



Making reasonable adjustments for disabled pupils

"How do you make a reasonable adjustment?"

"What does a reasonable adjustment look like?"

"How do you know if a reasonable adjustment is the right one?"

"What makes it easier to make reasonable adjustments?"

The written materials and the film clips on the DVDs in *Making reasonable adjustments for disabled pupils* will help you to answer these questions. They provide many examples of reasonable adjustments being made for disabled pupils in schools across the country.

The film clips can be used on their own to provide ideas about reasonable adjustments, or they can be used with the written materials which:

- explain the statutory requirements and how to create the right environment for making reasonable adjustments;
 - help you to find the film clips that are most relevant to you;
 - help you to apply what you have seen on the DVDs.
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Making reasonable adjustments for disabled pupils

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1. How to use the materials

The materials in *Making reasonable adjustments for disabled pupils* were developed through the Reasonable Adjustments Project (RAP). RAP filmed reasonable adjustments being made in 41 schools in different parts of the country. The main outcome of the project is a collection of film clips showing how schools and local authorities are implementing the DDA duty to make reasonable adjustments.

Making reasonable adjustments for disabled pupils is organised in three linked parts:

- 3 DVDs
- a written guide
- a CD-ROM

3 DVDs

The film clips are organised under a number of broad headings and show how a range of schools are making reasonable adjustments for disabled pupils across all areas of school life. The DVDs are organised as follows:

DVD 1 Essential viewing and other topics

Essential Viewing, a 24 minute introduction to the materials

Breaks, lunchtimes and school clubs

Educational visits

Behaviour for learning

Meeting medical and personal care needs

DVD 2: Foundation stage and primary education

Foundation Stage in maintained schools

3 Primary school stories

Primary Teaching and Learning

DVD 3: Secondary education

2 Secondary school stories

Secondary Teaching and Learning

Viewing the DVD material on its own can provide insights to enable schools and local authorities to see how to make reasonable adjustments in a wide range of different contexts. The sections of film vary in length from seven to twenty-six minutes. Each section of film can be viewed independently. Each DVD is indexed to provide easy access to the different sections and clips.

The written guide

The DVDs stand on their own. It is quite possible to use the DVDs without reference to the written materials, but these materials can help in three important ways. They:

- guide the viewer through the DVDs: they provide a complete list of all the film clips on the DVDs, (page 27 onwards), enabling the viewer to choose either whole sections of film or to select clips from different sections;
- exemplify reasonable adjustments and provide information on how schools can support staff in making reasonable adjustments;
- provide a selection of activities that can be used after viewing the DVDs. These help staff apply what they have seen in practice.

These materials should be read alongside *Duties and definitions* in the introductory section to this resource. *Duties and definitions* gives a more detailed account of the DDA duties and how they sit alongside the SEN duties and the planning duties.

The CD-ROM includes

Training materials:

- sample training sessions and activities;
- briefings;
- annotated PowerPoint presentations on the disability discrimination duties.

The training materials can be used to support a variety of training and development activities. Sample training sessions combine viewing film materials with PowerPoint presentations, briefings and other resources. The use of the materials as part of training and professional development can support staff in developing knowledge and understanding of reasonable adjustments in the context of:

- the definition of disability;
- the statutory requirements in the DDA; and
- their relationship with the SEN framework.

The materials are suitable for use with different groups: whole school staff groups, governors, headteachers and senior managers, subject coordinators and heads of department, class or subject teachers, ancillary staff.

Resources

This section provides a range of resources to supplement and complement the DVD materials. It includes a selection of guidance, tools developed through the RAP work and references to other sources of information, all of which are designed to support schools in developing their approach to making reasonable adjustments.

Background to the Reasonable Adjustments Project

RAP worked with local authorities and schools across the country to identify successful examples of reasonable adjustments. This section of the materials provides background information about the project and an account of how RAP selected the schools for filming.

The text of this section of the written resource is also available on the CD-ROM, so that:

- materials can be copied and used in training and development activities; and
- text can be converted into other formats, for example large font, for increased accessibility.



2. Making reasonable adjustments

Requirements and principles

The Disability Discrimination Act 1995 (DDA) requires schools and local authorities to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. A companion section to this one, *Duties and definitions*, provides more detail on the duties. This section summarises the requirements and sets out some principles that should inform how schools and local authorities make reasonable adjustments.

Requirements

Reasonable adjustments meet the statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage;
- are aimed at all disabled pupils;
- are anticipatory;
- enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, schools need to consider the potential impact on disabled pupils in terms of:

- time and effort;
- inconvenience;
- indignity or discomfort;
- loss of opportunity;
- diminished progress.

Principles

Schools should be making reasonable adjustments for disabled pupils at different levels of school life:

- for the individual disabled pupil;
- in their practices and procedures;
- in their policies.

To make reasonable adjustments schools will need to:

- plan ahead;
- identify potential barriers;
- work collaboratively with disabled pupils, their parents and others;
- identify practical solutions through a problem solving approach;
- ensure that staff have the necessary skills;
- monitor the effects of adjustments on a pupil's progress.

Schools are more likely to succeed in their efforts to make reasonable adjustments when:

- governors;
- headteachers;
- SENCOs;
- teachers and all other staff are engaged in the process.

Schools will know they are succeeding in making reasonable adjustments when disabled pupils are participating fully in school life:

- in the classroom;
- in the 'school curriculum';
- at breaks, lunchtime and beyond the school day;

And when:

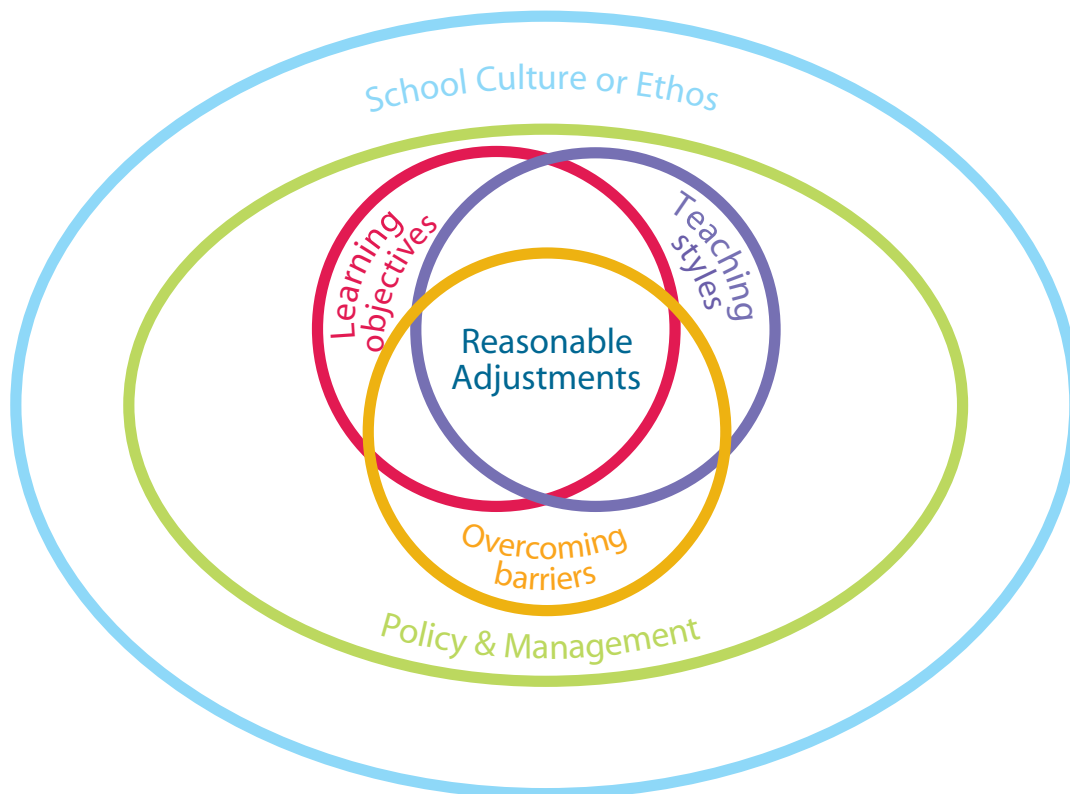
- disabled pupils feel part of the life of the school;
- disabled pupils are included by their peers in all parts of school life;
- parents feel their disabled child is part of the life of the school;
- staff feel confident in working with disabled pupils.

Key factors

The National Curriculum Inclusion Statement¹ contains three principles that are essential to the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Primary and Secondary National Strategies have shown these three principles as three overlapping circles, illustrating what needs to coincide to enable pupils to learn and progress. Reasonable adjustments for disabled pupils lie at the centre of the intersection of the three circles.



The schools in which the Reasonable Adjustments Project (RAP) filmed were all at different stages in developing their approach to making reasonable adjustments: some had long experience, others had embarked on the process more recently. Whatever stage the school was at, RAP found a number of key factors that enabled schools to make reasonable adjustments more readily and more effectively. These factors relate to aspects of school ethos, policy and management that create the climate in which schools make reasonable adjustments.

¹ Qualifications and Curriculum Authority/DfEE (1999) *Inclusion: providing effective learning opportunities for all pupils* known as *The National Curriculum Inclusion Statement* http://www.nc.uk.net/nc_resources/html/inclusion.shtml

Key factors

Vision and values based on an inclusive ethos

An inclusive vision for the school, clearly articulated, shared, understood and acted upon effectively by all, is an important factor in enabling staff to make reasonable adjustments.

A 'can do' attitude from all staff

The attitude of staff is fundamental to achieving successful outcomes for disabled pupils. Where staff are positive and demonstrate a 'can-do' approach, barriers are more easily overcome.

A pro-active approach to identifying barriers and finding practical solutions

Actively identifying barriers as early as possible and exploring solutions using a practical, problem-solving approach has led schools to identify more effective reasonable adjustments.

Strong collaborative relationships with pupils and parents

Schools that are effective at making reasonable adjustments recognise that parents and pupils have expertise about living with an impairment and will be a major source of advice. Pupils can also be the best judges of what is effective. They can be good advocates for what has worked well for them.

A meaningful voice for pupils

Schools are more likely to make effective reasonable adjustments where there are strong consultative mechanisms in place for all pupils and where peer support is well-developed.

