

**Reasonable Adjustments Needed at School:
Dyspraxia / Developmental Coordination Disorder (DCD)**

- Dyspraxia / Developmental Coordination Disorder (DCD) is a recognised disability under the Equality Act 2010 and as such Reasonable Adjustments should be made in any educational setting
- Adjustments are legally required in order to achieve 'inclusion' for the pupil. 'Inclusion' does *not* mean that the pupil should be encouraged to join in as many activities with other pupils as possible; it means implementing adjustments so that the pupil has the opportunity to achieve the same *outcomes* as other pupils
- Outcomes include mental health wellbeing, academic attainment and social success
- Expectations for the pupil's behaviour should be communicated but conformance can only be expected once adjustments have been fully implemented by school
- It is critical to the success of implementing adjustments that they *must* be acceptable to the pupil otherwise they will just increase anxiety and escalate behaviour. Often the main reason an adjustment may not be acceptable is that it makes the pupil stand out as different from their peers
- It is also important to consider whether the whole experience of being in the educational environment is just too much for the child, even with proper implementation of adjustments, in such a case alternative provision should be sought to prevent development of mental health problems

How to use this document:

- This template is provided as a discussion point between pupils, parents / carers and teachers following a diagnosis of Dyspraxia / DCD. All adjustments must be discussed with the pupil's parents / carers as the experts on their own child because they can provide the best opinion on the potential impact, effectiveness and appropriateness of the adjustments under consideration
- It provides suggestions of some effective adjustments which are known to support students with Dyspraxia / DCD

- It is important that everyone involved with the pupil on a day-to-day basis, including the pupil themselves, work in partnership to agree upon the most appropriate adjustments to be implemented for them
- Strategies and provisions may be offered which are not listed in this document if acceptable to the pupil
- Parent / carers should have frequent access to speak with relevant teaching staff and the SEN / ALN department to discuss the appropriateness and effectiveness of the adjustments
- It is school's responsibility, with support from parent / carers, to implement adjustments informing all staff in the same way that staff are informed of pupils with food intolerances, epilepsy etc
- **Respectful and open communications between staff and parent / carers is the best approach**

Please highlight / select the most appropriate strategies for the pupil and include these in all advice documents provided to staff to assist them in working with the pupil.

Gross Motor Activities: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Finds it difficult to sit or stand for a long time	
Finds sports difficult	
Poor posture	
Tripping/falling often	
Difficulty walking in a straight line and can often bump into things / people	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Allow to stand if needed	
Encourage individual to self-monitor seating position	
Use a sloped desk so that the pupil can write in a comfortable position whilst maintaining good posture (a file can also be used for this)	
Look for alternative physical activities to team-games and allow opportunities for the pupil to succeed	
Allow the pupil extra time to change before / after PE class	
Provide balance or wobble boards	

Fine Motor Activities: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Using zips, buttons or shoelaces	
Spilling or dropping things more often than others	
Drawing diagrams or shapes	
Using equipment such as scissors or rulers	
Has a Dyspraxic choke	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Check that laces are tied securely, especially before PE lessons	
Allow appropriate modifications to school uniform, e.g., polo shirt rather than button down shirt, particularly on PE days	
Allow the pupil to have an early lunch so that they can have more time to eat and avoid having to carry bags / lunch tray through a crowded space	
Allow / provide special equipment, e.g., looped scissors or cork-backed rulers	
Encourage them to have tissues / napkins with them	
Ensure they have a drink with their food and encourage them to drink	

Orientation and Perception: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Following a timetable	
Telling the time on an analogue clock	
Judging distance and space	
Following left or right instructions	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Use a digital clock in the classroom	
Encourage the use of alarms, e.g., at break and lunch times so that the pupil can prepare for where they will be going	
Provide a 'buddy' to help the pupil get around school	
Encourage the use of strategies to understand left and right, such as making an 'L' shape with their hand or wearing a watch on either left or right wrist	

