

## Reasonable Adjustments

Reasonable Adjustments are made for SEND students, vulnerable students and students experiencing difficult and challenging circumstances in their home or school environment. At Baysgarth staff will endeavour to make reasonable adjustments for these students taking into each individual's circumstances.

Sanction	Reasonable Adjustments
Reiteration of expectation	<p>More than one reiteration may be needed- these should:</p> <ol style="list-style-type: none"> <li>a) Make clear what the expectation is that is not being met</li> <li>b) Make clear what you expect the child to do</li> <li>c) On the final reiteration, make clear that it may be followed by a 1st warning if the behaviour continues.</li> </ol> <p>Within this, focus on what the child is doing right/ well- give praise if the expectation is followed.</p> <p>Reminders may not always be verbal- e.g. you might point to where a child should be reading or carefully take away a bottle that is being messed with.</p> <p>You are not expected to get into a cycle of giving multiple reminders, which are having no impact- but <b>do</b> ask Why is the child behaving this way? Does something else need to change so that they can meet our expectations? Do they need alterations to the task? Do they need a time out to regulate themselves? What are the expectations that this child should be meeting- why is this expectation important?</p>
1st Warning	<p>Allow time for the child to change their behaviour before moving up the warnings- ensure the child has had time to process what is being said. Consider if students have had enough time to change their behaviour? Have their needs been met? Is the behaviour a way to avoid work they can't do?</p> <p>Be clear with the warning what will happen next- but ensure time is built in to make the change.</p> <p>Within this, focus on what the child is doing right/ well- give praise if the expectation is followed.</p>
2nd Warning	<p>Staff should avoid jumping straight to Second Warning if the student queries the first warning. Be clear on why they have been given the warning and then move on. If the pupil so chooses they can discuss this further at the end of the lesson.</p> <p>It may also be deemed necessary to give out reiterations of expectations before moving to a second warning.</p> <p>Within this, focus on what the child is doing right/ well- give praise if the expectation is followed.</p>
Remove to Receiver	<p>Staff should avoid jumping straight to Remove to Receiver if the student queries the Second warning. It may be better to give the pupil a 2 minute time out of the classroom to regulate themselves. Make clear the choice of meeting expectations or that receiver will follow- with time to make the right choice. At this stage, it may be appropriate to have a discussion in the corridor about any problems they have which may be causing issues/ challenging behaviour.</p> <p>It may also be deemed necessary to give out reiterations of expectations before removing a student to a receiver classroom.</p> <p>Consider if the child should be removed from the classroom or whether the sanction should be made clear and the pupil retained if this would cause less disruption.</p>
Isolation	<p>If a child fails their detention which in turn requires an Isolation Placement, it may be deemed</p>

	necessary that the child re-attempts the detention placement. This is at the discretion of the Inclusion/SEN Team.
Exclusion	Looked After and Vulnerable Children will be offered alternative placements at other schools in order to serve the length of their Fixed Term Exclusion. The term of the Exclusion may be reduced to reflect individual student's circumstances.