



High March

SEND ACCESSIBILITY PLAN

Person responsible for latest revision:	Mrs A Dale
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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 2021 – 31st March 2024

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 2020 and 2021

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
<p>To carry out a LUCID dyslexia screening programme in Year 3 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.</p>	<p>Head of Learning Support (SENDCo), Deputy Head (Teaching and Learning), Year 3 Teachers</p>	<p>Achieved July 2021. All Year 3 children, with parental permission were screened with the LUCID Rapid dyslexia screener. As a result of the screener a child now in Year 4 in September 2021, is having an Educational Psychologist assessment to investigate her complex needs. This was a result of concern raised by the form teacher, LUCID dyslexia screening result indicating a high probability of dyslexia and low GL assessment scores. We have purchased the online version of LUCID Rapid as part of our GL Assessment. The assessment has also been carried out to investigate literacy concerns of specific girls in Year 2, Year 5 and 6. As a result of carrying out the screener on a Year 5 girl, moderate probability of dyslexia was identified which led to an educational psychology report confirming mild dyslexia and adjusted provision for exams (including 10% extra time and rest breaks in the 11+ examination) Next steps, target the screener program</p>

		for Year 3 based on GL Assessment scores. This will streamline the early identification process.
To run a 'Nessy' Drop-in for children in Year 1 to encourage them to use it at home and in morning work to improve phonic knowledge, reading and spelling.	Head of Learning Support (SENDCo), Learning Support Teacher, Year 1 teachers	Achieved July 2021. Nessy Club is supporting phonic knowledge, reading and spelling for Year 1 and Year 2 children, identified by their form teachers as requiring an additional literacy boost. Next steps, Nessy account for all year 1 children to use in form time. This will benefit all children because the program adapts to individual needs.
To run a speech and language group for children in reception who have been identified by school and home for having speech difficulties. Refer to a Speech and Language Therapist if there is still a concern after in-house provision.	Head of Learning Support (SENDCo), Reception Teachers	Achieved July 2021. Speech sound groups in Nursery and Reception have supported children with speech needs. From the four children in the Nursery speech group, two children (now in Reception in September 2021) have support from specialist speech and language therapists (one for a stutter and one for pronunciation). They are both making good progress. The four children continue to have speech support within school at the Reception Speech group with the SENDCo (1:4 30 mins weekly). Specific speech sounds are communicated with teachers and parents and practice sheets sent home to consolidate learning at home. Of the four children in the reception speech group, one child, now in Year 1 in September 2021,

		was identified as having a hearing impairment; difficulties with her speech sounds were part of the identification of her hearing impairment. Another has private speech and language therapy and the other two have age-appropriate speech. Next step is to continue to run the speech sound groups in Nursey and Reception.
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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 purchase the Visual Stress Assessment Pack in order to assess children with dyslexia difficulties for visual stress. The resource provides detailed assessment of the colour overlay needs of individuals. It also includes background information and research references for those new to Visual Stress interventions, and follow-up material that ensures parents and others can be easily and fully informed of assessment results and recommended further action.	Head of Learning Support (SENDCo)	Achieved July 2021. This has been a beneficial resource for many children with reading support. For example, a child in Year 6 in September 2021, with a diagnosis of dyslexia, was identified as benefiting from using a purple overlay by using the assessment pack in her learning support lesson. This was confirmed by a specialist Optometrist and she has now ordered purple tinted glasses as a result.
Once Visual Stress Assessment has identified the best colour overlay for the individual, provide the appropriate reading ruler or overlay to support reading.	Head of Learning Support (SENDCo)	Achieved July 2021. Many girls, who have learning support to improve their reading accuracy and speed have found their specific-coloured overlays very beneficial. They are used for reading in class and at home.

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

MEDIUM TERM GOALS	Person/s Responsible	Date Achieved
<p>To carry out a Learning walk to assess accessibility and any reasonable adjustments needed at Upper School to support a child with a physical disability in her movement around the school and to Junior House. (In preparation for transition to Year 3 in September 2021)</p>	<p>Head of Learning Support (SENDCo), School Directors / Bursar</p>	<p>Achieved July 2021. Learning walk carried out and discussions with the child's Year 2 teacher about how she accesses stairs. A Zoom call was arranged with the child's mother, SENDCo, Year 3 teacher and teaching assistants in July 2021 to learn more about the child's condition of Neurofibromatosis type 1 (NF1) which varies significantly in different people. Following the meeting the SENDCo prepared a Learning Success Passport detailing the child's strengths, challenges, medical condition and recommendations for support. The Year 3 team prepared for her transition to Upper School, this included an easy access seating position in the classroom and support for her movement around school, including her line position to give her more time to walk into school and adult support in close proximity to support her independent climbing up and down of the stairs to the Year 3 classroom and to other classrooms. It was agreed that for the first half of the Autumn term that all Year 3 children would use the netball court playground so that the child was not excluded from using the climbing frame. One-to-one training is to be provided with the Year 3 teaching assistants and the child so that she is safe and confident using parts of the climbing frame independently. This was agreed by the child's mother.</p>
<p>Plan for one-to-one adult support for a child with a physical disability when moving between Upper School and Junior House for swimming and other events.</p>	<p>Head of Learning Support (SENDco), Deputy Heads (Pastoral)</p>	<p>Achieved September 2021. At the September INSET 2021 the child's learning success passport was shared with the whole of the Upper School staff. This included arranging support moving around school and between Upper School and Junior House for swimming and other events. Also,</p>

		support in the playground (not using the climbing frame in the first half term). Learning Success Passports of other children with specific learning needs were also shared at the INSET, including hearing impairment, poor working memory, dyslexia, ADHD and ASD.
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Development Plans for Learning Support 2021 and 2022

