



ACCESSIBLE LEARNING MATERIALS

- Providing textbooks and other materials in alternative formats, such as electronic versions, Braille, or large print.
- Using accessible educational technology and tools.

EXTRA TIME AND SPACE FOR ASSESSMENTS

- Allowing students with additional needs such as literacy, SEMH and attention difficulties to have additional time to complete exams, quizzes or assignments.
- Also part of access arrangements.

FLEXIBLE SEATING ARRANGEMENTS

- Allowing students with a variety of additional needs to have flexible seating arrangements or preferential seating in the classroom, with enough space..

ASSISTIVE TECHNOLOGY

- Providing and supporting the use of assistive technologies, such as screen readers, speech-to-text software, reading pens or communication devices.



INDIVIDUAL PLANS AND NEEDS

- Strategies and plans to support students with SEMH needs when a whole school behaviour policy isn't appropriate.
- An individual education plan.
- Access to universal provision.

What is reasonable adjustment?

Reasonable adjustments in the classroom are accommodations made to ensure that students with additional needs have equal access to educational opportunities.

These adjustments are designed to create an inclusive and supportive learning environment.

PHYSICAL ACCESSIBILITY

- Ensuring that the physical environment is accessible, with considerations for ramps and other accommodations for students with additional mobility needs.

NOTE AND COMMUNICATION SUPPORT

- Note-taking assistance, through a peer note-sharing system, a scribe, or access in advance.
- Visuals & communication cards to assist students with HI, SEMH and SLCN.

MODIFICATION OF ASSIGNMENTS

- Adjusting assignments to meet students' additional needs such as scaffolding, adaption or breaking down tasks into smaller steps (chunking).





ACCESSIBLE LEARNING MATERIALS

- Pre teaching supports new concepts.
- Mind mapping to support knowledge retention and vocabulary.
- Specialist teacher advice for specific pupils.
- Literacy difficulty friendly classroom.
- Now, next, then boards, brain breaks etc.

EXTRA TIME AND SPACE FOR ASSESSMENTS

- An anxious pupil is able to sit in a less stressful environment to complete assessments.
- Access arrangements cover all school assessments not just official exams.
- A pupil with literacy difficulties has access to a scribe and extra time where needed.

FLEXIBLE SEATING ARRANGEMENTS

- A visually impaired pupil sits near the front with space for extra VI technology.
- A pupil who needs a safe space can sit near the exit.
- A pupil with hearing impairment can sit somewhere quieter for partner work.

INDIVIDUAL PLANS AND NEEDS

- A pupil may have access to ear defenders or a mindful area.
- A pupil may have their own SEMH support plan rather than follow the school one as well as language adjustments.
- A pupil may enter and exit the building a different way or time.

Practical examples of reasonable adjustment in school

PHYSICAL ACCESSIBILITY

- Checking for ability to move around the school building.
- Specific pupils may need pathways to be kept clutter free.
- Check for leads, loose rugs etc.
- A pupil may need braille added to displays or posters around the school.

ASSISTIVE TECHNOLOGY

- Pupils have working memory support with recording devices or voice note apps.
- A pupil may need a reading pen to access the class texts.
- A pupil may need to complete the majority of work on a laptop and work on typing skills.

NOTE AND COMMUNICATION SUPPORT

- Pupils could take notes as a group and share.
- Communication boards, lanyards and visual pictures for specific needs.
- A pupil may benefit from adult support to organise ideas, takes notes or support communication.

MODIFICATION OF ASSIGNMENTS

- Pupils may have sentence starters, scaffolded activity sheets, word mats etc.
- Pupils may be able to choose how to complete a task.
- If an objective is not appropriate, an appropriate task or personalised curriculum is provided.

