



High March

SEND ACCESSIBILITY PLAN

Person responsible for latest revision:	Mrs A Dale
Page number of any significant changes in latest revision:	
Last review:	June 2025
ISI Reference	17b

This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites	
www.education.gov.uk	

High March

SEND Accessibility Plan

The current period is from 1st April 2023 – 31st March 2026

Introduction

This plan sets out the proposals of High March to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010.

- A. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum;
- B. Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled;
- C. Proposed developments in physical access to education and associated services.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how High March will address the priorities identified in the Plan.

The purpose and direction of the School's Plan

1. Due to the physical and spatial constraints of the campus, High March has limited physical facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under Special Educational Needs and Disability Act 2001 (SENDA) in order to accommodate the needs of pupils, staff and applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

High March complies with its statutory duty under the National Curriculum Inclusion Statement to follow the 3 principles essential to developing a more inclusive, broad and balanced curriculum, to:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

Having identified any such barriers High March, through this Accessibility Plan, aims to remove or reduce these barriers in order to increase and to improve access to every area of life of the School for all pupils.

In fulfilling its obligations and responsibilities under the School's Aims and Ethos Policy, High March values with great importance its duty to promote positive attitudes towards disabled people and to promote the equality of opportunity between disabled people and other people, as set out in the

New Code of Practice 2014, the Disability Equality Duty (Part 5A of the Disability Discrimination Act 1995, amended by the Disability Discrimination Act 2005 now incorporated within the Equality Act 2010).

This Accessibility Plan should be read in conjunction with the following other School policies:

- Admissions Policy
- Aims and Ethos Policy
- Anti-Bullying Policy
- Behaviour and Pastoral Care Policy
- Child Protection and Safeguarding Policy
- Curriculum, Teaching and Learning Policy
- Equal Opportunities Policies
- Inclusion Policy
- Learning Support Policy
- SEND Policy

Development Plans for Learning Support 2022 and 2023

A. Increasing the extent to which disabled pupils (including those with specific learning difficulties) can participate in the whole curriculum

SHORT TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To carry out a LUCID dyslexia screening programme in Year 3 in the Spring term to identify any pupil who may have an underlying difficulty that is not picked up with regular testing. Also screen individual pupils in other years if a dyslexia nature concern is identified and they have not been screened in Year 3.	Mrs Dale, Miss Delaney and Miss Green	Achieved July 2023
To provide speech sound groups for children in nursery who have been identified by school and home for having speech difficulties. 30 mins weekly 1:4 with SENDCo. Starting in the Spring term. SENDCo to communicate regularly with the class teacher and parents so that sound work can be supported in the classroom and at home. SENDCo to work with parents to refer to a Speech and Language Therapist if there is still a concern after in-house provision.	Mrs Dale and Mrs Ciccone	Achieved April 2023
MEDIUM TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To introduce 'Zones of regulation' across the school. This will benefit all children, as well as children with neurodiversity and other SEND at recognising and managing their feelings and emotions so that they can participate fully in the whole curriculum.	Mrs Dale and Miss Dale	September 2023. Head of Learning Support (SENDCo) provided whole school training to all teachers, TAs and ATs on rolling out and implementing Zones of

		Regulation in age-appropriate and SEN –appropriate ways across the School.
To work with the Buckinghamshire Specialist Teaching Service Hearing Support Team to provide for two children with hearing impairment. To meet termly with the child, the child's parents, teachers and specialist hearing support teacher to review learning success passport provision and implement their specialist recommendations to best support the child's learning and access to the curriculum. INSET for supporting children with hearing impairment is arranged for November 2022	Mrs Dale, Mrs Grey and Miss Delaney	Achieved September 2022-July 2023. Training at INSET given to all teachers, TAs and ATs.
To work with the Buckinghamshire Specialist Teaching Service and other specialists to support children with the autistic spectrum condition. To meet termly with the child, the child's parents, teachers to review learning success passport provision and implement specialist recommendations to best support the child's learning and access to the curriculum.	Mrs Dale and Mrs Nedeljkovic	Achieved. September 2023.

B. Making written information accessible for children with a specific learning difficulty e.g. Dyslexia

SHORT TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To work with the Head of Computing to identify children with dyslexic difficulties whom would benefit from using a Laptop in written lessons. To work with the child and parents to ensure that touch typing speed is sufficient that it does not hinder learning. Investigate the benefit of using reader pens in lessons.	Mrs Dale and Mrs Halford	Achieved September 2023 (ongoing goal for next year) Attended ORCAM reader pen presentation at Shiplake College SEN Cluster Group September 2023. Investigate with individual children's parents

C. Proposed developments in physical access to education and associated services.

MEDIUM TERM GOALS	Person/s Responsible	Date Achieved
To provide 'Fizzy Club' interventions to support children at Junior House and Upper School with dyspraxia difficulties, including supporting fine motor and gross motor skills. (Clubs to start in the Spring Term 2023) Teachers to identify children who would benefit from additional fine and gross motor intervention. Include OT recommendations within the club activities.	Mrs Dale and Mrs Izzard	Achieved September 2023.
Two clubs will run: one for reception girls and one for Upper School girls.		Achieved June 2024

Development Plans for Learning Support 2023 and 2024

A. Increasing the extent to which disabled pupils (including those with specific learning difficulties) can participate in the whole curriculum

