

CITY OF ROCHESTER SCHOOL
REASONABLE ADJUSTMENTS POLICY FOR DISABLED PUPILS

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Signed:

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Introduction

City of Rochester School is committed to treating its pupils and applicants fairly and in line with the requirements of pupils' Education, Health and Care Plans (EHCPs). According to the Equality Act 2010, we must take reasonable steps to ensure that pupils with a disability and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who do not have a disability.

City of Rochester School 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 the factors the school will take into account when considering requests for adjustments.

When does the duty arise?

We have a duty to make reasonable adjustments for pupils and applicants with a disability under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have a disability. A pupil or applicant has a disability if (s)he suffers from a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty?

City of Rochester School seeks to ensure that pupils with a disability and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. To our policies, criteria and practices (ie the way we do things); and
2. By providing auxiliary aids and services (ie additional support or assistance).

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

- Pieces of equipment eg wobble cushion, ear defenders, fiddle toys etc
- Extra staff assistance;
- Note-taking;
- Induction loops;

- Specialist software;
- Readers; and
- Assistance with guiding.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for pupils with a disability. Similarly, we do 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?

City of Rochester School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or pupil with a disability. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If your child has a disability and you believe that (s)he is being put at a substantial disadvantage compared with pupils without a disability and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (or "SENCO") setting out in full the 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 costs 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, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant 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 will 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;
- The cost of the proposed adjustment;
- Whether it will be provided under a statement of special educational needs from the Local Authority;
- The school's resources;
- Health and safety requirements;
- The need to maintain academic, musical, sporting and other standards; and
- The interests of other pupils (and potential pupils).

Confidentiality

You (or your child if the school believes (s)he 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. We 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, we will write to you, setting out the decision and the reasons.

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 the adjustment, you may lodge a complaint using the school's Complaints Procedure.