjustments under the Equality Act but he does not have a special educational need.

Claire aged 12 has diabetes type 1 which affects her day to day life and she requires monitoring of her blood sugar levels and the administering of insulin. She requires adjustments under the Equality Act to her school day to enable her to monitor her blood sugar and take medication when required. Claire has no learning difficulties but has a medical condition however she does not have a special educational need.
Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Making reasonable adjustments

Education settings are required to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. The following key factors should be considered by the education setting:

- A vision and set of values based on an inclusive ethos
- A “can do” attitude from all
- A pro-active approach to identifying barriers and finding practical solutions
- Strong collaborative relationships with children and parents
- A positive approach to managing behaviour
- Strong leadership by senior management and governors
- Effective staff training and development
- The use of expertise from outside school
- Building disability into resourcing arrangements
- A sensitive approach to meeting the needs
- Regular critical review and evaluation

\[
\text{DISABILITY} + \text{REASONABLE ADJUSTMENTS} = \text{EQUALITY}
\]
<table>
<thead>
<tr>
<th>The can’t do attitude</th>
<th>The can do attitude</th>
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| **“He can’t go on the school trip. It’s a health and safety issue.”** | The Department for Education (DFE) emphasises the inclusion of all pupils; “every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate”.  
Health and Safety considerations are a crucial part of the planning of any school trip. They do not bar disabled children from participating.  
In line with the guidance, a risk assessment needs to be carried out and reasonable adjustments for disabled children should be part of this risk assessment. |
| **“We can’t change this because of the National Curriculum”** | The National Curriculum Inclusion Statement 2014 sets out three principles that are essential to the development of a more inclusive curriculum.  
These are:  
- Setting suitable learning challenges  
- Responding to children’s diverse learning needs  
- Overcoming potential barriers to learning  
Rather than constraining what schools can do, the National Curriculum requires schools to adapt their approach to ensure all children can access the curriculum. |
| **“We can’t take this child unless he has full-time support.”** | A support assistant may be an important part of a pupil’s special educational provision, but placing conditions on the admission of a disabled child, or potential pupil, may amount to discrimination. It is very important not to jump to conclusions about what support is required for a child. The provision should enable the pupil to become more independent rather than dependent on a particular person. |
| **“Their attendance at our school would be incompatible with the efficient education of others.”** | If the child has never attended your school, experienced your environment and never met your teaching staff - how can you judge? There are so many variables, so the legislation will assume that all schools can make reasonable adjustments and, if after a period of time, this is proven to be difficult, it is then reasonable to consider other options. |

A responsible body is not required to remove or alter a physical feature of the school. However schools will have their own accessibility plan. Should a parent consider that a school has discriminated against their child they do have the right of appeal to the Tribunals Service against the school.
2. Recommended Strategies for SEND

This section deals with examples of generic strategies which may be implemented in support of differing types of special educational need.

**Relevant and purposeful measures:**
- Whole school and individual teacher planning to ensure that clear and realistic targets are set for each pupil
- SEN Support plans should include outcomes and targets relating to a pupil’s SEN
- Any outside agencies recommendations should be reflected in the outcomes and targets
- Learning outcomes should be clearly defined and shared with the child
- Activity tasks should be interesting and engaging
- Opportunities should be provided for the child to transfer learning from one situation to another
- Enable staff to access specialist training thereby increasing their capacity to meet the needs of children
- The school should have an ethos of sharing good practice with opportunities for staff members to support each other and should self-evaluate their practice.

**Reasonable Adjustments to include all pupils in the life of the school and ensure curriculum access**

**Environment**
- Modify workspaces to avoid clutter and minimise distractions
- Provide visual timetables
- Noise level and lighting should be conducive to work
- Consideration should be given to seating arrangement
- Appropriate resources/equipment should be organised and readily available for all pupils when needed

