

Perryfields Reasonable adjustments/adaptations



Cognition & Learning	Physical & Sensory	Social & Emotional Mental Health	Language & Communication/interaction	General
Classroom positioning (front to avoid distraction or back to avoid need to look around)	Provide with fidget toy, stress ball, wobble cushion, weighted blanket.	Provide varied, regular high quality training to staff	Model and teach social skills	Teacher/TA check homework grids and celebrate returned homework
Break larger tasks down in to chunks in class. Give single step instructions	Allow regular movement /brain breaks	Plan to catch student doing the right thing and reinforce. Positive praise.	Teach active listening skills	Provide reminders regarding work completion or organisation
Use of flexible homework grids to encourage and enable engagement.	Allow touch typing instead of writing (handwriting/fine motor skills difficulties)	Seek out opportunities for child to show strengths	Directly teach non-verbal cues	Do not penalise for executive function related difficulties e.g. organisation or forgetting things
1:1 support from TA/Class teacher when required.	Provide with sloping board	Provide opportunities for pupil to have positions of responsibility	Provide speech and language therapy/intervention as advised by SALT.	Help pupils to develop organisational skills
Provide sample work when needed to model what is required.	Allow dictation when needed	Provide opportunity for pupil to develop trusting relationships with staff	Use SALT trained TAs to work weekly with pupils and advise staff	Inform parents of: work, organisation, trips, equipment, successes, behaviours via home school sheets, Ping, phone calls, emails
Reduce length of tasks as required.	Relax uniform requirements, eg black joggers	Referral to EP to advise staff and inform practice via solution focussed workshops	Weekly listening lesson for all classes	Provide spare equipment/clothing etc
Provide list of steps to complete task when needed	Allow frequent snacks if appetite issues.	Arrange structured activities during break times	Model and encourage appropriate interactions	Provide visuals - timetables, checklists, task boards using Widgit
TA/Class teacher to assist with reading and recording where required	Check basic needs – Maslow hierarchy of Needs.	Provide trusted adult support for predictable trigger situations.	Provide visuals - timetables, checklists, task boards etc using Widgit	Staff seek specific recommendations from outside agencies and embed strategies into their practice
Allow use of ear defenders to reduce distractions	Provide adult support to support eating and hydration if needed	Model good social skills, problem solving skills and conflict resolution skills throughout the school day.	Limit complex language in the classroom – use simple language and allow processing time.	Appropriate referrals made by Senco to: EP, SALT, OT, Paediatric team, Umbrella Pathway team, CAMHS, CAMHS CAST, CAMHS LD Team

Allow rest/movement/brain breaks as required	Provide sensory circuit when needed	Administer top-up medication according to medications policy	Staff model correct use of language by repetition	
Allow working in separate distraction free room if needed	Allow oral presentation of work	Boost self-confidence and self esteem		
Use timers	Provide pencil grip	Consider referral to play therapy		
Teach specific memory techniques . Provide memory aids eg knowledge organisers.	Send pupil on 'errands' and give opportunities for 'heavy' work	Use appropriate rewards to specifically reinforce progress in areas of difficulty		
Provide privacy partition if needed	Administer medication according to medication policy. Medical welfare officer.	Post incidents, talk through with pupil when calm – what could we do next time?		
Personalising work topics to increase pupils level of intrinsic interest	Use Pindora's box for specific 1:1 intervention	Train staff and teach pupils to neuroscience behind self-regulation		
Allow use of IT to aid recording of work	Provide weighted equipment as appropriate eg lap blanket, wrist band, weighted blanket	Have calm space. Encourage pupils to use the spaces to self-regulate		
Regular prompts to motivate and keep pupil focussed	Use a sensory sock to aid self-regulation	Give child opportunities to be responsible.		
Scaffolding as necessary	Referral to occupational therapy	1:1 Thrive sessions		
	Choice of seating – chair or Hokki stool	Reward system appropriate to individual pupils		
		Change of face		
		Demonstrate and teach self regulation strategies and emotional literacy		
		Provide extra support for changes e.g. trips, plays, supply teachers		
		Agree secret communication for behaviour feedback as needed		
		Agree /plan alternative to calling out		

		Extra warnings for transitions between activities		
		Additional adult support for transition times		
		Raise peer awareness of others' needs		
		Use Bella (school dog) to help pupils calm		
		Disregard some behaviours if not unsafe – pick your battles!		

Schools have a statutory duty under Equality Act 2010 to take such steps as is reasonable to have to take to avoid substantial disadvantage to a disabled child caused by a provision, criterion or practice applied by or on behalf of a school. The school is required to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school. The Act permits more favourable treatment of disabled pupils. The requirement applies irrespective of whether a child has an EHC plan or not. What is “reasonable” varies according to the circumstances.