A positive approach to managing behaviour

Combined with an appropriate curriculum and a variety of learning activities, a positive approach to managing behaviour can enable pupils to take charge of their own behaviour and support others in taking charge of theirs. Many schools identified the importance of peer support strategies and of mentoring schemes in developing a positive approach to challenging behaviour.

Strong leadership by senior management and governors

Strong school leadership that sets a clear direction, promotes positive outcomes for disabled pupils, deploys the resources of the school to support teachers in identifying and removing barriers and keeps progress under review, makes for schools that are more effective at making reasonable adjustments.

Key factors – continued

Effective staff training and development

Where staff training and development is given a high priority it can ensure that staff have the understanding, knowledge and skills required to make reasonable adjustments for the range of disabled pupils.

The use of expertise from outside the school

Other agencies supplement and complement what a school can provide on its own. The schools on the DVDs drew on a wide range of expertise beyond the school: from local schools, units and support services; from different statutory agencies; and from voluntary organisations.

Building disability into resourcing arrangements

Building disability considerations into everything a school does, including the way it deploys its resources, enables everyone in the school to make reasonable adjustments.

A sensitive approach to meeting the impairment specific needs of pupils

A sensitive approach protects the dignity of disabled pupils particularly, but not only, in relation to meeting medical and personal care needs.

Regular critical review and evaluation

Regular reviews at pupil level, departmental level and at school level help to ensure that:

- progress is monitored;
- successes and failures are shared and inform the next steps;
- the views of pupils and their parents are sought and incorporated into the reasonable adjustments that the school makes.

The availability of role models and positive images of disability

Where schools use a range of opportunities to provide disabled role models, both children and adults, this can boost the self-esteem of disabled pupils and have a positive effect for all pupils. This can be supported by positive images of disabled children and adults in pictures, books, and a range of materials used in schools.

Reasonable adjustments in action

The film clips on the DVDs provide examples of reasonable adjustments from the schools who volunteered to take part in RAP. The following examples provide a flavour of the reasonable adjustments that can be seen on the DVDs.



Katie attends her local primary school: She has speech and language difficulties. When Katie first came to school she did not speak. She now has a target of 50 separate verbal interactions a day.

Reasonable Adjustments: To develop Katie's language and social skills, Katie and a small group of her peers regularly visit the local antique shop accompanied by a teaching assistant. The stimulating

environment encourages Katie and her friends to ask lots of questions of the proprietor, John.

Outcome: Katie has made great progress with her spoken language.

School: Batheaston C of E Primary School, Bath and North East Somerset

DVD 1: Essential Viewing



Chavine and Aziz want to go on the school trip: Both have cerebral palsy and other medical needs and are non-independent wheelchair users. The school wanted them to attend the two-night residential outdoor pursuits trip at the LA Field Centre. The pupils and staff stay on a two-storey barge.

Reasonable Adjustments: The school met with Chavine and Aziz's parents on a number of occasions to convince them

that staff could handle their medical and personal care needs; hired a minibus with a tail lift; planned activities in advance with field centre staff; arranged for Chavine and Aziz to sleep with two teaching assistants on the upper floor of the barge. Activities were adapted, for example: archery using a bow with an easy pull string.

Outcome: Chavine and Aziz went on the trip, enjoyed it and both they and the other pupils benefited from forming closer relationships.

School: Cleves Primary School, Newham

DVD 1: Essential Viewing and Educational visits



Louise is in Reception at her local primary school. Louise has cerebral palsy. She cannot move independently in her wheelchair. She cannot weight bear.

Reasonable adjustments: the class has two PE lessons a week. The class teacher uses one lesson to do floor work with the whole class. Louise takes part with a peer and is supported by a teaching assistant. During the other lesson Louise has physiotherapy while the rest of the class

do PE that involves running.

Outcome: Louise takes part in PE with her peers.

School: Bowness Primary School, Bolton

DVD 2: Foundation Stage



A primary school is resourced for deaf pupils who use British Sign Language as their preferred means of communication. The school also has a large number of pupils with learning difficulties, difficult behaviour and limited language and literacy skills.

Reasonable adjustments to improve language skills for the whole school: once a year the school hall is transformed into a different environment, where all

parts of the curriculum can be taught for a week. Last year it was under the ocean. This year it is space. The deaf pupils have communicators and all children benefit in language enrichment.

Outcome: disabled pupils, along with all pupils, have made progress in their vocabulary and its use.

School: Cottingley Primary School, Leeds

DVD 1: Essential Viewing

DVD 2: Primary ethos and whole school development



Thomas is in Year 9 at his local secondary school: Thomas has cerebral palsy, speech and language needs and learning difficulties. In Science pupils have to mix and heat various substances and observe and record colour changes.

Reasonable Adjustments: Thomas is closely supervised. He draws the changes he gets when he mixes different compounds and heats them in the Bunsen flame. He records his

observations with a range of coloured pencils. The science teacher develops Thomas's understanding of what is going on by careful cross-questioning. The teaching assistant writes down what Thomas says about what they did.

Outcome: Thomas develops an understanding of scientific concepts and methods at his own level.

School: The Petersfield School, Hampshire

DVD 3: Secondary ethos and whole school development



Shane is in Year 8 at his local school: Shane is on the autistic spectrum. Sometimes he cannot cope with the social interactions in class; he is easily distracted when he is doing written work; he gets excited and needs to cool down.

Reasonable Adjustments: Shane has teaching assistant (TA) hours allocated to him through the SEN framework. The school has introduced a two card system for pupils who need time-out: orange for

five minutes, red to withdraw for longer. Pupils go to the Learning Support Department. When Shane needs longer time-out or time to complete his written work, he withdraws with his TA to a former cleaners' storage area which has been converted to his specification.

Outcome: Shane is making good progress in his learning and managing his own behaviour. Non-disabled pupils know about the card and time-out system and support disabled pupils with behaviour difficulties in keeping on task.

School: William de Ferrers School, Essex

DVD 1: Behaviour for Learning



Secondary School Mathematics

Department. Maths teachers notice that in the streamed sets in Year 8 many of the pupils with moderate learning difficulties are disengaged and are not making sufficient progress despite a large amount of teacher time spent in preparation and planning.

Reasonable Adjustments: the Department reorganises to teach Intermediate and Foundation groups

together. The Head of Department runs demonstration lessons. Seating is rearranged: all pupils face the front. Seating plans put less able pupils next to more able. There are extension activities for the more able. TAs are recruited and attached to the Department. There is an emphasis on the use of practical apparatus.

Outcome: the attainment of pupils with moderate learning difficulties in Maths has increased significantly while attainment for maths in Year 9 is the best yet.

School: George Green's School, Tower Hamlets

DVD 3: Secondary curriculum and planning



A secondary school for pupils with emotional and behavioural difficulties.

difficulties. Attendance was poor, pupils were disengaged and achievement was low. The school was in special measures. Most of the pupils had been excluded from a number of schools, including residential schools. The majority of pupils have underlying medical or psychological conditions and count as disabled.

Reasonable Adjustments: the new Headteacher introduced new approaches: pupils are now encouraged to care for the school environment, both inside and out. A new curriculum was introduced, splitting everything into five areas: My Body, My World, My Future, My Self, My Passport. Pupils are treated with respect and encouraged to discuss problems.

Outcome: attendance is above 85%; there is no vandalism; physical restraint is no longer needed; relationships between pupils have improved. Pupils have sat key stage 3 tests for the first time and attained level 5's. Question: 'What's good about the school?' Joseph: 'Everything'.

School: Ian Mikardo High School, Tower Hamlets

DVD 3: Secondary ethos and whole school development



3. Viewing the DVDs

The DVD material can be viewed on its own without reference to the written materials. Viewing, supported by follow-up activities, can help schools and local authorities to understand:

- how they might apply some of the practical ideas in their own situation;
- how they might develop aspects of school policy to support staff in making reasonable adjustments.

This section includes a range of materials to support viewing: recording charts, follow-up questions for discussion and a set of *Talking Points* that often arise during such discussions.

For those wanting to plan a more comprehensive approach, the materials can be used as part of a programme of training or professional development. Used in this way the materials can support staff in developing their knowledge and understanding of reasonable adjustments in the context of:

- the definition of disability;
- the statutory requirements in the DDA; and
- their relationship with the SEN framework.

The *Training materials* on the CD-ROM provide some sample training sessions which bring together the film material on the DVDs with development activities, briefings, PowerPoint presentations and other resources.

Follow-up activities

Viewing, supported by follow-up activities, can help schools and local authorities to achieve a wide range of objectives, including:

- planning strategies for the disabled pupils they work with;
- applying some of the practical ideas in their own situation;
- considering how to develop their work with disabled pupils at individual, class, department or whole school level;
- reflecting on the process of making reasonable adjustments and considering how they might develop aspects of school policy to support staff in making reasonable adjustments;
- supporting governors in developing appropriate mechanisms for monitoring and evaluating the school's work with disabled pupils.

On the following pages there is a range of materials to support viewing:

- recording charts;
- follow-up questions for discussion; and
- a set of talking points that often arise during discussion.

Using the recording charts

The purpose of using the charts is to support you in identifying the reasonable adjustments that are made in the film clips and help you to consider the nature of the barriers that had to be overcome.

In the film clips, what you see is the end result of the successful implementation of a reasonable adjustment. However, that isn't how the challenge presents itself in school: the school is presented with the barrier and has the challenge of identifying the reasonable adjustment. The recording charts are therefore structured to provide the viewer with the opportunity to identify the barrier that had to be overcome as well as the (more visible) reasonable adjustment that the school made.

On pages 18 – 21 there are some recording charts that enable viewers to note down the reasonable adjustments and the barriers that they observe whilst viewing the film clips. The charts on pages 18 – 20 are designed for use with the *Essential Viewing* on DVD1. The chart on page 21 is adaptable and can be used to follow up any section of film or any selection of clips. If the trainer wants to enter the name of the clips beforehand, the clips can be copied from the *Complete list of clips and reasonable adjustments* at the back of this section, or they can be copied and pasted using the electronic version of this section on the CD-ROM.

Those viewing the clips may find that they do not have time, whilst viewing, to note down more than a proportion of the reasonable adjustments that they observe. They are likely to have written down more reasonable adjustments than barriers. At the end of the viewing, it is helpful to provide a few minutes for them to finish their notes, with a particular emphasis on identifying the barriers that had to be overcome.