**Curriculum**
- Use of materials in alternative formats e.g. audio, large print, use of chapter summaries
- Use of cues for spelling, written work e.g. word lists, wall posters, charts
- Use of spellcheckers
- Peer readers/paired reading
- Books and materials should be matched to pupil’s reading level
- Prepared hand outs and notes to be made available
- Individualised instructions
- Differentiated homework
- Short work assignments
- Use of ICT interactive software
- Variety of teaching approaches
- Pupils to respond in a variety of ways e.g. oral, practical, written
- Sympathetic marking practices should be adopted
- The pupil should be included in extra-curricular activities
- Progress should be regularly monitored, recorded and achievement recognised with favoured activities
- Opportunities should be provided for pupil involvement in decision making and recording
- Opportunities should be provided to allow extra time to complete tasks and internal exams
- Opportunities to use a scribe
- Classroom procedures and rules should be made clear, understood by all pupils and consistently applied
- Clear instructions should be given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks should be managed smoothly and efficiently
- A variety of different actions (academic and behavioural) should be frequently noticed and praised
- A variety of praise and rewards should be used.
- Good communication and feedback on progress should be maintained between teacher and pupil
3. Autism Strategies

**Environment**
- Understand sensory issues and the impact of the school environment on the pupil (e.g. heating, lighting, smells)
- Use visual cues (objects, pictures) around the whole school to denote designated areas (including outside playground areas)
- Consider classroom design to ensure designated areas for specific activities e.g. individual workstation
- Provide designated area for relaxation (low stimulus)

**Behaviour**
- Identify high risk situations and times providing for additional supervision/support if needed
- De-brief pupil especially after break times or lunchtimes.
- Consider a buddy system
- Consider peer mentoring
- Complete risk assessment and management plans for individual pupils

**Teaching approaches**
- Use pupil specific motivators and interests throughout the day
- Reduce verbal instructions
- Establish routines and prepare for change e.g. “change card” or advanced verbal notice
- Use a specific visual schedule/timetable (e.g. objects, pictures, photographs)
- Teach specific social skills through Social Skills Picture Stories
- Teach object play skills (e.g. how to manipulate and use play objects)
- Provide opportunities for social imitative play
- Use a home-school communication diary
- Draw up a plan for key transition points.
- Use a work system to provide information about work sequence and what to do when completed
- Provide specific teaching of social skills e.g. how to start and maintain a conversation (consider Social Stories and Comic Strip conversations)
- Use circle time to teach rules of participation, listening, turn-taking
- Use pictures/photos or objects of reference to teach new concepts
- Encourage pupils to use their own method of communication e.g. signing, visual symbols or words to enable them to communicate their needs
- Designate a 1:1 support worker for primary aged pupils (where appropriate)
- Designate a keyworker as a point of reference for secondary aged pupils
- Use of a colour-coded timetable for all pupils
- Ensure homework is clearly and visually provided
- Provide visual reminders for deadlines
- Teach understanding of common metaphors and slang
- Provide assistance with recording e.g. provide hand-outs or give more time
- Provide assistance with study, revision and exam preparation e.g. use of mind-mapping (Secondary school pupils)
- Consider special examination arrangements (Access Arrangements)

**Example**
Tom has a diagnosis of ASD. He is 8 years old and in a class of 30 children and he is supported by a learning support assistant, individually and as part of a small group. His work is differentiated in order for him to access the curriculum. He follows a visual timetable so that he knows the structure of his day. The class teacher has set up a work station for him to go to in order to work on his individual programme.
4. Speech, Language and Communication Strategies

Teachers should consider the language demands of a whole class activity. Some pupils with language difficulties may struggle to understand group instructions and will need individual prompts.

Environment

- Consider where the pupil is sitting within the classroom
- Reduce background noise and distractions where possible
- Create distinct areas in the classroom for different areas of learning
- Label equipment and containers

