Guidelines for Reasonable Adjustments

The Disability Discrimination Act requires that adjustments should not simply be reactive, but that the needs of potential disabled pupils in general should be anticipated as far as reasonable. Some of the things on this checklist can be done routinely to anticipate the general needs of disabled pupils. Others are more specific and will only need to be done after discussion with individual pupils and their parents. Every pupil has different needs and different abilities, and in meeting them you are not expected to reduce academic standards. This checklist is therefore not exhaustive but will help you consider what you might do both to improve provision for disabled pupils and prevent discrimination.

1. Promotional Materials

• Make sure all course/programme promotional materials state clearly what is 'essential and core' (i.e. what all pupils must be able to do and what is not negotiable)
• Establish School/subject policies on provisions which will be made for all pupils and publicise them in any school publications, (i.e. permission to tape lessons, availability of handouts in advance, presentation of course information on an accessible website)
• Make sure materials tell pupils that specific provisions can be negotiated according to need, (i.e. flexible assessment strategies or extended deadlines)
• Be prepared to provide promotional materials in a range of formats, such as large print, Braille, computer disk, tape, on request and within a reasonable period of time

2. Accessible Teaching and Provision of Course Materials

• Provide course material in alternative formats on request and within a reasonable time period. In general digital materials are most easily converted into a range of formats such as Braille and larger print.
• OHPs or lesson handouts provided in advance will support orally delivered material. It is a very effective way of supporting deaf students who might lip read, or dyslexic students who may find it difficult to listen, read and take notes simultaneously
• Read out material presented visually to support those unable to see it
• Always use a microphone in a large hall and face the front
• Pace delivery and allow brief breaks for pupils using sign language interpreters
• Consider subtitling of videos and audio descriptions of key visual information where appropriate

Accessible Teaching and Provision of Course Materials (continued)

• Enable pupils to contribute to discussion regardless of communication barriers (e.g. a pupil led presentation to a smaller than usual group might be more appropriate for a student with a mental health difficulty)
• Make dyslexic pupils aware that you will not penalise them for spelling and syntax errors
• Provide booklists in advance
• Consider different requirements in lab settings (e.g. layout, adjustable work surfaces, assistants for those with manual dexterity problems)
• Be prepared to comment on course work in alternative formats
• Make alternative examination/assessment arrangements where appropriate
• Allow pupils to record lessons if required.

3. Physical Access and Facilities

When using rooms/halls consider the following:
• Is access required for wheelchair users or others with mobility impairments?
• Is there space for a wheelchair user to sit with the rest of the pupils?
• Is there an induction loop for hard of hearing pupils?
• Is there an accessible toilet nearby?
• Is the lift large enough to take someone using a motorised wheelchair?
• If a break is usual practice can pupils with mobility impairments easily get to the area and back in time?
• Make sure all disabled pupils are aware of the fire evacuation procedures in each teaching setting

4. Placements and field trips etc.

• Allow ample time to ensure all the detail of organising the above including technological and other solutions can be considered and discussed ahead of time
• Consider suitable alternatives for pupils who are unable to go on field trips (e.g. making videos of most frequent field trips)
• Consider flexibility around placements for pupils with low energy levels etc., (e.g. shorter weeks over a longer period of time)
• If a pupil cannot take part in study abroad is there any local equivalent where he/she might get enough experience of the subject matter, (e.g. study of materials in one of the museums)?

5. Communication Systems

• Make sure all web-based material is accessible and compliant with WC3 guidelines.
• Ensure that all relevant people are informed and updated about individual pupils' needs in accordance with both the pupil and parent's explicit wishes and also, the data Protection Act.

6. Disclosure and Confidentiality

In general, the following is advisable:
• Encourage pupils to disclose any needs arising from their impairment or disability at key times and to relevant staff throughout their time at the School.
• Have procedures in place that will allow adjustments to be made or requested from others without having to pass on details of an individual's impairment if this is requested
• When a pupil discloses a disability get their agreement on the next steps to be taken and who else will be informed

7. Receiving Feedback

• Set up mechanisms for receiving and passing on regular feedback from pupils, as different adjustments may be appropriate at different times during a pupil's education.

8. Staff Development

• Encourage staff to take part in training in Disability Awareness and legislation.