The follow-up questions can then be used.

A note about barriers

Viewers may find it challenging to identify the barrier that would have existed if the reasonable adjustments had not been made. The barrier is not about the pupil's impairment it is the barrier in the environment that viewers are asked to identify.

In the first clip in the *Essential Viewing*, we see Jake taking part in the sports day at Shelton Infant School. The barriers that Jake faced in relation to sports day were:

- the nature of the activities; and
- the way that the activities were organised.

Jake clearly thought that he might also face an attitudinal barrier, but his teacher's 'can do' attitude enabled the teacher and pupil to discuss positive solutions.

Paul, his teacher, creates parallel activities and arranges them so that Jake does not have to undertake two strenuous activities one after the other.

The process that Paul went through is important to the reasonable adjustments that were identified:

- Paul started from a 'can do' attitude and a commitment to Jake taking part;
- he sought advice from Jake and Jake's parents;
- he looked at the DfES CD-ROM on Inclusive Sport and PE; and
- he sought advice from the local specialist support service.

The elements in the process that Paul went through are all identified as key factors in enabling schools to make reasonable adjustments.

Essential viewing

page 1

The Essential viewing starts with a series of short introductory clips filmed in a number of different schools. The longer clips start with Shelton Infants School and Jake's sports day.

School	Reasonable adjustments	Barriers
ESV.03 Shelton Infants: <i>Jake's sports day</i>		
ESV.04 Langdon: <i>Boonma in Science</i>		
ESV .05 St Bridget's: <i>Callan and Ethan</i>		
ESV.06 William de Ferrers: <i>Shelley</i>		
ESV.07 St Clement's: <i>Alistair</i>		
ESV.08 Lister: <i>Maths lesson</i>		

Essential viewing

page 2

School	Reasonable adjustments	Barriers
ESV.09 Fulford: <i>David in English</i>		
ESV.10 Whitehouse: <i>Terri in English</i>		
ESV 11 Cleves: <i>Chavine and Aziz on school trip</i>		
ESV.12 Eccleston Mere: <i>Connor</i>		
ESV.13 Brigshaw High: <i>Catherine's timetable</i>		
ESV.14 Coteford: <i>Emily in PE</i>		
ESV.15 Batheaston: <i>Katie on a local visit</i>		

Essential viewing

School	Reasonable adjustments	Barriers
ESV.16 Billesley: <i>SENCO and the timetable</i>		
ESV.17 Cottingley: <i>Space project</i>		
ESV.18 Ian Mikardo: <i>curriculum adjustments</i>		
ESV.19 Frome: <i>Ben</i>		
ESV.20 Glossopdale: <i>Matthew</i>		
ESV.21 Brigshaw: <i>Caldon and mentoring</i>		
ESV.22 Langdon: <i>a whole school approach</i>		

DVD section:

School	Reasonable adjustments	Barriers

Follow-up questions

The follow-up questions are designed to help viewers apply what they have observed in the film clips.

General questions: it may be helpful to start with some general questions:

“What sorts of reasonable adjustments did you see being made?”

“What sorts of barriers had to be overcome?”

“What was the outcome of each of the reasonable adjustments?”

“Were any of the reasonable adjustments difficult to make? If so, what made them difficult?”

“What features of the schools made it easier to make reasonable adjustments?”

“Are people confident about the definition of disability in the DDA?”

Particular questions: the trainer or person leading the activity may then want to discuss particular questions with particular groups of people:

For class or subject teachers:

“How could you apply this in your classroom?”

“How could the school support you in this?”

For teachers with curriculum responsibilities:

“How could you apply this in your subject? Or: How could you apply this in your department?”

“How could the school support you in this?”

For school managers:

“What needs to be in place at a school level to enable staff to make reasonable adjustments like these?”

For governors:

“What needs to be in place for us to know how effectively our school is making reasonable adjustments?”

The discussion of these questions may identify further training needs. There is a range of materials on the CD-ROM to support further training. There are also specific resources to support schools in developing their approach to making reasonable adjustments.

Talking points

During the discussion of the film clips a number of issues will be raised. The issues on the following pages are some of those that commonly come up during the discussion of how to make reasonable adjustments. Each issue is briefly explored, drawing on the experiences of the RAP project, the film materials themselves, and other sources.

'Who's going to pay for it?'

Provision for individual pupils comes through the SEN framework. It usually consists of 'auxiliary aids and services' or the equipment and the human resources that are needed to support pupils who have SEN. Provision is funded by the school, from its own resources including the additional educational needs element in the school budget, and, in the case of a pupil with a statement, by the LEA as well, though this funding is often devolved or delegated to the school. In some areas schools also have funding delegated to them for the purchase of support services.

Making reasonable adjustments is usually about how resources are used, about how schools are organised, about policies, practices and procedures. It would be a mistake to think that reasonable adjustments will automatically cost a lot. One adjustment shown in the DVDs, a broom handle that cost 50 pence, enabled a pupil with a physical impairment to enjoy the school skiing trip:

'It's a standard joke with us that ... one of the things that gives Chris the sense of freedom and the wind in his face is a 50p broomstyle and it works a treat. He really enjoys using it and it's probably the easiest thing to pack in the coach when we go. We just have to be careful it doesn't get thrown away by the driver.' Chris's Dad.
(Chris attends Hall Green Secondary School).

'He can't go on the school trip. It's health and safety requirements.'

The Department for Education and Skills provides guidance on the safe conduct of school trips.² This guidance emphasises the need to both:

- ensure the inclusion of all pupils: *'Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate...'* and
- ensure that suitable arrangements have been put in place to ensure their safety: *'The group leader should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.'*

Health and safety considerations are a crucial part of the planning of any school trip. They do not bar disabled pupils from participating. In line with the guidance, a risk assessment needs to be carried out for any school trip. Reasonable adjustments for disabled pupils should be part of this risk assessment.

Failing to make reasonable adjustments may amount to discrimination. The Disability Rights Commission Code of Practice explains how this may arise.³

² Health and Safety of Pupils on Educational Visits: a good practice guide (DfES, 1998) This is available at: <http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/?353871433fe88b2-c02c99fa-8676-4847-ae7f-62757a2b75c7>
A three-part supplement to the good practice guide was produced in 2002. This is available at the same web address.

³ The Disability Rights Commission (2002) Disability Discrimination Act 1995: Part 4: Code of Practice for Schools
<http://www.drc-gb.org/thelaw/practice.asp>

'Not all of these children are disabled.'

The definition of disability in the Disability Discrimination Act 1995 (DDA) is broad and includes many more children and young people than is normally thought. The DDA says that someone has a disability if they have:

a mental or physical impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

In the DDA long-term means a year or more, and substantial means *more than minor or trivial*. Both terms set quite a low threshold and therefore increase the number of pupils who are covered by the definition. A report from the Cabinet Office⁴ suggests that there may be about 772,000 children under 16 in the UK who are disabled. That's about seven percent of the population.

Many pupils may not think of themselves as being disabled. Their parents may not think of them as being disabled either. That does not stop them being covered by the DDA. All the pupils shown in the clips are likely to be disabled under the DDA definition. There is more information on the DDA definition in the *Duties and definitions* section of this resource.

'We can't change this because of the National Curriculum.'

Integral to the National Curriculum is a statutory statement, *Inclusion: providing effective learning opportunities for all pupils*.⁵ This is usually known as The National Curriculum Inclusion Statement. It sets out three principles that are essential to the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Rather than constraining what schools can do, the National Curriculum requires schools to adapt their approach to enable all pupils to access the curriculum.

'We can't take this child unless he has a full-time support assistant.'

A support assistant may be an important part of a pupil's special educational provision, but placing conditions on the admission of a disabled pupil, or potential pupil, may amount to discrimination. The Disability Rights Commission Code of Practice provides examples of 'less favourable treatment' that may amount to discrimination.

It is important not to jump to conclusions about what support a pupil will need without having made a careful assessment. Schools proceed from an assessment of a pupil's special educational needs to the identification of the special educational provision that is needed to meet the pupil's needs, on the basis of all the available evidence and not on the basis of a hasty judgment. Where a child is transferring from another school there may already be significant evidence of the appropriate provision being made through *School Action* or *School Action Plus* of the SEN Code of Practice or a statement, under the SEN framework.

⁴ Cabinet Office (2005) Improving the life chances of disabled people
http://www.strategy.gov.uk/work_areas/disability/index.asp

⁵ Qualifications and Curriculum Authority/DfEE (1999) Inclusion: providing effective learning opportunities for all pupils known as The National Curriculum Inclusion Statement http://www.nc.uk.net/nc_resources/html/inclusion.shtml

If a full-time support assistant is the most appropriate form of provision, it will be important to ensure that the support assistant is deployed to support the pupil's learning, their social interaction with their peers and the development of their independence.

A lot of pupils with special educational needs count as disabled under the DDA. The *Duties and definitions* section explains the definition of disability and how the DDA duties sit alongside the SEN duties.

'We can't take your child because of the league tables.'

Many schools find that the changes that they make for disabled pupils make the school a better place for teaching and learning. This can lead to better outcomes for all children:

'Because the way in which we deal with children does raise the self-esteem of other children as well, and it allows for calmer lessons, we've actually found that our Key Stage 1 and Key Stage 2 results have gone up.' Teacher, Hartley Brook Primary School.

Many schools also focus on improving measures of pupil progress:

'We do look at the value added. If we can show that a child who comes to us and then goes through our school comes out at the end with a lot of value added, that's where we get the satisfaction from.' Martin Davies, Head teacher, Victoria Park School.

'I'm worried about the impact on other pupils.'

Many schools find that the changes that they make for disabled pupils can make the school a better place for other pupils too:

'It's just making sure that I'm using lots of body language, making sure that everything is clear and I actually think that probably having deaf pupils in a lesson makes the lesson better for all the other pupils, because I'm that much clearer as a teacher.' Naz Sarkar, Maths teacher, Lister Community School

Sixth form pupils at Fulford School are trained to help to run a club and facilitate social interactions, especially for disabled pupils. *'It just enriches you, makes you better skilled all round really.'* Sixth form pupil, Fulford School.

'We can't take this child. My staff are not allowed to give out medicines.'