Teaching Approaches

- Make the pupil aware of the teaching objectives
- Focus the pupil’s attention before giving instructions and ensure eye contact
- Before starting an activity, explain each step. Use clear simple language and be visual if possible e.g. use real objects, pictures, photos, symbols
- Encourage a routine at the start of every lesson e.g. pen, pencil, etc.
- Encourage the pupil to use strategies to process information such as repeating, silent rehearsal, identifying important words in the instruction
- Make the pupil aware of good listening skills by encouraging the pupil to explain what they have heard. This way the pupil will know his listening will be checked and the adult can also monitor the level of language that is understood and modify it accordingly
- When introducing new vocabulary consider using visual strategies e.g. multiple meaning tree, spidergram, word map
- If there is a sequence of instructions to follow, pause between each one to allow the pupil time to process the information i.e. chunk
- At times it can be helpful to emphasise key words by using slight stress and appropriate non-verbal communication
- Consider using visual task plans, action plans and frameworks
- If you have not understood what a pupil has said, say so and try to work it out together i.e. using pictures, objects and guesswork. Try not to keep asking the pupil to repeat it
- If a pupil cannot think of a word then try giving prompts
- Observe the pupil’s response to check the information has been understood i.e. through expression
- Have realistic expectations
- Give the pupil time to talk. The pupil may need more time to understand a question
- Try to avoid finishing the sentence for a pupil but repeat back what the pupil has said clearly and correctly so that good examples are heard i.e. model
- Remember…difficulties with spoken language will be reflected in written language
- Avoid using sarcasm, metaphors and idioms as these can be difficult to understand
- Encourage the pupil to tell you when he/she does not understand
- Refocus the pupil’s attention when necessary
- Use the pupil’s name frequently

Example

Mohammed is a 15 year old student with a diagnosis of Speech and Language Impairment. He goes to a mainstream school. He is supported to copy down his homework each lesson or given a printed sheet. He uses mind maps to learn new vocabulary as well as guidance on recognising idioms and metaphors. He is encouraged to tell the teacher when he has not understood a task. He has a named person he can meet up with at the end of each day to address any issues or concerns that have arisen during the course of the day.
5. Specific Learning Difficulties/Dyslexia

Teachers should consider the following strategies for those children that have a specific literacy difficulty:

**Teaching Approaches**

- Information presented on non-white paper
- Use of specific font – comic sans
- Appropriate lay out – 1.5 line spacing
- Use of colour coded lines to assist pupil when copying information
- Use of memory aids and resources should be clearly labelled
- Use of overlays where appropriate
- Use of visual aids for tracking
- Be aware of learning styles – all lessons should incorporate visual, auditory and kinaesthetic activities
- Keep verbal instructions clear and concise
- Use of individualised worksheets
- Encourage the underlining or highlighting of key words
- Use of standardised and diagnostic tests to inform realistic target setting / planning
- Use of IT interactive software e.g. Lexia (Foundation, Early Stage, Strategies to support older pupils), Nessy; Word Shark 3; Number Shark; Pen friend; Clicker; Writing with Symbols; Text Help-Read & Write Gold
- Books and materials matched to pupil’s reading interests
- Opportunities for a variety of pupil responses e.g. recording tables, bullet points, haiku, poems, TV reports, model, pictograms, verbal feedback, mind mapping – consider these responses especially in relation to homework
- Keywords and word banks should be clearly displayed on walls or tables or in subject specific books to encourage independent writing
- Visual timetables on desks for individual pupils
- Every class teacher should have a “dyslexia friendly tool box” – magnetic letters, IT software, electronic spellers, literacy games, word mats, coloured filters
- Encourage cursive writing
- Extra time to complete tasks/examinations to allow thinking time to process answers
- Extra time for copying down – hand-outs are more useful
- Use scaffolding such as writing frames and plans
- Classroom procedures and rules are made clear
- As appropriate, using pupil’s name, ask the instruction to be repeated
- Teach organisational skills – colour code timetable, books and rooms
- Use visual/pictorial aids where possible e.g. in canteen, map of school
- Develop a consistent marking policy
- Acknowledge the pupil’s strengths and focus on achievement

**Example**

Sarah is 10 years old and has a diagnosis of Specific Learning Difficulties. She uses coloured overlay when she reads and also during independent writing work. Every day Sarah has 15 minutes 1:1 support for her reading and word recognition using the Lexia Programme. She needs all verbal instructions relayed clearly and systematically in order for her to carry out her tasks.
6. Social, Emotional and Behavioural Difficulties

All school practices and procedures regarding behaviour management strategies must be communicated to all relevant school staff, parents, pupils and young people and comply with the school's Behaviour Policy.

