



High March

SEND ACCESSIBILITY PLAN

Person responsible for latest revision:	Mrs A Dale
Page number of any significant changes in latest revision:	
Date of last review:	September 2026

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

The current period is from 1st April 2023 – 31st March 2027

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

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
- SEND Policy

2023-2024 Overview

Strategic Aim

To identify barriers to learning, participation and accessibility through robust screening, assessment and consultation.

Curriculum Accessibility

Achievements included:

- Introduction of annual dyslexia screening programme.
- Review of SEND identification procedures.
- Development of Learning Success Passports.
- Increased use of specialist assessments and referrals.
- Strengthened transition information gathering.

Accessible Information

Achievements included:

- Review of accessibility of learning resources.
- Increased use of dyslexia-friendly formats.
- Audit of information provided to pupils and parents.

Physical Environment

Achievements included:

- Accessibility audit of school facilities.
- Review of evacuation procedures and risk assessments.
- Identification of sensory and environmental barriers.

Impact

- Earlier identification of learning needs.
- Improved staff awareness of accessibility barriers.
- More accurate SEND profiling across the school.

Evidence Sources

- Pupil Data
- Specialist reports
- Pupil voice
- Parent consultation
- Accessibility audits

Evidence tables 2023–2024

A. Increasing Participation in the Curriculum

Short Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
LUCID dyslexia screening (Y3 + targeted pupils)	Spring screening programme; additional testing where concerns identified; results shared with staff and parents	Mrs Dale, Miss Delaney, Miss Green	Early identification of SpLD; appropriate support put in place	Screening reports; parent communication ; passports	Monitor borderline pupils; recommend full assessments where needed
Support hearing-impaired pupils in assessments	Use headphone Y-adaptor so adult can support verbal instructions and lip patterning	Mrs Dale	Improved access to assessments and reduced disadvantage	Observation; assessment engagement	Continue as standard practice
Ensure accessibility for wheelchair users at school event	Adapt entry points and stage (ramp); plan access routes	Mr Honiball	Full inclusion in school events; raised awareness of disability inclusion	Event feedback; participation	Embed accessibility planning for all future events

Medium Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Embed Zones of Regulation	Staff training; integration into classroom practice; parent coffee morning	Mrs Dale, Mrs Hanford-Dale	Improved emotional regulation and readiness to learn	Pupil voice; behaviour data	Extend to wider parent body
Hearing impairment specialist support	Termly meetings; implement specialist advice; review passports	Mrs Dale + team	Improved curriculum access	Specialist reports; staff feedback	Maintain close partnership
ASD specialist support	Multi-agency approach (OT,	SEND team	Improved wellbeing and engagement	Meeting records	N/A (child left school)

SaLT); regular
review meetings

B. Written Information Accessibility

Action	Implementation	Lead	Impact	Evidence	Next Steps
Develop touch typing	Ongoing support; tracked via reviews and meetings	Mrs Dale, Mrs Halford	Reduced impact of writing difficulties	Progress in typing; parent feedback	Continue as ongoing provision
Investigate reader pens	Trial and review available products	Mrs Dale	Informed decision-making on tech use	Product evaluation	Continue monitoring market
Dyslexia-friendly resources	Introduce coloured paper, overlays, accessible texts	Mrs Dale, Mrs Toohey	Improved reading comfort and access	Pupil voice; classroom observation	Maintain as standard provision

2024-2025 Overview

Strategic Aim

To introduce targeted interventions and reasonable adjustments based on identified need.

Curriculum Accessibility

Achievements included:

- Embedded Learning Success Passports.
- Targeted support for pupils with dyslexia, DCD, ASD and ADHD.
- Increased adaptive teaching strategies.
- Staff training focused on SEND and neurodiversity.

Accessible Information

Achievements included:

- Introduction of additional assistive technology.
- Increased use of touch typing and laptop access.
- Adapted classroom resources and assessment materials.

Physical Environment

Achievements included:

- Development of sensory support areas.
- Environmental adaptations to improve accessibility.
- Review of accessibility during trips and enrichment activities.

Impact

- Improved pupil participation.
- Better access to curriculum content.
- Increased confidence among staff in implementing reasonable adjustments.

Evidence Sources

- Learning walks
- Staff feedback
- Intervention evaluations
- Parent surveys
- Specialist recommendations

Evidence Tables 2024–2025

A. Increasing Participation

Short Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Continue dyslexia screening	Screening + monitoring cognitive profiles	Mrs Dale	Improved identification accuracy	Screening data	Monitor attention vs dyslexia indicators
Temporary wheelchair access	Install ramp; timetable adjustments; care plan update	Mr Honiball, Mrs Short	Full curriculum access during injury	Care plan; access logs	Maintain rapid response systems

Medium Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Parent engagement: Zones of Regulation	Workshops, meetings, podcast	Mrs Dale	Strong home–school consistency	Attendance; feedback	Continue awareness work
Hearing support provision	Specialist visits and provision review	Mrs Dale + team	Sustained access improvements	Reports; passports	Continue model
Develop DCD provision	Swimming intervention; 1:1 support; plan sensory circuits	Mrs Dale + team	Improved motor skills and confidence	OT discussions; pupil progress	Introduce sensory circuits

B. Written Accessibility

Action	Implementation	Lead	Impact	Evidence	Next Steps
Expand touch typing provision	Clubs, parent recommendations	Mrs Dale, Mrs Halford	Increased writing independence	Attendance; skill progression	Develop school device policy

2025-2026 Overview

Strategic Aim

To ensure consistency of provision across the school and evaluate impact.

