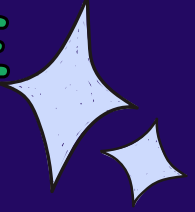




# POSSIBLE SCHOOL REASONABLE ADJUSTMENTS



All schools, workplaces, local authorities, and services (like shops or leisure centres) have a legal duty under the Equality Act 2010 to make reasonable adjustments for disabled people. For neurodivergent pupils, that means making school life fairer and more accessible—not just academically, but emotionally, socially, and physically.

## What this can look like:

- Changing how things are done day-to-day
- Adjusting the environment or routines
- Providing tools, support, or additional services

## Support Around the School Day

- Allow flexible start times to avoid busy corridors
- Replace the loud school bell with a quieter cue or personal alert
- Relax uniform rules when needed for sensory comfort
- Make sure attendance and behaviour policies don't penalise neurodivergent students
- Review exclusion policies—kids shouldn't be punished for behaviour tied to their neurotype
- Foster a whole-school understanding of neurodiversity
- Help staff understand things like interoception, alexithymia, and how communication styles vary across neurotypes
- Provide consistent support for transitions—big and small
- A familiar, understanding teaching assistant can make a huge difference (bonus if they're autistic or neurodivergent themselves)
- Consider therapies like play or LEGO therapy only if they are supportive, not to 'fix' autistic traits
- The same goes for speech and language therapy—only if affirming
- Keep parents in the loop about school life, not just academics or behaviour
- Even at secondary school, copy parents in on big updates
- Help students learn to break down and plan tasks in a way that suits their thinking style
- Visual supports can help—but only if they align with how that particular student processes
- And always remember: every autistic student is different—no one-size-fits-all!

## In the Classroom

- Give clear heads-up about what's happening—avoid sudden changes
- Keep your promises—this builds trust
- Let students choose where they sit (people and location - front, back, near the door, etc.)
- Allow fidgets and movement-friendly seating
- Offer movement breaks throughout the day
- Provide an exit card (make sure using it won't feel embarrassing and staff will honour it)
- Break down tasks into manageable steps, and offer multiple formats when possible
- Give both written and verbal instructions
- Use tools like voice-to-text, reader pens, scribes, laptops, etc.
- Model the task or use visuals if it fits the student's learning style
- Offer ear defenders or calming music when needed
- Tie lesson content into their interests (monotropism matters!)
- Understand that note-taking + listening at once might not work—support alternatives
- Consider an OT-supported sensory diet for regulation
- Keep shouting and public correction to a minimum
- Don't force participation in group work or cold-calling in class
- Always prep them before moving seats or routines
- Rethink detentions or exclusions—especially for things tied to executive functioning like forgetting equipment, being late, needing more time to transition between tasks





# POSSIBLE SCHOOL REASONABLE ADJUSTMENTS



## **Break Times & Lunchtimes**

- Every child needs at least one trusted adult they can go to
- Some scaffolding or light structure can be helpful during breaks
- Provide quiet, low-stimulation places to eat or decompress
- Allow access to food without the full canteen experience
- Offer clubs that align with diverse interests—beyond sports and coding! (Think anime, K-pop, Pokémon, rock painting...)
- Sensory spaces are vital for regulation
- Be flexible with food rules—safe foods may not look like “healthy eating” but still matter
- Gently remind students to eat, drink, and take care of themselves
- Staff who know the child well can spot and prevent tricky situations
- Keep interventions supportive—not aimed at masking or “normalising” autistic behaviours (e.g., no forced eye contact)

## **Exams**

- Whatever accommodations are in place during lessons should carry over to exams
- Extra time and a quiet room (or solo setting) can help
- Some may need explicit teaching (ideally by someone neurodivergent-aware) on how to navigate vague exam questions
- Consider emotional regulation needs before, during, and after exams

## **Schoolwork at Home**

- Homework should be minimal—or done at school, where support is available
- Focus on capacity, not conformity—wellbeing matters more than ticking boxes

## **Final Thought:**

Almost anything is possible with the right mindset. The key is to stay flexible, listen to the young person, and co-create an environment where they can truly thrive.

