



Reasonable Adjustments for Pupils

Please also refer to the **'Whole School Accessibility Policy and 3 – Year Plan'**, **'Whole School Special Educational Needs and Disability (SEND) Policy'**, **'Whole School Disability Policy for Pupils'**, **'Whole School Equal Opportunities Policy for Pupils'** and **'Whole School Admissions Policy and Procedures'**.

Policy Statement:

Cranford House School is committed to reducing barriers to learning and ensuring maximum participation for all pupils, current and prospective. In accordance with the Equality Act 2010, we will take reasonable steps to ensure the individual needs of all pupils are taken into account.

This policy sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the School will take into account when considering the needs of pupils with regard to reasonable adjustments.

The policy is available to interested parties on our website and upon request from the main School Office. It is reviewed annually, and when events or legislation requires, by the Deputy Head (Academic) and SENCo, Headmaster and the Governors. The next scheduled review is June 2024.

Key Personnel:

The Deputy Head (Academic) and SENCo, working together with Junior and Senior SENCos, and in conjunction with other members of SLT, is responsible for assessing the need for reasonable adjustments and ensuring that they are in place.

Procedures:

When does the Duty Arise?

We have a duty to ensure that disabled pupils are not treated less favourably and to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if he/she 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.

This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Guidance has been provided by the Equality and Human Rights Commission (EHRC) on the definition of disability and provides some examples. Certain conditions such as ASD, ADHD, dyslexia, and Asperger’s Syndrome have potential to fall within the definition when they have a ‘substantial and long-term effect on a person’s ability to carry out normal day-to-day activities’. Pupils develop at different rates and those pupils who need a little ‘boost’ or a little extra support for a short period of time are unlikely to fall within the meaning of disabled.

The duty is an anticipatory and continuing one. It applies to current disabled pupils at the School and to prospective disabled pupils who may apply for admission.

What is the Scope of the Duty?

Cranford House School seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. To our policies, criteria and practices (i.e. the way we do things); and
2. By providing auxiliary aids and services (i.e. additional support or assistance) ‘where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled’.

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

- specific equipment;
- technology and software;
- audio-visual fire alarms;
- assessment for access arrangements;
- provision of access arrangements.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services of the School. There may also be cases where a particular adjustment is not reasonable (See **‘How will the School Decide Whether an Adjustment is Reasonable?’** below)

Admission to the School and Entry Assessments:

Cranford House School requires prospective pupils to sit an assessment as part of its admissions process. The School requires parents to inform the School of the disability of a prospective pupil in the relevant section of the application form so that we can make an assessment of the reasonable adjustments that may be needed, both in respect of our admissions process and in order to meet the pupils’ on-going educational needs.

With prior notification of disability, we will consider if it is necessary to make reasonable adjustments for disabled applicants who are sitting the entry test, such as, allowing it to be completed on computer rather than by hand or by allowing extra time to complete the test.

Admission to Cranford House School depends upon a prospective pupil meeting the School's required academic standards that enable them to access our curriculum. The School must feel reasonably sure that throughout the pupil's time with us, we will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general academic standards achieved by his/her peers, taking into account all reasonable adjustments. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs.

How do I Request an Adjustment?

Cranford House School will always consider whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. 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 is disabled, for example, and you believe that there are further adjustments that we could make which would overcome any substantial disadvantage he/she is suffering we would encourage parents to write to the School's Deputy Head (Academic) who is also the SENCo, setting out in full the adjustment(s) and (if necessary) how the School could implement this.

In some cases, the School will be able to agree to and implement the requested adjustment(s) almost immediately. In other cases, we may need to spend some time considering whether any requested adjustment is the best way of overcoming any disadvantage that the pupil or applicant is suffering as well as whether it is reasonable in all circumstances and taking into account the factors set out below for the School to make the requested adjustment(s).

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. In all cases, we will endeavour to respond to parents' requests within 10 working days and to work with parents to identify all reasonable adjustments so that together we can alleviate, wherever possible, any disadvantage to disabled pupils or applicants.

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 an EHCP from the Local Authority;
- The School's resources;
- Health and safety requirements;
- The need to maintain academic and other standards;
- The interests of other pupils (and potential pupils).

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. 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?

The School will consider all options which might allow a pupil to reach their potential and will always seek to work with parents and pupils to achieve a favourable outcome to all parties where possible.

If, however, a parent is not happy with the School's decision about the reasonableness of the adjustment, they are encouraged to request a meeting with the Deputy Head (Academic)/SENCo, and/or the Headmaster in the first instance. In the event that this does not lead to a resolution, a formal complaint can be lodged using the School's **'Whole School Complaints Procedure for Parents'**.

Reviewed:	June 2018: Deputy Head (Academic) and SENCo, Headmaster and Governors
Reviewed:	June 2019: Deputy Head (Academic) and SENCo, Headmaster and Governors
Reviewed:	June 2020: Deputy Head (Academic) and SENCo, Headmaster and Governors
Reviewed:	June 2021 by Deputy Head (Academic) and SENCo, Headmaster and Governors
Reviewed:	June 2022 by Deputy Head (Academic) and SENCo, Headmaster and Governors
Reviewed:	June 2023 by Deputy Head (Academic) and SENCo, Headmaster and Governors
Review Due:	June 2024: Deputy Head (Academic) and SENCo, Headmaster and Governors