The DDA cannot require staff to administer medicines. Where staff agree to manage the administration of medicines or to administer them, schools should follow the Department for Education and Skills/Department of Health guidance, *Managing medicines in schools and early years settings*. This provides essential advice on the development of policies on the management and administration of pupils' medicines. It states clearly:

Children with medical needs have the same rights of admission to a school or setting as other children.

There is no legal duty that requires school or setting staff to administer medicines. A number of schools are developing roles for support staff that build the administration of medicines into their core job description. Some support staff may have such a role in their contract of employment. Schools should ensure that they have sufficient members of support staff who are appropriately trained to manage medicines as part of their duties.

The Disability Rights Commission Code of Practice⁶ also explains schools' duties and states, *'Where the administration of medicines is not in someone's contract, it is entirely acceptable for staff to volunteer to administer medicines. It may place a disabled pupil at a substantial disadvantage if a school forbids staff to volunteer.'*

'If we ask parents what their child needs, they'll ask for the earth.'

Many of the reasonable adjustments in the RAP materials bear witness to the success of working in a close partnership with parents.

Parents are a crucial source of expertise on their child's impairment. Involving parents early in thinking about what barriers their child may encounter is likely to involve them constructively in a problem-solving approach. Making reasonable adjustments is often a matter of changing the way something is done, rather than expensive solutions.

It may not be so easy to engage the parents at the last minute or when things have started to get difficult. If relationships deteriorate, parents may expect more in order to put things right.

'We can't do this without specialist support.'

Drawing on specialist support is an important part of making reasonable adjustments. Many of the schools in the DVD materials draw on external expertise: to inform what they do, to train staff, to train pupils, or to provide specific advice.

But specialist support is only part of the picture. Other players are important too: school staff, parents, pupils themselves.

'They've been incredibly good at talking to Alistair about the things that he finds helpful, bringing my ideas into school, getting advice from any health professionals who are involved and, really, it's a team effort.' Alistair's Mum. Alistair attends St Clement's Primary School.

'The real difficulty is the other parents.'

Many schools find that the changes that they make for disabled pupils can make the school a better place for other pupils too:

'It's benefited everyone in the school, I think, in terms of seeing that everybody can achieve and I think it's improved teaching. I think in terms of parental support for the school what's come through very strongly is that parents can see the benefits of inclusion for all the young people in the school.' Vanessa Wiseman, Headteacher, Langdon School

'If we exclude the child the LEA will have to do something about it.'

Exclusion is not a reasonable adjustment and would put the pupil at a substantial disadvantage. If the exclusion is for a reason related to the pupil's disability it may amount to discrimination. The Disability Rights Commission Code of Practice explains the circumstances in which this may be the case.⁷

Many of the schools in the DVD materials demonstrate a positive approach to managing behaviour and report low or no exclusions.

^{6, 7} The Disability Rights Commission (2002) Disability Discrimination Act 1995: Part 4: Code of Practice for Schools
<http://www.drc-gb.org/thelaw/practice.asp>



4. Complete list of clips and reasonable adjustments

This section provides a complete list of all of the film clips on the three DVDs. It also lists some of the reasonable adjustments that can be seen in the clips. The list is organised to help the viewer:

- find their way round the resource;
- plan viewing;
- plan follow-up activities and training in the light the viewing.

The film clips on the DVDs provide examples of reasonable adjustments from the schools who volunteered to take part in the Reasonable Adjustments Project (RAP). The clips do not cover every impairment or every approach. They were filmed to provide ideas about what can be done to include disabled pupils in different aspects of school life and to encourage discussion about how adjustments can be made to remove barriers for disabled pupils.

Viewers can watch ready-made sections of film clips or can select individual clips. The ready-made sections provide collections of clips grouped around various aspects of primary and secondary education. The sections of film vary in length from seven to twenty-five minutes.

In the list that follows there is a range of information about each of the film clips:

Code

Each section and each film clip has a code that enables it to be located on the DVD. At the start of each clip, the code will appear in the corner of the screen for a short time.

Supported by the other relevant information in the *Complete list*, the codes enable you to select sections or clips that are relevant to a particular school, to a particular topic or to a particular impairment. Sections are selected from the screen menus. Once in a particular section you can skip to the clip you want to look at.

School and pupil

The *Complete list* gives the name of the school in which each clip was filmed and any pupil featured significantly in that clip.

Reasonable adjustments

The *Complete list* shows some of the reasonable adjustments that can be seen in that clip. It gives an indication of some of the reasonable adjustments that can be seen, it is not an exhaustive list of every adjustment.

Impairment

The final column in the *Complete list* indicates the impairment of pupils who feature significantly in a film clip. The nature of a pupil's impairment is as it was described to RAP in the information provided by schools or by parents. This means, for example, that a pupil with Down's syndrome may be described as having Down's syndrome or may be described as having learning difficulties. You will need to bear this in mind when selecting film clips.

All the pupils shown in the clips are likely to be disabled under the definition in the Disability Discrimination Act 1995 (DDA), that is: they have an *impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*. The definition in the DDA is broad and includes many more children and young people than is normally thought. There is more information on the definition of disability in *Duties and definitions*.

A code is used to indicate the pupil's impairment:

ADD	attention deficit disorder
ADHD	attention deficit hyperactive disorder
AS	Asperger's syndrome
ASD	autistic spectrum disorder
BES	behavioural, emotional, social difficulties
FD	facial disfigurement
HI	hearing impairment
LD	learning difficulty: in these film clips this includes children with: Downs syndrome (DS); dyslexia (Dys)
MN	medical needs: in these film clips this includes children with: asthma (A); epilepsy (E); epidermolysis bulosa (EB); recovering from cancer (Ca); myalgic encephalomyelitis (ME); a tracheotomy (T)
MSI	multi-sensory impairment
PI	physical impairment: in these film clips this includes children with: brittle bones (BB); cerebral palsy (CP)
SLC	speech, language and communication difficulties
TS	Tourette's syndrome
VI	visual impairment

Other abbreviations

There are other abbreviations used in the *Complete list*:

DfES	Department for Education and Skills
ICT	Information and Communications technology
MAPs	Making Action Plans
PE	Physical Education
physio	physiotherapy
SALT	speech and language therapist
TA	teaching assistant: this term is used to include learning support assistants and special needs assistants supporting pupils and teachers in classrooms

Summary of the DVDs

There are three DVDs. The content of the DVDs is summarised below. Each section is accessed from a menu on the screen. There are two levels of menu: a main menu and a sub-menu. Sections accessed from sub-menus are set against a bullet point in the list below. The running time is shown in brackets.

DVD 1: Essential viewing and other topics

Essential Viewing, an introduction to the materials (25)

Breaks, Lunchtimes and Clubs (10:30)

Educational Visits (16)

Behaviour for Learning (26)

Meeting Personal Care and Medical Needs (22)

DVD 2: Foundation stage and primary education

Foundation Stage in maintained schools (19)

Primary School Stories:

- Primary School Stories Introduction (1:30)
- Goostrey Community Primary School (8:30)
- Billesley Primary School (7:30)
- Batheaston Primary School (8)

Primary Education:

- Primary Education Introduction (4)
- Curriculum and Planning (22)
- Teaching and Learning (17:30)
- Deployment of Staff and Resources (22)
- Ethos and Whole School Development (23)

DVD 3: Secondary education

Secondary school stories:

- Secondary School Stories Introduction (1)
 - Langdon School (11)
 - North Leamington Community School and Arts College (16)

Secondary Education:

- Secondary Education Introduction (4)
- Curriculum and Planning (22)
- Teaching and Learning (21)
- Deployment of Staff and Resources (22:30)
- Ethos and Whole School Development (21:30)

DVD1



DVD 1: Essential Viewing (ESV)(25 minutes)

Code	School and pupil	Reasonable adjustments	Impt
ESV.02	Introduction		
ESV.03	Shelton Infant School <i>Jake</i>	<ul style="list-style-type: none"> planning with pupil, parents and outside agencies use of DfES CD-ROM for ideas on inclusive PE parallel activities to enable Jake to participate changing the order of activities support of a TA 	PI
ESV.04	Langdon School <i>Boonma, Saad</i>	<ul style="list-style-type: none"> adjusting experiments to provide hands-on activities planning gives time for materials to be made accessible development of pupil voice and peer support 	VI
ESV.05	St Bridget's Catholic Primary School <i>Callan and Ethan</i>	<ul style="list-style-type: none"> staff receive training on administering medicines parents are made to feel secure that their children's needs are being met 	E
ESV.06	William De Ferrers School <i>Shelley</i>	<ul style="list-style-type: none"> pupil involvement in planning adjustments a half timetable concentrating on essential subjects 	ME
ESV.07	St Clement's C of E Primary School <i>Alistair</i>	<ul style="list-style-type: none"> one-to-one teaching assistant support teacher plans differentiated work work done with peers to ignore unusual behaviour liaison with parent, pupil and outside agencies provision of 'Time Out' card 	ADD AS TS
ESV.08	Lister Community School	<ul style="list-style-type: none"> school trains and deploys communicators teacher uses body language to ensure clarity in lessons teacher plans with communicators communicator uses British Sign Language simultaneously 	HI
ESV.09	Fulford School <i>David</i>	<ul style="list-style-type: none"> teacher plans lesson with teaching assistant use of pictures as clues deployment of teaching assistant 	LD