Environment

- The learning environment should be safe, caring and positive with an ethos of mutual respect
- Organised so there is ease of access to resources and materials
- One that has a clear system for providing equipment for those pupils who do not bring pencils, rulers
- Able to provide appropriate storage for each pupil's belongings
- Able to provide a quiet area for usage when required
- An organised classroom layout which is flexible for appropriate delivery of different activities

Teaching approaches

- Able to help all pupils feel an active participant in following the agreed classroom rules
- Access to an individual timetable/schedule/Now and Then Board on desk/Task board
- Use of additional responsibilities/special rewards e.g. token system/ buddy system and peer support when appropriate
- Traffic light system (where orange is an opportunity to use 3 or 4 pre-agreed strategies to help a pupil get back to green)
- Offering a limited selection of choices and encourage pupils to participate in decision making
- Reminder of consequences and pre-agreed strategies they can use to de-escalate e.g. listening to music
- Have agreed rules, rewards and consequences that should be understood and clearly displayed and applied consistently and fairly
- Include opportunities to teach and model conflict resolution skills offering the pupil a dignified way out of conflict
- Provide opportunities for relationship and self-esteem building activities
- A range of teaching strategies and activities e.g. whole group, small group, pair work, individual, practical with clear and concise instructions
- Shorter work periods interspersed with practical activities/brain breaks to ensure there is appropriate time to complete a task
- Employ self-monitoring and self-assessment techniques
- Ensure there is a system of record keeping in place to measure progress e.g. reward chart, daily record book and there should be parental awareness of pupil reward system
- Be realistic in expectations of achievement and provide positive reinforcement at every available opportunity
- The use of a timer to stay on task and time warnings with use of visual prompt cards or social stories
- Encouragement to repeat instructions which have been given prior to task
- Ensure pupils feel they are known and valued members of the class and school e.g. “pupil of the day”
- Promote team-building activities that develop the cohesiveness bonding of the class
- Provide positive reinforcement at every available opportunity and encourage pupils to participate in decision making (where appropriate)
- Actively listen to pupils and be aware of what motivates them and show trust and give them responsibilities

Example

Tyrone is a 10 year old student with Social, Emotional and Behavioural Needs. He attends a local Special school where there are very clear and consistent systems which help him to manage his own behaviour better. He responds well to a daily reward system and visual prompt cards. His teacher provides positive feedback and reinforcement as much as possible.
7. Visual Impairment (VI) Strategies

Teachers need to check any medical information/educational advice provided by appropriate specialists before considering the following strategies:

Environment

- Carry out a risk assessment and develop a risk management plan
- Pupils should be encouraged to verbalise their needs both at a near and distant vision level
- Good lighting is essential – either an even light throughout the room or individual lighting
- Avoid glare. Position the pupil away from direct sunlight and adjust blinds or curtains accordingly
- Seat the pupil near to the main teaching activity
- Keep passageways in classrooms and corridors free of clutter
- Resources/equipment needs to be organised, labelled and easily accessible

Teaching approaches

- Appropriate modification of learning materials presented both at near and distance vision levels accompanied by verbal reinforcement of this information
- Use of large print dictionaries/atlas, talking calculator, Braille if appropriate, heavy lined paper, dark leaded pencils/black ink pens, high contrast rulers
- Examination concessions, both internal and external e.g. extra time, modified/enlarged print papers, reader (Access arrangements)
- Alternative methods of recording information in the classroom and for homework e.g. audio
- Address the pupil by name before asking a question
- Information should be available in alternative formats e.g. e-books, audio format, large print books
- Pupils should not be required to complete the same volume of work as their peers. At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
- Employ text formatting strategies e.g. Arial, size 18 point
- Utilise “Accessibility Options” on the computer to enable pupil to individualise settings
- Provide opportunities for the pupil to develop touch typing skills using recommended software
- Use contrast when presenting material
- Isolate the relevant section of maps/diagrams required to reduce the amount of information that needs viewed
- Provide information in advance of lesson so that the pupil has an opportunity to become familiar with the content
- Sympathetic marking practices
- Information in classrooms/corridors/notice boards should be displayed in an accessible format
- Employ a variety of methods for recording information e.g. computer, Dictaphone, diagram, mind map
- Use of a scribe where required
- Peer awareness of pupil’s disability and associated needs (as appropriate and in agreement with the pupil and parents)