Concentration, Memory and Organisation: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Being generally unorganised and untidy	
Finding it harder than most to maintain focus and concentration	
Finding it hard to remember and follow instructions	
Finding it hard to concentrate for long periods of time	
Losing things	
Mixing up dates and times	
Messages between school and parents / carers don't reach home	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Display a visual timetable so that the pupil knows the routine of the week or plan for lessons on certain days: stick to it. This will give pupils a chance to think about forthcoming events	
Provide handouts that recap what has been covered in class	
Give extra time to complete tasks	
Have printed stickers or homework sheets that can be glued / stuck in the pupil's book / planner to ensure they know what to do	
Reduce homework tasks to the core elements required	
Display tasks on the whiteboard / hand out for the pupil to check back what they need to do	
Contact parents directly to pass on important messages	
Provide plastic wallets for each subject so that work can be securely kept together and demonstrate how this can be done	
Understand that I need time to process information; if I don't focus on things that I have lost I can sometimes think logically about where they will be	
Allow me to re-trace my steps (mentally and/or physically) help me to locate lost items	

Reading and Writing: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Untidy handwriting	
Poor spelling	
Pain in hands when writing	
Losing the place when reading and can miss important details	
Finding it difficult to follow a plot or sequence of events	

Sometimes the words on a page seem to jump about	
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Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Offer easy grip pens/pencils	
Use a non-slip mat	
Offer alternatives to handwriting, e.g., a laptop	
Allow the pupil to use templates	
Use recorded materials so that the pupil can revisit what has been taught	
Cover up portions of tasks that are not needed or highlight sections relevant to the pupil	

Eye Movements: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Difficulties with hand-eye coordination (impacting handwriting, using cutlery or participating in PE / joining in playground games)	
Difficulties in looking from one object to another quickly and effectively, for example, from the white board to a worksheet	
Struggling to follow an object without moving their head as well as their eyes	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Provide print out versions of presentations so that the pupil can focus on what is in front of them rather than looking to and from the whiteboard	
Provide activities / games at breaktimes that the pupil can take part in without	

Sensory Sensitivities:

The pupil may be affected by a range of sensory processing experiences. Understand the pupil's sensory processing differences by consulting with them and their parent / carers to make adjustments accordingly. Some possible examples are detailed below:

Sound: the pupil cannot tolerate loud environments and/or finds them overwhelming	Permission not to attend celebration assembly or permission to leave class and go to a designated quiet place
Pain: the pupil may be hyper (over sensitive or hyper (under sensitive to pain). A high pain threshold can be dangerous as serious injury is not recognised. A low pain threshold means experience of pain is intense for minor bumps and scrapes	Be understanding if the pupil becomes extremely upset over what may seem to be an insignificant injury, such as a paper cut, as the visual sight of blood can often be more of a trigger for distress than an unseen injury
Smell: the pupil is particularly sensitive to certain smells / can detect smells that others can't	Allow the pupil to sit by a window if this helps or perhaps work in a different room / area if this is safely possible
Interoception (internal sensations): examples may include the pupil may not know when they are hungry, thirsty or need to use the toilet	Prompting the pupil to drink / eat lunch / go to the toilet. This could be with a prompt card or verbally (to be agreed with the pupil and parent / carers)
Taste: the pupil may have a restricted diet	Allow the pupil to bring their own lunch with them

Speech and Language: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Difficulties with speech sounds or pronouncing words with a lot of syllables	
Make inconsistent mistakes when speaking, for example, can say a difficult word correctly but then have trouble repeating it back	
Say a word several times before being able to say it correctly	
Struggle to communicate at certain points of the day, i.e., towards the end when they are tired	
Talk continuously or repeat themselves	
Difficulty organising content and speech of their language	
Uncontrolled pitch, volume and rate	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Ensure you have their full attention before telling them something important and be prepared to repeat yourself	
Be aware of any tiredness or fatigue before giving an instruction as it may not be understood	
Allow them to use voice memos / voice recognition software / written tables to organise their thoughts	
Be patient to allow them to rephrase / gather their thoughts	

Emotion and Behaviour: Does the pupil experience any challenges with the following?

<i>Mark challenge</i>	Tick
Feeling anxious or downhearted	
Difficulties with teamwork	
Can be impulsive or easily frustrated and can have emotional outbursts	
Tends to opt out of things that seem too difficult	

Possible Adjustments: what will help the pupil?

<i>Mark adjustments that will be implemented</i>	Tick
Ensure that the pupil is encouraged and given opportunities to succeed	
Arrange a seating plan so that the pupil is sat near positive influences / understanding children so that they feel comfortable	
Provide a time out card to allow them to have time / space to regulate their emotions	
Timetable a set time with a trusted individual to discuss issues	