Code	School and pupil	Reasonable adjustments	Impt
ESV.10	Whitehouse Junior School <i>Terri</i>	<ul style="list-style-type: none"> early planning for Terri's transition pupil, parent and previous school inform planning 'Changing Faces' provides information and training reducing TA support to increase independence 	PI FD
ESV.11	Cleves Primary School <i>Chavine and Aziz</i>	<ul style="list-style-type: none"> planning between teachers and parents and teachers and outdoor pursuits centre teacher and pupil practice comfortable sitting positions 	LD PI
ESV.12	Eccleston Mere Primary School <i>Connor</i>	<ul style="list-style-type: none"> rice and pasta as an alternative to sand in the play trays 	T
ESV.13	Brigshaw High School <i>Catherine</i>	<ul style="list-style-type: none"> a personalised visual timetable 	LD
ESV.14	Coteford Junior School <i>Emily</i>	<ul style="list-style-type: none"> teacher plans lesson for her class and pupils on outreach from a special school physiotherapy exercises are incorporated into the lesson liaison with special school staff for advice 	PI LD
ESV.15	Batheaston C of E Primary School <i>Katie</i>	<ul style="list-style-type: none"> planned small group visit to local shops to improve vocabulary and social language skills 	SLC LD
ESV.16	Billesley Primary School	<ul style="list-style-type: none"> work with outside agencies use of visual timetable 	
ESV.17	Cottingley Primary School	<ul style="list-style-type: none"> whole school themed week to promote communication training on space theme for communicators 	HI SLC
ESV.18	Ian Mikardo High School	<ul style="list-style-type: none"> whole school curriculum adjustment for relevance and high level of engagement 	BES
ESV.19	Frome Community College <i>Ben</i>	<ul style="list-style-type: none"> green slips for extra time in class and in exams staff teach pupils how to use extra time 	Dys
ESV.20	Glossopdale Community College <i>Matthew</i>	<ul style="list-style-type: none"> pupils working in pairs adjusted school timetable to give staff more planning time teaching assistant scribes in lessons reduced number of visual cards planning includes disabled pupil on French visit 	PI SLC

Code	School and pupil	Reasonable adjustments	Impt
ESV.21	Brigshaw High School <i>Caldon</i>	<ul style="list-style-type: none"> ● use of learning mentors ● liaison between staff and parents ● use of disabled pupil as role model 	ADHD
ESV.22	Langdon School	<ul style="list-style-type: none"> ● extension of good practice to meet needs of all pupils ● involving pupils in the process of making adjustments ● staff encouraged to express concerns and share solutions ● building an inclusive ethos 	VI BES
ESV.23	Summary		

DVD 1: Breaks, lunchtimes and clubs (BLC)(10½ minutes)

Code	School and pupil	Reasonable adjustments	Impt
BLC.02	Introduction		
BLC.03	Cottingley Primary School <i>Shazia, Edward</i>	<ul style="list-style-type: none"> ● breakfast is saved for pupils if transport is late ● communicators support HI pupils in all clubs ● transport rescheduled to allow for after school clubs 	HI
BLC.04	Shelton Infant School <i>Jake</i>	<ul style="list-style-type: none"> ● layout of tables and chairs in dining hall to allow independent wheelchair access ● structured play environment supports pupils with challenging behaviour 	PI BE
BLC.05	St Clement's C of E Primary School	<ul style="list-style-type: none"> ● adjustment of playground games 	
BLC.06	Trafalgar Infant School	<ul style="list-style-type: none"> ● provision of Friendship stop ● playground monitors encourage isolated pupils to socialise 	
BLC.07	Victoria Park Primary School <i>Suraj, Jordan</i>	<ul style="list-style-type: none"> ● use of different equipment e.g. different size balls ● length of pitch shortened ● additional time allowance ● play inside rather than outside ● support to team work 	
BLC.08	Hall Green High School <i>Ryan</i>	<ul style="list-style-type: none"> ● adapted hockey to create 'zone hockey' ● use of 2 sports wheelchairs for wheelchair basketball ● PE department encourage and facilitate participation and ensure disabled pupils are not isolated 	

Code	School and pupil	Reasonable adjustments	Impt
BLC.09	Bishopsgarth School <i>Liam, David</i>	<ul style="list-style-type: none"> • adaptations in consultation with British Karate Association • support from family members and member of staff • close liaison on new moves 	PI ASD
BLC.10	Harrogate High School	<ul style="list-style-type: none"> • use of staff at break-times to support learning, homework • creating a space where all pupils are welcomed especially disabled pupils 	
BLC.11	Fulford School <i>Nick, Martin, Maxine, Jenny</i>	<ul style="list-style-type: none"> • staff provide a lunchtime club, teach essential skills such as turn taking, appropriate responses to disabled pupils • club offers a safer environment than the playground • club specifically targets vulnerable pupils through referrals • sixth form volunteers receive peer skills training • volunteers support disabled pupils attending the club 	ASD

DVD 1: Educational visits (EDV)(16 minutes)

Code	School and pupil	Reasonable adjustments	Impt
EDV.02	Introduction		
EDV.03	St Bridget's Catholic Primary School <i>Matthew, Hayley</i>	<ul style="list-style-type: none"> ● timetabled use of TA to support swimming ● TA goes in the water to support participation 	LD
EDV.04	Gorsefield Primary School <i>Amy</i>	<ul style="list-style-type: none"> ● planning and liaising in advance to order small costume ● museum makes a costume to fit Amy 	PI
EDV.05	Cleves Primary School <i>Chavine, Aziz</i>	<ul style="list-style-type: none"> ● early liaison with staff at the centre and on-site visit ● transport allows for friendship groups ● change to sleeping areas for emergency evacuation ● medical training for staff going on trip ● all staff on trip know medical emergency plans for pupils ● liaison with parents to produce medical management plan ● planning of comfortable seating positions for canoe ● school and centre staff liaise on changes to daily routine ● peer support nurtured 	PI LD
EDV.06	The Petersfield School <i>Peter, Chris</i>	<ul style="list-style-type: none"> ● one-to-one TA support used to prepare for trip ● production of notebook (and copy) with clear trip timetable ● sharing of information among staff to meet needs ● staff adapt language ● all year tutors are encouraged and volunteer to attend ● staff trained on medical procedures 	AS
EDV.07	Hall Green Secondary School <i>Tara</i>	<ul style="list-style-type: none"> ● all children are included on the trip ● medical needs are met by trained support staff ● close liaison with parents, pupil to identify health needs 	E
EDV.08	Hall Green Secondary School <i>Ellie, Chris</i>	<ul style="list-style-type: none"> ● gaining information from the <i>Uphill Ski Club</i> ● extra practice at dry slope ● continued liaison with ski school about individual needs ● use of adapted equipment e.g. tapes and joined skis ● use of a broom handle! 	PI

DVD 1: Behaviour for learning (BFL)(26 minutes)

Code	School and pupil	Reasonable adjustments	Impt
BLF.02	Introduction		
BFL.03	Filsham Valley School <i>Luke</i>	<ul style="list-style-type: none"> ● audit of pupil progress to identify issues ● took pupil views into account ● positive discipline ● anger management ● ethos where he is accepted by his peers ● flexible timetable ● 'social use of language' group ● positive strategies for peer interaction and listening skills ● corridor control by radio aid ● referral of disabled pupils to relevant outside agencies ● early intervention to stop behaviour incidents escalating 	BES Dys AS
BFL.04	Hartley Brook Primary School <i>Frankie</i>	<ul style="list-style-type: none"> ● differentiated behaviour management ● use of learning mentors ● reward system for pupils with BES includes reward for 'Always children' who are also role models ● development of emotional literacy: social skills and problem solving ● disabled pupils as positive role model for other pupils ● working with parents and outside agencies e.g. Children and Adolescent Mental Health Services (CAMHS) ● counselling for staff ● restorative justice programme using community police ● mid-day supervisors promoted and trained as play leaders ● lunchtime clubs with vulnerable pupils targeted 	BES
BFL.05	Victoria Park Primary School <i>Jordan</i>	<ul style="list-style-type: none"> ● differentiated behaviour policy ● use of behaviour mentors ● withdrawal to behaviour mentor when conflict arises 	BES
BFL.06	William De Ferrers School <i>Mark, Danielle</i>	<ul style="list-style-type: none"> ● peer mentoring programme with sixth formers trained by staff from PRU ● self-referral to mentors 	BES

Code	School and pupil	Reasonable adjustments	Impt
BFL.07	William De Ferrers School <i>Andrew</i>	<ul style="list-style-type: none"> • card system developed in consultation with disabled pupils • all staff trained on card system for withdrawal • use of counselling and anger management • peers trained to help pupils manage their behaviour 	ASD
BFL.08	William De Ferrers School, <i>Shane</i> Coteford Junior School	<ul style="list-style-type: none"> • use of enclosed chill-out space where there are no distractions • use of a portable workstation in the classroom to avoid distraction 	ASD
BFL.09	Bishopsgarth School	<ul style="list-style-type: none"> • use of three rooms without windows to avoid distraction for pupils with ASD 	ASD
BFL.10	Frome Community College <i>Lee</i>	<ul style="list-style-type: none"> • use of Learning Support Unit individually timetabled • managers liaised with outside agencies to determine who would benefit from target setting linked to reward system • pupils withdrawn to centre at certain times. In class the rest of the time with additional adult support • liaison with pupils, parents and a growing number of outside agencies • anger management techniques taught • subject teachers work in the centre with small groups 	BES
BFL.11	West Bridgford Junior School <i>Helen, Mahalia, Lauren</i>	<ul style="list-style-type: none"> • development of peer buddy system • class and school councils determine class and school rules • friendship circles for disabled pupils • anti-bullying contract drawn up, implemented by pupils 	

DVD 1: Meeting medical and personal care needs (MPC) (22 minutes)

Code	School and pupil	Reasonable adjustments	Impt
MPC.02	Introduction		
MPC.03	St Bridget's Catholic Primary School	<ul style="list-style-type: none"> • self administration of medicine under supervision 	A E
MPC.04	Victoria Park Primary School <i>Oliver</i>	<ul style="list-style-type: none"> • administration of medicine in class with support from teaching assistant with consent from pupil and parent • recording of the administration by TA and class teacher 	ADD
MPC.05	College Gardens Nursery <i>Mara</i>	<ul style="list-style-type: none"> • provision of space for storing equipment • nappy changing • physiotherapy exercises built into foundation curriculum • training of staff in carrying out procedures to support Mara • use of standing frame to take part in activities 	CP
MPC.06	Eccleston Mere Primary School <i>Connor</i>	<ul style="list-style-type: none"> • staff training on nasal specs, use of oxygen, tube feeding • rice and pasta as an alternative to sand in the play trays • use of sensory room 	MN
MPC.07	St Bridget's Catholic Primary School <i>Callan and Ethan</i>	<ul style="list-style-type: none"> • health staff train school staff on administering medicines • use of radio aids to summon assistance in an emergency • PE store converted to make sleeping area for daily rest • cool bag for medicines which need to be kept cold • data from healthcare plans attached to registers • staff hold pupil's hands to prevent ankle injury • pupils at centre of hall in dance lesson to avoid collisions • gaining information on the impairment from the parent • risk assessment completed routinely 	E MN BB
MPC.08	North Beckton Primary School <i>Fade</i>	<ul style="list-style-type: none"> • use of hoist for non-weight bearing pupil in dance lesson • deployment of staff with lifting training 	PI