Example

Aisha is 10 years old and she has a visual impairment. She wears glasses and her eye sight is regularly monitored by health professionals. In her mainstream class, her teacher makes sure that she sits at the front of the class during whole class teaching and that all texts are in big print. Her learning support assistant photocopies her reading book to enlarge the print in order for her to be able to participate in guided reading sessions and individual reading. She is monitored each term by an external visual impairment specialist who supports and trains the class teacher.
8. Hearing Impairment (HI) Strategies

Teachers need to check any medical information/educational advice provided by appropriate specialists before considering the following strategies. Hearing impaired pupils will have immature and delayed language relative to the severity of their hearing loss. Access to the curriculum will require considerable differentiation. Below are some useful strategies to consider:

**Environment**

- Provide effective amplification. e.g. hearing loops
- Seating position should be 1-2 metres from the teacher. The teacher should face the pupil to provide the best listening and lip-reading conditions
- Teachers should take care to position themselves carefully when teaching/speaking to a HI pupil as they will find it difficult to lip-read if their back is turned, writing on whiteboard, while walking around, when bending over equipment
- The pupil should sit where he has best view of the teacher and peers to facilitate lip-reading. This is usually on the window side of the room
- Seat pupil away from sources of background noise e.g. heaters, computers, busy sink...
- Ensure tables and chairs in the classroom have legs with rubber feet to minimise noise levels
- Use carpeted soft areas where possible
- Pupils and parents need to be made aware of safety issues relevant to subject areas e.g. Science/HE/TD and a risk assessment/risk management plan may be appropriate

**Teaching approaches**

- The teacher should speak clearly, not shouting but using normal rhythm and intonation, as these are important for comprehension
- Lip movements should not be exaggerated
- Remember a deaf child cannot lip-read and write at the same time, therefore cannot do dictation
- Break information/instructions down into chunks
- Allow time for listening, thinking and responding
- Take opportunities to extend the pupil’s language
- Appropriate modification of reading materials such as use of flashcards
- Do not assume that a hearing impaired child will understand what he/she can read. Check comprehension through discussion and sensitive questioning
- Present things visually where possible
- Check the pupil has understood instructions/information especially if given in large group settings such as assembly
- Ensure homework requirements are fully noted in home/school diary
- Examination concessions, both internal and external e.g. extra time, reader. (Access arrangements)
- At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
- Provide information in advance of the lesson so that pupils have an opportunity to become familiar with it
- Ensure that class activities are inclusive for all pupils
- Employ a variety of methods for recording information e.g. computer, diagram, mind map
- Use of scribe
- Reduce quantity of information required
- Be sensitive to the pupil’s difficulty to access all speech sounds (spelling, word attack skills)
- Peer awareness of pupil’s disability and associated needs (as appropriate and in agreement with the pupil and parent)

**Example**

Jason is a 6 year old boy who has a diagnosis of a hearing impairment. He wears hearing aids and has regular checks from the relevant health professionals. In order for Jason to follow what is happening in class his teacher and the class learning support assistant always checks that he is looking at them so that he can lip read. Jason is a bright boy and requires no additional adult support in the classroom.
### 9. Physical Disability Strategies

#### Environment

- In the first instance ensure that the environment is safe
- An inclusive classroom environment to provide opportunities for participation in all activities
- Consider ramps, automated doors and lifts in the setting environment to support accessibility
- Being aware of the building’s emergency evacuation plan and ensuring that it is manageable for pupils who have mobility impairments
- Arrange the room so that everyone can move around easily
- A larger desk or adjustable height desk
- You should ask the pupil where they would like to sit in the classroom
- Space needs to be made available in the classroom or close by to store equipment e.g. wheelchair/walking frame
- Appropriate seating is made available
- Plates with raised rims for easier scooping, utensils with built-up handles, cups with weighted bottoms, handles or cut out rims for lunch time use
- Ensure that all environments for educational school visits are fully accessible and a risk assessment is carried out prior to the visit