SHORT TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To carry out a LUCID dyslexia screening programme in Year 3 in the Spring term to identify any pupil who may have an underlying difficulty that is not picked up with regular testing. Also screen individual pupils in other years if a dyslexia nature concern is identified and they have not been screened in Year 3.	Mrs Dale, Miss Delaney and Miss Green	Achieved June 2024
To provide one-to-one assessment provision for children with hearing impairment taking computer assessments. Use a headphone Y adaptor so that the adult invigilating the assessment can also wear headphones and listen and repeat computer instructions with lip patterns if required.	Mrs Dale	Achieved October 2023 and May 2024
MEDIUM TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To embed and review the impact of 'Zones of Regulation' across the school.	Mrs Dale and Mrs Hanford-Dale	Achieved July 2024 for children and staff. Achieved for parents attending the Neurodiversity coffee morning October 2023. Next Steps: Embed for wider body (e.g. Introductory parent meetings, homework diary page)

To work with the Buckinghamshire and Berkshire Specialist Teaching Service Hearing Support Team to provide for three children with hearing impairment. To meet termly with the child, the child's parents, teachers and specialist hearing support teacher to review learning success passport provision and implement their specialist recommendations to best support the child's learning and access to the curriculum.	Mrs Dale, Miss Delaney, Mrs Cook and Mrs Slattery	Achieved July 2024
To work with the Buckinghamshire Specialist ASD Teaching Service and other specialists such as OT and SaLT to support a child with an EHC Plan. To meet termly with the child, the child's parents, teachers to review learning success passport provision and implement specialist recommendations to best support the child's learning and well-being	Mrs Dale, Mrs Honiball, Mrs Sargeant and Miss Ledo	Child with EHC Plan left High March October 2023

B. Making written information accessible for children with a specific learning difficulty e.g. Dyslexia

SHORT TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To work with the child and parents to ensure that touch typing speed is sufficient that it does not hinder learning. Investigate the benefit of using reader pens in lessons.	Mrs Dale and Mrs Halford	Ongoing goal, mentioned at child review meetings, JH and US parents' evening appointments in the Autumn and Spring Term and documented on learning success passports with children with dyslexia, DCD needs (diagnosed and not diagnosed) and/or processing speed challenges. Achieved November 2023 Mrs Dale shared information about the ORCAM reader pen with two parents who had been interested in purchasing a reader pen for their daughters. It was concluded that at this time, the new product was too expensive due to the

		company hire agreement. Other products were ruled out because of their reading lag. Continue to monitor reader pen products.
MEDIUM TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To develop the adjusted provision for children with dyslexia, such as provide tinted exercise books/handouts, reading strips and dyslexia friendly reading books.	Mrs Dale and Mrs Toohey	July 2024

Development Plans for Learning Support 2024 and 2025

A. Increasing the extent to which disabled pupils (including those with specific learning difficulties) can participate in the whole curriculum

SHORT TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To carry out a LUCID dyslexia screening programme in Year 3 in the Spring term to identify any pupil who may have an underlying difficulty that is not picked up with regular testing. Also screen individual pupils in other years if a dyslexia nature concern is identified and they have not been screened in Year 3.	Mrs Dale	Achieved June 2025. Continue to monitor children with 'Low probability of dyslexia' but one area relatively lower than another area e.g. auditory working memory in AD – possible inattention challenges not dyslexia challenge.

MEDIUM TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To promote parental understanding of emotional regulation and how the 'Zones of Regulation' can be used at home to benefit the whole family.	Mrs Dale and Mrs Hanford-Dale	September 2024 Parent introductory meetings and information about the four colour zones in children's diaries. Emotional Regulation podcast recorded by Mrs Dale and two parents.
To work with the Buckinghamshire and Berkshire Specialist Teaching Service Hearing Support Team to provide for three children with hearing impairment. To meet termly with the child, the child's parents, teachers and specialist hearing support teacher to review learning success passport provision and implement their specialist recommendations to best support the child's learning and access to the curriculum.	Mrs Dale, Miss Duckers Mrs Cook and Mrs Slattery	Visits in Autumn, Spring and Summer term. Rachel Reynold's specialist teacher reports shared with form teachers and learning success passports updated and shared with all staff teaching the child.

B. Making written information accessible for children with a specific learning difficulty e.g. Dyslexia

SHORT TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To provide opportunities for additional touch-typing teaching to support children with writing challenges (e.g. dyslexia, DCD, executive function challenges).	Mrs Dale and Mrs Halford	September 2024 – Touch-typing after school club and school holiday clubs. Touch typing recommended at parents' evenings Autumn, Spring term and individual parents' meetings throughout the year with Mrs Dale. Mrs Halford informs Mrs Dale of children attending touch-typing lessons. Next Steps – investigate own devise Wishford policy

MEDIUM TERM GOALS	Person/s responsible	Date Achieved and Next Steps
To develop the adjusted provision for children with developmental coordination disorder (DCD) This includes increasing staff knowledge and understanding of supporting children with DCD in School and working in partnership with children and parents	Mrs Dale, Mrs Nedeljkovic, Miss Walker and Mrs Butterfield	Spring and Summer small group provision for children with gross motor difficulty/water confidence challenges in Junior House swimming lessons (Reception, Year 1 and Year 2). Class teacher (trained swimming instructor) in the pool 1:1 with Year 2 child. June 2025 Mrs Dale spoke with child's parents about OT assessment and support. September 2025 learning support budget request to continue beneficial swimming support. Spring term 2025 1:1 ball skills for Year 4 child with DCD September 2025 budget for sensory circuit equipment – introduce sensory circuit intervention for children with DCD and ADHD traits in Junior House September 2025. This will support children with alerting, calming and self-regulating.