Code	School and pupil	Reasonable adjustments	Impt
MPC.09	Harrogate High School <i>Chris</i>	<ul style="list-style-type: none"> • use of on site physio room reduces loss of lesson time • timetabling physiotherapy on site during school hours • training of TAs to carry out risk assessment and some physiotherapy 	PI
MPC.10	Brigshaw High School <i>Mark</i>	<ul style="list-style-type: none"> • use of TA to support tube feeding at lunchtime 	MN
MPC.11	Brigshaw High School <i>Steven, Ben, Shane</i>	<ul style="list-style-type: none"> • consultation with parents and pupils on the procedure • instructions for emergencies in pupil friendly language • training for and use of evacuation chairs • use of radio aids by pupils and TAs • training of TAs for manual lifting 	PI
MPC.12	Glossopdale Community College <i>Jonathon</i>	<ul style="list-style-type: none"> • healthcare planning updated to reflect changes • pupil and parent are involved in on-site meeting • all staff made aware of changes to health care plans 	PI
MPC.13	Summary		

DVD2



DVD 2: Foundation Stage in maintained schools

(FS)(19 minutes)

Code	School and pupil	Reasonable adjustments	Impt
FS.02	Introduction		
FS.03	Shelton Infant School <i>Melika</i>	<ul style="list-style-type: none"> ● use of advice from outside agencies ● adapted activities for Sports Day ● planning for admission, use of mother and toddler group ● weekly visits from outside agencies after admission ● choice between two name cards only 	DS
FS.04	Flatts Nursery School <i>Muaz</i>	<ul style="list-style-type: none"> ● staff given impairment specific training from outside agencies prior to admission ● differentiated activities ● resources carefully planned to meet all needs 	HI
FS.05	Bowness County Primary School <i>Louise</i>	<ul style="list-style-type: none"> ● use of TA ● planning of the lesson with floor based activities to include all pupils 	TP
FS.06	Yarm Primary School <i>Thomas</i>	<ul style="list-style-type: none"> ● timetabling of TA ● use of specially designed play equipment ● use of specialist equipment 	PI
FS.07	Cottingley Primary School	<ul style="list-style-type: none"> ● timetabling of communicator 	HI
FS.08	Flatts Nursery School	<ul style="list-style-type: none"> ● all staff have access to training ● all staff learn new signs on a weekly basis 	
FS.09	Victoria Park Primary School <i>Naqib</i>	<ul style="list-style-type: none"> ● use of specialist information technology equipment ● use of adapted equipment ● written materials provided in a larger font ● verbal commentary on views from coach window 	MSI
FS.10	Flatts Nursery School <i>Aaminah, Jakob</i>	<ul style="list-style-type: none"> ● establishment of a 'café' ● use of TA ● feeding protocol established ● liaison with parents to identify pupils' favourite activities ● timetable adapted 	ASD

Code	School and pupil	Reasonable adjustments	Impt
FS.11	St Clement's (C of E) Primary School <i>Chloe, Amelia</i>	<ul style="list-style-type: none"> ● provision of chairs outside ● use of TA to support pupils' choice of play equipment 	CP
FS.12	College Gardens Nursery <i>Andrew, Jamie, Cameron</i>	<ul style="list-style-type: none"> ● celebration of difference to help children understand each other's needs ● use of specialist equipment 	SLC PI ASD
FS.13	St John Vianney RC Primary School <i>Daniel</i>	<ul style="list-style-type: none"> ● part-time attendance ● counting through song and rhyme 	LD
FS.14	College Gardens Nursery <i>Mara</i>	<ul style="list-style-type: none"> ● staff adapt to meet pupils needs which change daily ● use of TA ● use of eye pointing to communicate ● use of visual signs ● training and advice from health care professionals ● liaison between TA and teacher to adapt activities, evaluate and ensure pupil progress ● local special school advises on suitable information technology equipment 	CP
FS.15	Trafalgar Infant School <i>Blythe</i>	<ul style="list-style-type: none"> ● TA visited pupil in nursery in advance ● all staff trained in sign language ● training to meet medical needs ● staff aware of pupils' fears and adapt activities accordingly 	DS
FS.16	Flatts Nursery School	<ul style="list-style-type: none"> ● use of various resources to support disabled pupils ● use of materials with positive images of disabled people 	HI

DVD 2: Primary school stories: Introduction (PSIntro)(1½ minutes)

Code	School and pupil	Reasonable adjustments	Impt
PS. Intro. 02	Introduction		

DVD 2: Primary school stories: Goostrey (PSG)(8½ minutes)

Code	School and pupil	Reasonable adjustments	Impt
PSG.02	Goostrey Community Primary School <i>Ben, Paddy, Joanna, Olivia, Kyle</i>	<ul style="list-style-type: none"> ● staff training from voluntary organisation ● use of pictorial communication system ● working closely with outside agencies ● willingness to investigate all avenues of support ● use of TA to support communication ● use of laptop and specialist software to record work ● use of microphone ● TA timetabled to watch Joanna at breaks, unobtrusively ● flexible timetable ● daily consultation with parents ● use of peer mentoring scheme ● appointment of TA who can support Ben's health needs ● development of outreach links with two special schools ● use of equipment for Ben that also benefits others ● staff evaluate, adjust practice, try new approaches ● working closely with parents to understand pupils better ● use of specialist equipment to support individual learning style 	DS Dys HI

DVD 2: Primary school stories: Billesley (PBI)(7½ minutes)

Code	School and pupil	Reasonable adjustments	Impt
PBI.02	Billesley Primary School <i>Dean, Dominic</i>	<ul style="list-style-type: none"> ● school is committed to taking all children from the locality ● SENCO with time to liaise with outside agencies and support staff ● staff supported by training, resources and advice ● changes in timing of TA support ● SENCO leads teaching and learning policy for all ● use of physical activities to support learning ● training from the VI team for all staff working with Dean ● parents of disabled pupils meet TAs informally ● time for teachers and TAs to plan and share ideas ● pupils review their progress through learning logs and individual education plans ● SENCO invites outside agencies into the school ● changes to TA timetables to encourage independence ● changing the amount of work and the time to complete it ● use of sloping writing board and scribe ● use of game to develop knowledge of computer keyboard ● development of a 'can do' ethos ● disabled pupils are part of everything the school does 	VI PI

DVD 2: Primary school stories: Batheaston (PBA)(8 minutes)

Code	School and pupil	Reasonable adjustments	Impt
PBA.02	Batheaston C of E (VC) Primary School <i>Amy, Danielle, Joe, Jack, Joss, Holly</i>	<ul style="list-style-type: none"> ● ethos celebrates diversity and welcomes all pupils ● a wide curriculum gives more opportunities for success ● use of writing wedge ● development of pupils' attitudes through values curriculum ● Year 6 trained to be mentors to Year 1 pupils at break-times ● friendship bench to support vulnerable pupils at breaks ● development of peer support ● changes to strategies as needs change ● use of calming time out of the classroom with TA ● teacher and class work together to provide positive support ● targeted work with small groups ● strategies to boost self-esteem ● adjustments to pupil groupings 	ADD

DVD 2: Primary Education: Introduction (PEIntro)(4 minutes)

Code	School and pupil	Reasonable adjustments	Impt
PS. Intro. 02	Introduction		

DVD 2: Primary curriculum & planning (PCP)(22 minutes)

Code	School and pupil	Reasonable adjustments	Impt
PCP.02	Introduction		
PCP.03	West Bridgford Junior School <i>Raisa</i>	<ul style="list-style-type: none"> • Making Action Plans used with parent on admission • sharing of knowledge gained from MAP with all staff • establishing friendship group • small group work on coordination 	
PCP.04	West Bridgford Junior School	<ul style="list-style-type: none"> • Year 3 class learn signs prior to child's admission to class • teachers learn a sign a week and teach it to their class 	LD
PCP.05	St Clement's C of E Primary School	<ul style="list-style-type: none"> • Year 6 pupil with LDs is paired with a capable Year 1 reader • Year 6 pupil unobtrusively supported by TA • older pupil provides positive role model 	PI ASD
PCP.06	Hartley Brook Primary School	<ul style="list-style-type: none"> • withdrawal of pupils for small, intensive group work • regular liaison with class teachers and parents 	LD
PCP.07	Eccleston Mere Primary School <i>Emma</i>	<ul style="list-style-type: none"> • consultation with professionals, pupil and parents • pupil attends part of review meeting • peer support and involvement in co-ordination exercise • use of visual reading scheme 	LD PI
PCP.08	Yarm Primary School	<ul style="list-style-type: none"> • working with external agencies • tracking of pupils' progress using P Levels 	
PCP.09	Billesley Primary School	<ul style="list-style-type: none"> • fortnightly team meeting • time for TAs and teachers to plan together regularly 	
PCP.10	West Bridgford Junior School	<ul style="list-style-type: none"> • training from outside agencies, parents, disabled people • solution-focused problem-solving group for teachers • regular review of strategies agreed by teachers 	LD
PCP.11	West Bridgford Junior School	<ul style="list-style-type: none"> • images of disabled people included in teaching materials 	

Code	School and pupil	Reasonable adjustments	Impt
PCP.12	St Clement's C of E Primary School	<ul style="list-style-type: none"> parent-teacher working group on disabled pupils, PSHE and sex education role models across the curriculum for disabled pupils self-esteem addressed across the curriculum anticipating issues in sex education for disabled pupils examining curriculum areas where special consideration is needed: science, genetics 	PI
PCP.13	The New Tunmarsh Centre	<ul style="list-style-type: none"> multi-agency group worked with parents to develop sex education materials to meet the needs of disabled pupils promoting teaching strategies for pupils with learning difficulties: saying no, public and private parts of the body 	LD
PCP.14	Shelton Infant School <i>Liam</i>	<ul style="list-style-type: none"> circle time to support development of friendships special friends in the playground delivering messages around the school preparation and extra pre-visits for transition to Year 3 	SLC
PCP.15	Whitehouse Junior School <i>Terri, Connor</i>	<ul style="list-style-type: none"> informal nurture group sessions 'Changing faces' worked with teachers on dealing with pupil curiosity about Terri's impairment consultation with Terri on issues that might upset her early planning with High School for transfer 	FD PI
PCP.16	Yarm Primary School <i>Luke</i>	<ul style="list-style-type: none"> pupil advice incorporated into curriculum planning early preparation for transition to secondary school touch typing lessons visits to new school over 18 months 	VI