#### Teaching Approaches

- Setting up a buddy system so that another pupil can support with getting around the school site and at playtimes
- Extra time needs to be given to travel between lessons e.g. leaving class 5 minutes earlier than other pupils and arriving early to settle in and prepare prior to the lesson
- Specific time to be given to allow for the delivery of physical therapy programmes
- Opportunities to move around and use of a standing frame if required
- For students who have low mouth tone - an alternative presentation format in place of an oral presentation
- Use of assistive technology e.g. to support handwriting/recording/communication
- Various slant boards to place on the lap tray or table to accommodate books, writing material, keyboards, switches, etc
- Electronic pointing devices
- Be flexible in teaching approaches and involve the pupil in making decisions about their learning
- Develop opportunities for the pupil to be as independent as possible
- Providing time for re-teaching. Instruction may need to be paced differently for a student with a physical disability
- Consideration that pupils with physical disabilities can tire easily and may need time out from the classroom
- Modifying demands for the volume of work produced. If a concept is understood, extra practise may take more time for the pupil than is required.
- Allowing in-class written work to be completed at home (if necessary and agreed by school and parents)
- Assistance with dressing, fastening clothes, shoes and other self-care needs
- Ensure that there is adequate opportunity for involvement in extracurricular activities

#### Example

Mohammed is a 10 year old disabled pupil with cerebral palsy. He uses a manual wheelchair occasionally but not every day. The wheelchair he normally uses is being repaired. The school has a wheelchair which it allows him to use in school until his is repaired. This is a reasonable adjustment for the school to make because the school already has this resource available. However, if the school did not have a wheelchair it may not be expected to purchase a wheelchair for the pupil as a reasonable adjustment for this limited period of time.
11. Frequently asked questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>If a school provides a disabled pupil with a piece of equipment, whose</td>
<td>The school duty includes making sure that the reasonable adjustment provided actually works, so they are responsible for the maintenance and repair of the piece of equipment. However, schools may want to work with other schools in their local area or with the Local Authority to share resources both in terms of equipment and the maintenance and repair of equipment.</td>
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<td>responsibility is it to ensure the equipment is looked after and is</td>
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<td>repaired when necessary?</td>
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<tr>
<td>A disabled pupil is supplied with a Laptop with specialised software</td>
<td>The school's duty is to avoid the substantial disadvantage experienced by the disabled pupil whilst they are accessing the education and other benefits, facilities and services. A school is not required to provide anything which the pupil requires outside of education. However, allowing the pupil to use equipment for homework is likely to be a reasonable adjustment, even where this entails using it after school hours or off school premises, since this relates to the pupil's education.</td>
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<td>which he uses to access the curriculum at school. Should he have access</td>
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<td>to it at home so that he can complete his homework?</td>
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<td>Can a school charge disabled pupils or their parents for the additional</td>
<td>No the Act prohibits schools from passing on the cost of reasonable adjustments to the disabled pupil.</td>
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<td>cost of providing auxiliary aids?</td>
<td></td>
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<tr>
<td>It can be difficult to include disabled pupils on residential school</td>
<td>The Act does not require school trips to be cancelled or any other activities arranged for pupils but it does require schools to look at ways to ensure that disabled pupils are given the same opportunities to participate as other pupils. This might include considering alternative trips to the ones previously arranged by the school, providing additional assistance to enable the disabled pupil to attend. As most disabled pupils will have been known to the school for some time, the need for careful planning and for alternative options to be explored should have been foreseen. By working with disabled pupils and their parents, who will have experience of taking their children on trips and outings, parents are likely to be able to come up with solutions that mean everyone is able to benefit from the trip or activity.</td>
</tr>
<tr>
<td>trips. Would it be better to cancel such trips to ensure that disabled</td>
<td></td>
</tr>
<tr>
<td>pupils are not discriminated against?</td>
<td></td>
</tr>
<tr>
<td>If a pupil asks a school to keep his/her disability confidential does</td>
<td>Disabled pupils and their parents have a right to request that a pupil's disability be treated as confidential. In which case what is reasonable for the school to do must be consistent with the request for confidentiality. The school still has a duty to make reasonable adjustments but might make different adjustments to those it would have made if there had not been a confidentiality request.</td>
</tr>
<tr>
<td>this mean a school doesn’t have to make any adjustments?</td>
<td></td>
</tr>
<tr>
<td>Does the duty apply to independent settings?</td>
<td>The duty applies to all schools in England and Wales.</td>
</tr>
</tbody>
</table>
12. Useful and relevant websites

Please see below a range of links to useful websites for education settings.