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 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.	Head of Learning Support (SENDCo) and Year 3 Teachers	Achieved end of Summer term 2022. Year 3 parents were given the choice to 'opt in' to the screener. Next Step: Continue in Spring term 2023.
To provide a 'Nessy' reading and spelling before school club for all children in Year 1 (rota basis) and for specific children in Year 2 (identified by their teachers as requiring a reading and spelling boost) 30 mins weekly 1:10 with the SENDCo To use the Nessy program in morning work to and at home to improve phonic knowledge, reading and spelling. To provide progress reports for children, parents and teachers so that Nessy progress can be monitored and celebrated (e.g. certificates in assembly)	Head of Learning Support (SENDCo), Year 1 and Year 2 Teachers and Teaching Assistants.	Achieved Autumn term 2021. Next Steps: Promote the use of Nessy in morning work and at home. Use assessment data for reading and spelling to track the impact of the provision.
To provide 'WordShark' spelling before school clubs for children in Years 3 and 4 and one for children in Years 5 and 6. The club will be for children who have been identified by their teachers as requiring a spelling boost. 30 mins weekly 1:20 with Gap Assistant. To use the WordShark program at home to improve phonic knowledge, reading and spelling. To provide progress reports for children, parents and teachers so that WordShark progress can be monitored and celebrated (House Points).	Head of Learning Support (SENDCo), Assistant GAP Tutor, Year 3, 4, 5 and 6 form teachers and English teachers.	Achieved Autumn term 2021. Next Steps: Promote the use of WordShark at home. Use assessment data for reading and spelling to track the impact of the provision.
To provide speech sound groups for children in nursery and in reception who have	Head of Learning	Achieved Autumn term 2021

<p>been identified by school and home for having speech difficulties. 30 mins weekly 1:4 with SENDCo.</p> <p>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.</p>	<p>Support (SENDCo), nursery staff and reception teachers</p>	<p>Next Step: Continue in Spring term 2023.</p>
<p>To work with the Buckinghamshire Specialist Teaching Service Hearing Support Team to provide for two children with hearing impairment at Junior House. 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.</p>	<p>Head of Learning Support (SENDCo), Year 1 and 2 teachers.</p>	<p>Achieved Autumn term 2021</p> <p>Next Steps: Specialist teacher lead an INSET for Upper School staff Autumn term 2022</p>

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
<p>To use the Visual Stress Assessment guide to identify the best colour overlay for the child to use to aid reading. To provide the appropriate reading ruler or overlay to support reading.</p>	<p>Head of Learning Support (SENDCo)</p>	<p>Throughout the year, visual stress assessment was used when necessary to explore possible needs.</p> <p>Next Steps Order more overlays and reading rulers. Check that the equipment is being used in lessons. Autumn 2022</p>
<p>To work with the Head of Computing to identify children with dyslexic difficulties who 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.</p>	<p>Head of Learning Support (SENDCo) and Head of Computing.</p>	<p>Throughout the year a laptop was used productively and independently by a pupil with SEN in Year 5. (English lessons)</p> <p>Next steps Autumn term 2022 Year 5 pupil uses the laptop in more subjects, when beneficial. e.g, History, Geography. Autumn term 2022 a Year 3 pupil to continue to be supported to develop her touch-typing speed so that she can use the laptop independently and productively.</p>

		Introduced with 1:1 support for 1 English lesson weekly for a pupil with SEN in Year 3
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C. Proposed developments in physical access to education and associated services.

MEDIUM TERM GOALS	Person/s Responsible	Date Achieved
To carry out a learning walk to assess accessibility and any reasonable adjustments needed at Upper School to wheelchair users. (Work with EP who is a wheelchair user to find out her opinions about the accessibility of Upper School)	Head of Learning Support (SENDCo), School Directors / Bursar	Educational Psychologist and wheelchair user carried out an accessibility learning walk with Head of Learning Support on Tuesday 9 th November 2021. Accessibility of the car park, school entrance, signing in procedure, corridor and ground floor teaching rooms was good. Disabled toilet identified as having good accessibility for a wheelchair user.
To provide 'Rainbow Road' 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 2022) SENDCo and Learning Support Teachers to have training and develop a programme of support. Teachers to identify children who would benefit from additional fine and gross motor intervention.	Head of Learning Support (SENDCo)	Spring Term 2022 and Summer Term 2022. Three interventions, known as 'Fizzy Club' took place in both terms. One for nursery (2 girls), one for reception (6 girls) and one for Upper School girls (3 girls). Of the nursery children, one girl no longer requires support with her gross motor skills and the other was referred to an occupational therapist for a professional assessment. (This is documented on her learning success passport). All of the reception girls no longer require gross motor provision. One continues to require support with her fine motor skills. The three girls at upper school have all had occupational therapy assessments and would benefit from continued gross motor skill practice. Next year, incorporate the child's OT targets into the club.

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	Mrs Dale, Mrs Grey and Miss Delaney	Achieved September 2022-July 2023. Training at INSET given to all teachers, TAs and ATs.

curriculum. INSET for supporting children with hearing impairment is arranged for November 2022		
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.		
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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	
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	
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	
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	
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	

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	
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	