DVD 2: Primary teaching and learning (PTL)(17½ minutes)

Code	School and pupil	Reasonable adjustments	Impt
PTL.02	Introduction		
PTL.03	Gorsefield Primary School <i>Matthew, John</i>	<ul style="list-style-type: none"> ● use of puppet to help with learning ● speech exercises included in daily routines ● other pupils help to keep pupil on task ● use of specialist chairs 	LD
PTL.04	St Clement's C of E Primary School <i>Mohammed, Casey, Jago</i>	<ul style="list-style-type: none"> ● parallel activity ● consultation with pupil ● skills-based approach to the curriculum ● use of hearing interpreter ● use of wooden frame to support sewing ● use of teaching assistants – encouraging independence by standing back ● full participation in activity with peers 	PI HI
PTL.05	Yarm Primary School <i>Curtis</i>	<ul style="list-style-type: none"> ● liaison with parents and outside agencies ● use of visual timetable ● flexible use of workstation ● social skills programme and circle time support Curtis ● teacher makes links between day's activities ● use of timed tasks 	ASD
PTL.06	St Bridget's Catholic Primary School <i>Matthew, Hayley</i>	<ul style="list-style-type: none"> ● circle of friends established ● TA has early break in order to support in the playground ● other pupils providing role models ● flexible use of own class, other classes, withdrawal groups ● Hayley given time to tell a joke ● teaching assistant goes in pool 	LD
PTL.07	Trafalgar Infant School	<ul style="list-style-type: none"> ● planning with TAs ● pupils have choice of questions ● pupils have choice of equipment 	ADH D
PTL.08	North Beckton Primary School <i>Lenais</i>	<ul style="list-style-type: none"> ● differentiated work with concrete activities ● presentation of work in different forms ● use of teaching assistant in 1:1 support 	LD
PTL.09	North Beckton Primary School	<ul style="list-style-type: none"> ● organisation of the curriculum ● activity-based approach 	BES PI
PTL.10	Shelton Infant School	<ul style="list-style-type: none"> ● use of repetition to reinforce language ● concrete activity 	LD

DVD 2: Primary deployment of staff and resources (PDR)(22 minutes)

Code	School and pupil	Reasonable adjustments	Impt
PDR.02	Introduction		
PDR.03	Batheaston C of E (VC) Primary School <i>Katie</i>	<ul style="list-style-type: none"> • TAs nurture peer support • TAs support the development of independence • local visits for language enrichment 	SLC LD
PDR.04	Cottingley Primary School <i>Shazia</i>	<ul style="list-style-type: none"> • whole school learns signed song • teacher is learning sign language 	HI
PDR.05	North Beckton Primary School <i>Michael, Kelley, Fade</i>	<ul style="list-style-type: none"> • small groups to develop communication skills and signing • buddy pairs • providing a choice between two items to enable eye-pointing • use of music to support communication 	MSI
PDR.06	North Becton Primary School <i>Fade</i>	<ul style="list-style-type: none"> • use of hoist to support participation • use of group work and work in pairs • planning between curriculum support teacher and TA 	PI
PDR.07	Shelton Infant School <i>Jake</i>	<ul style="list-style-type: none"> • classroom laid out with wide aisles • use of an wheelchair table and height adjustable table • use of a hoist to allow participation in floor based activities • resources located within reach 	PI
PDR.08	Victoria Park Primary School <i>Mohammed</i>	<ul style="list-style-type: none"> • cut out cardboard hand to get the teacher's attention • use of laptop 	PI
PDR.09	Gorsefield Primary School	<ul style="list-style-type: none"> • use of specialist keyboards and overlays 	LD
PDR.10	Coteford Junior School <i>Victor</i>	<ul style="list-style-type: none"> • use of signs and symbols • the silent cheer • use of mobile work station 	ASD
PDR.11	Coteford Junior School <i>Raveena</i>	<ul style="list-style-type: none"> • planning with TAs • use of portable word processor 	HI

Code	School and pupil	Reasonable adjustments	Impt
PDR.12	Victoria Park Primary School <i>Rhiana</i>	<ul style="list-style-type: none"> ● use of ICT: CCTV and networked interactive whiteboard ● liaison with Visually Impaired Services ● use of sloping writing frame and bolder pens ● A3 worksheets provided in two pages of A4 format ● exercise book with wider lines ● choice of buddy to work with pupil ● other pupils encouraged to accept difference 	VI
PDR.13	Gorsefield Primary School <i>Matthew</i>	<ul style="list-style-type: none"> ● support provided in a range of ways in and out of class ● specialist tool boxes for TAs 	LD
PDR.14	Gorsefield Primary School <i>Marcus</i>	<ul style="list-style-type: none"> ● structured programme developed with SALT ● training cascaded to support staff 	SLC
PDR.15	Gorsefield Primary School <i>Amy</i>	<ul style="list-style-type: none"> ● positioning of coat pegs ● information from mother and Restricted Growth Association ● SENCO provides positive role model for disabled pupils 	PD
PDR.16	Billesley Primary School <i>Aaron</i>	<ul style="list-style-type: none"> ● use of support from information technology specialist ● use of predictive text software 	LD
PDR.17	Goostrey Community Primary School <i>Paddy</i>	<ul style="list-style-type: none"> ● staff training on dyslexia ● good liaison between school staff and parents ● use of voice activated software ● use of laptop 	LD
PDR.18	Yarm Primary School <i>Louise</i>	<ul style="list-style-type: none"> ● teacher sits in good light ● use of specialist equipment such as microphone ● close liaison between school and parents ● use of TA to support development of language skills 	GHI

DVD 2: Primary ethos and whole school development (PED)(23 minutes)

Code	School and pupil	Reasonable adjustments	Impt
PED.02	Introduction		
PED.03	St John Vianney RC Primary School and Woodlands Special School <i>Koby, Ben</i>	<ul style="list-style-type: none"> ● close working between the headteachers of the two schools ● location of resource base at heart of school ● preparatory work and training of staff at St John Vianney ● staff share concerns at an open forum, support provided ● staff plan and differentiate materials together ● slow building of length of sessions and numbers of pupils ● Woodlands pupils included on educational visit ● use of sign language ● use of visual materials ● differentiated activities 	LD
PED.04	Bowness County Primary School <i>Stephanie, Louise</i>	<ul style="list-style-type: none"> ● creation of an ethos that welcomes all pupils ● staff training in anticipation of entry to school ● planning of adaptations to benefit other disabled pupils ● timetabling of physio on site ● cascading of training from physiotherapist ● training to use electric wheelchair with obstacle course ● taught mainly in class, with occasional times out of class ● development of responsibility through Year 6 jobs ● range of communication strategies ● visits to shops to develop vocabulary and life skills ● differentiation planned by teacher and TA ● working with outside agencies ● recognition and valuing of achievement at all levels ● other pupils encouraged to ask pupil about her activities ● photographer arranged to fit with individual timetable ● transition process starts a year early for disabled pupils ● effective use of home school liaison books 	PI DS

Code	School and pupil	Reasonable adjustments	Impt
PED.05	Cottingley Primary School	<ul style="list-style-type: none"> ● links with outside agencies and Broomfield special school ● weekly sign communication lessons for all ● deaf instructors provide role model ● deaf instructors provide specific vocabulary to communication support workers ● timetabling allows for dual-communication lessons ● materials adapted to provide a visual curriculum ● TAs learn sign language and regularly update vocabulary ● support for teachers for communication ● small group work to develop language skills and confidence ● adapted layout of classroom ● planning and review time built into meeting schedules ● pro-active approach to identifying pupil needs early ● positive promotion of peer interaction ● teaching group work skill ● timetabled use of Pupil Development Centre ● use of calm area for pupils with behavioural difficulties ● work with CAMHS 	HI BES

DVD3



DVD 3: Secondary school stories: Introduction (SSIntro)(1 minute)

Code	School and pupil	Reasonable adjustments	Impt
SSIntro.02	Introduction		

DVD 3: Secondary school stories: Langdon School (SLA)(11 minutes)

Code	School and pupil	Reasonable adjustments	Impt
SLA.02	Langdon School <i>Boonma, Saad, Thadsagini, Carl, James, Harpreet, Alex</i>	<ul style="list-style-type: none"> ● strong leadership from head provides focus on learning ● all staff supported in making reasonable adjustments ● TAs linked to departments after review ● TAs support flexibly: one-to-one, small group ● peer support nurtured and encouraged ● timetable adjustments provide extra PE sessions ● use of learning mentors ● lunchtime clubs support vulnerable pupils, reduce bullying ● review and evaluation of reasonable adjustments ● learning about difference 	VI

DVD 3: Secondary school stories: North Leamington Community School and Arts College (SNL)(16 minutes)

Code	School and pupil	Reasonable adjustments	Impt
SNL.02	Introduction		
SNL.03	North Leamington Community School and Arts College <i>Alex, Charlotte, Hollie</i>	<ul style="list-style-type: none"> ● use of scooter to get around the school ● flexible timetable ● TA takes notes in lessons that pupil cannot attend ● consistency of TA support (at pupil's request) ● TA visits primary school to learn about the pupil ● TA travels round school with pupil to identify access needs ● close liaison with pupil's family ● school evaluates reasonable adjustments and alters them ● pairing of students for activities ● sixth formers trained as mentors to support Year 7 pupils ● charitable organisation talks to Year 7 about disability issues ● curriculum developed to support range of learning needs ● ICT equipment changed after evaluation ● other TAs trained so that they can provide cover ● TA withdraws when not needed ● one TA is now peripatetic to work at home and at hospital ● use of sterile medical room ● use of pager ● room used as lunchtime base for disabled pupils and friends ● use of alternative medical room by other disabled pupils ● close and regular liaison with outside agencies ● early preparation for transition at 16 and 18 ● disabled pupils given ownership of their learning ● use of scribe, laptop, extra time allowance in exams 	EB PI
SNL.04	Summary		

DVD 3: Secondary curriculum and planning (SCP)(22 minutes)

Code	School and pupil	Reasonable adjustments	Impt
SCP.02	Introduction		
SCP.03	George Green's School	<ul style="list-style-type: none"> • use of peer mentors for science pre-teaching • timetabling – pupils meet twice before school • use of additional set of text books • peer mentor training for Year 10 pupils • review and evaluation of scheme 	LD
SCP.04	Glossopdale Community College	<ul style="list-style-type: none"> • training on setting aspirational targets • progress review meetings with students • disabled pupils carry their targets with them • extra liaison with disabled students • selection of alternative courses and different exam boards • students generally taught alongside each other 	LD
SCP.05	Bishopsgarth School	<ul style="list-style-type: none"> • emphasis on ICT to meet needs of all learners • group of students with autism work together at lunchtimes 	ASD
SCP.06	William De Ferrers School	<ul style="list-style-type: none"> • introduction of ASDAN option 	Ca LD
SCP.07	Filsham Valley School	<ul style="list-style-type: none"> • social use of language groups established • staff received training 	SLC PI
SCP.08	Filsham Valley School <i>Helen</i>	<ul style="list-style-type: none"> • flexible timetable • use of a range of different exam boards • allowed to take A levels without having done GCSE 	PI
SCP.09	George Green's School	<ul style="list-style-type: none"> • personalised time-table • pre-planning for English with librarian • collection of daily timetable 	PI
SCP.10	George Green's School	<ul style="list-style-type: none"> • pupil grouping • classroom organisation • use of concrete objects • planning with TAs linked to departments 	
SCP.11	<i>Messages from a survey by Eleni Burgess</i>	<ul style="list-style-type: none"> • schools could employ a disabled trainer to train staff in disability awareness • consideration should be given to disabled young people when discussing sex education • curriculum materials should reflect disability • schools should include and reflect the experiences of disabled pupils 	PI

Code	School and pupil	Reasonable adjustments	Impt
SCP.12	Curriculum materials	<ul style="list-style-type: none"> curriculum materials that include positive images of disabled people 	
SCP.13	Glossopdale Community College	<ul style="list-style-type: none"> extra visits to college liaison with pupils and parents close liaison with work placements TAs sometimes accompany students on work experience 	
SCP.14	Harrogate High School <i>Chris</i>	<ul style="list-style-type: none"> use of voice recognition software and paintbrushes staff are directed by Chris to be his hands early liaison with outside agencies, Chris and parent to set up care package for University 	PI

DVD 3: Secondary teaching and learning (STL)(21 minutes)

Code	School and pupil	Reasonable adjustments	Impt
STL.02	Introduction		
STL.03	Glossopdale Community College	<ul style="list-style-type: none"> review of language used with pupils alternative warm-ups and activities planned to meet different needs 	
STL.04	The Petersfield School <i>Alistair, Gwen</i>	<ul style="list-style-type: none"> Year 9 trained to be maths mentors for Year 7 pupils timetabled sessions in two registration periods a week 	LD
STL.05	Brigshaw High School <i>Catherine</i>	<ul style="list-style-type: none"> use of concrete activities and counting software support services provide advice on working at P levels personalised timetable use of storyline to access music lesson 	LD
STL.06	Aldercar Community Language College <i>Amy, Karl</i>	<ul style="list-style-type: none"> withdrawal and support in small groups in Basic Skills deployment of TAs and communicator to work with groups specific manageable activities for disabled pupils use of small microphone facilitates group work 	LD ASD HI

Code	School and pupil	Reasonable adjustments	Impt
STL.07	Lister Community School	<ul style="list-style-type: none"> ● planning between teacher and communicator ● clear communication in lesson allows for modifications ● differentiated work, questioning and homework ● withdrawal group with deaf instructor to reinforce learning 	HI
STL.08	St Augustine's Catholic High School <i>Peter, Rachel</i>	<ul style="list-style-type: none"> ● adjustments to questioning technique ● use of apparatus to support calculation ● use of TA to meet individual needs ● photocopying activities from text book to combat fatigue ● pupils choose the amount of support they would like 	CP ASD
STL.09	Frome Community College <i>Rikki</i>	<ul style="list-style-type: none"> ● differentiated learning activities and learning aids ● use of key words booklet ● use of portable computer and TA support 	ADHD LD
STL.10	Hall Green Secondary School <i>Dean, Sameera</i>	<ul style="list-style-type: none"> ● range of warm-ups available ● individual considerations taken into account in planning ● deployment of TA ● use of alternative equipment ● asking pupils what they can do comfortably 	PI
STL.11	Filsham Valley School <i>Heather</i>	<ul style="list-style-type: none"> ● classroom with wide aisles, different height benches ● use of adjusted equipment such as talking thermometer ● small assignments in class to track and evaluate progress ● planning of accessible work with challenge for all pupils ● symbols and images alongside text e.g. key word bingo ● use of mind mapping with cut and paste activities ● encouragement of verbal answers ● use of learning support team 	VI Dys PI LD

DVD 3: Secondary deployment of staff and resources (SDR)(22½ minutes)

Code	School and pupil	Reasonable adjustments	Impt
SDR.02	Introduction		
SDR.03	Fulford School	<ul style="list-style-type: none"> ● review of role of TAs in school ● involvement of TAs in departmental planning ● TA training to improve knowledge of specific impairments ● use of TAs to plan differentiated worksheets with teachers 	ASD
SDR.04	Fulford School <i>Chris</i>	<ul style="list-style-type: none"> ● planning accessible classrooms ● pupil involved in choice of who provides TA support and how ● deployment of TA to provide support for homework 	PI
SDR.05	Lister Community School	<ul style="list-style-type: none"> ● teacher and communicator plan signs and materials together ● communicator stands in good light ● classroom layout enables hearing impaired pupils to see 	HI
SDR.06	Hall Green Secondary School <i>Tara, Luke, Amanda</i>	<ul style="list-style-type: none"> ● positioning of pupil and teacher, who wears a microphone ● speaking clearly and standing closer ● use of TA 	E HI
SDR.07	Aldercar Community Language College	<ul style="list-style-type: none"> ● updated vocabulary on augmented communication devices to reflect curriculum and the life of pupils ● all TAs trained to programme and mount the device 	
SDR.08	Aldercar Community Language College <i>Melissa</i>	<ul style="list-style-type: none"> ● deployment of teacher of the visually impaired ● use of raised maps 	PI VI
SDR.09	William De Ferrers School <i>Harriet</i>	<ul style="list-style-type: none"> ● staff or parents transport school bag to and from home ● card to explain lateness caused by impairment 	PI
SDR.10	St Augustine's Catholic High School <i>Charlotte</i>	<ul style="list-style-type: none"> ● school bags left outside classroom to avoid obstruction ● layout of classroom with circulation space ● disabled role model for disabled and non-disabled pupils 	PI

Code	School and pupil	Reasonable adjustments	Impt
SDR.11	Hall Green Secondary School <i>Chris</i>	<ul style="list-style-type: none"> timetabled tutorial with information technology technician to learn how to use voice recognition software 	PI
SDR.12	Glossopdale Community College	<ul style="list-style-type: none"> replacement of rhododendron flower with lily flower for practical as it is larger and easier to handle 	LD
SDR.13	Brigshaw High School <i>Ben</i>	<ul style="list-style-type: none"> use of computer aided design (CAD) system instead of hand crafting a product 	PI
SDR.14	Harrogate High School <i>Charlotte</i>	<ul style="list-style-type: none"> timetabled room change to accessible classroom use of remote sensing such as video link where accessible room is unavailable 	
SDR.15	Harrogate High School <i>Charlotte</i>	<ul style="list-style-type: none"> planning allocation of resources and staffing use of TA to support practical activities e.g. taking photos timetabled visit to shop with TA during school hours 	PI
SDR.16	Filsham Valley school	<ul style="list-style-type: none"> adjusted game with a variety of equipment 	
SDR.17	The Petersfield School	<ul style="list-style-type: none"> sharing adjustments at departmental and whole school level provision of word maps, writing frames, word lists use of adapted word games to introduce new vocabulary alternative forms of presentation for assessed work use of recording equipment on field trips 	LD Dys
SDR.18	Glossopdale Community College	<ul style="list-style-type: none"> planned access to and within the library wide range of books at various reading levels talking CD ROMS for pupils with VI or reading difficulties dyslexia friendly texts books with positive images of disabled people 	
SDR.19	Stoke Park School and Community Technology College <i>Andrea, Shiva</i>	<ul style="list-style-type: none"> pupil sits at back of class to suit her field of vision material provided in an accessible format peer support encouraged: early release from class with friends transition programme with 30 minutes a day for orientation allocation of tutor on watersports trips to Spain 	VI

DVD 3: Secondary ethos and whole school development (SED)(21½ mins)

Code	School and pupil	Reasonable adjustments	Impt
SED.02	Introduction		
SED.03	The Petersfield School <i>Thomas</i>	<ul style="list-style-type: none"> ● liaison with local special school for advice and training ● differentiated targets and means of recording work ● carefully planned tutor and social groups ● transition supported by work with peers before admission ● use of one-to-one support ● alternative curriculum available ● staff disability awareness training 	CP LD
SED.04	Ian Mikardo High School <i>Dean, Ben, Gary, Lee</i>	<ul style="list-style-type: none"> ● ethos encourages and reinforces positive behaviour ● contact with parents to report positive outcomes ● pupil involvement in decision making ● restructuring of curriculum ● individual timetables for all pupils ● Dean starts vocational training two years early ● flexible curriculum for work and college placements ● communication skills and conflict resolution used to support pupils in managing their behaviour ● psychotherapist used to support staff ● pupils responsible for designing aspects of their environment e.g. 'luscious loos' ● links with community developed 	BES
SED.05	Frome Community College <i>Willow</i>	<ul style="list-style-type: none"> ● liaison with middle schools to get early information ● production and sharing of confidential booklets ● surgeries on specific impairments to support staff ● transition project to support vulnerable pupils ● draft writing policy ● green slips give extra time in class and exams ● impairment specific information booklets to support staff ● alternative forms of presenting work are accepted ● flexible curriculum ● promotion of pupil voice to inform reasonable adjustments 	LD

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Cottingley Primary School, Leeds

Eccleston Mere Primary School, St Helens

Filsham Valley Secondary School, East Sussex

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