Curriculum Accessibility

Achievements included:

- Termly review of Learning Success Passports.
- Monitoring of adaptive teaching through learning walks.
- Increased use of Assess-Plan-Do-Review cycles.
- Enhanced tracking of SEND outcomes.

Accessible Information

Achievements included:

- Greater consistency in accessible classroom materials.
- Evaluation of assistive technology effectiveness.
- Development of pupil independence strategies.

Physical Environment

Achievements included:

- Review of sensory provision.
- Assessment of accessibility in extracurricular activities.
- Ongoing environmental improvements.

Impact

- Greater consistency of classroom practice.
- Improved pupil independence.
- Increased engagement and participation.

Evidence Sources

- Quality assurance reports
- Book looks/work scrutiny
- Pupil voice
- Parent feedback
- Progress monitoring

Evidence tables 2025–2026

A. Increasing Participation

Short Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Embed Learning Success Passports	INSET; QA learning walks; pupil voice surveys	Mrs Dale + team	Consistent adaptive teaching; improved access	QA reports; surveys	Refine practice via coaching
Support SEND transition (HI pupil)	Meetings with secondary school; specialist involvement	Mrs Dale	Smooth transition; continuity of support	Transition records	Maintain liaison

Medium Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Revisit Zones of Regulation	Assemblies, classroom work, fidget tools	Mrs Dale	Improved emotional regulation	Behaviour logs; pupil voice	Continue embedding
Develop DCD awareness	Whole-school INSET; awareness week	Mrs Dale	Increased staff understanding; peer awareness	CPD records	Continue staff training

B. Written Accessibility

Action	Implementation	Lead	Impact	Evidence	Next Steps
Laptop access for dyslexic pupils	Identify pupils; monitor typing speed	Mrs Dale, Mrs Halford	Improved written output	Work samples	Continue and refine
Reading intervention (dyslexia)	BDA-informed strategies; AI-supported texts	Mrs Dale, Mrs Izzard	Improved engagement and fluency	Reading data; pupil voice	Train more staff

C. Physical Access

Action	Implementation	Lead	Impact	Evidence	Next Steps
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Sensory spaces (Junior House)	Install reading pods	Mrs Honiball	Improved regulation	Behaviour data	Extend to Upper School
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2026-2027

Strategic Aim

To build on established effective practice and ensure sustainable whole-school inclusion.

Curriculum Accessibility

Actions

- Further strengthen adaptive teaching.
- Further strengthen independent learning.
- Extend pupil participation in reviewing support strategies/pupil voice surveys.
- Develop SEND transition pathways between key stages.
- Share effective practice across departments and phases.

Accessible Information

Actions

- Review emerging assistive technologies e.g. speak to text, AI for dyslexia intervention
- Increase opportunities for independent access to learning.
- Ensure accessibility considerations are embedded in curriculum planning.

Physical Environment

Actions

- Incorporate accessibility within future site development planning.
- Extend sensory and wellbeing provision where required.

Success Criteria

- Inclusive practice consistently evident across the school.
- Pupils can articulate and access their adjustments.
- Accessibility considerations embedded within strategic planning.
- Improved participation, attainment and wellbeing outcomes for SEND pupils.

2026-2027

A. Increasing Participation

Short Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Ensure Learning Success Passport recommendations are embedded in day-to-day teaching and learning for pupils with specific learning difficulties and physical disabilities.	Termly learning walks, book looks, pupil voice activities and staff feedback. Review implementation through the Assess-Plan-Do-Review cycle.	Mrs Dale, Mrs Nedeljkovic, Mrs Ivey	Consistent implementation of reasonable adjustments; improved curriculum access and participation.	Learning walk records, book scrutiny, pupil voice, QA reports.	

Medium Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Strengthen the graduated response for pupils receiving learning support.	Regular review meetings, targeted interventions, Learning Success Passport updates and parent consultations.	Mrs Dale	Improved tracking of progress and responsiveness of provision.	Review records, SEND profiles, parent feedback.	
Develop staff expertise in adaptive teaching and neurodiversity.	Targeted CPD on dyslexia, ADHD, ASD and executive functioning difficulties.	Mrs Dale and SLT	Increased staff confidence and consistency of classroom practice.	CPD evaluations, learning walks, staff surveys.	
Increase opportunities for pupil voice in evaluating SEND provision.	Structured pupil interviews and SEND surveys.	Mrs Dale	Greater pupil engagement and ownership of support strategies.	Pupil voice records.	

B. Making Written Information Accessible

Short Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Laptop access for pupils with dyslexic difficulties.	Work with Head of Computing to identify pupils who would benefit from laptop use. Monitor touch-typing speed and work with families to develop proficiency.	Mrs Dale and Mrs Halford	Improved written output and reduced barriers to recording ideas.	Work samples, typing assessments, pupil feedback.	
Quest Dyslexia Screening Programme.	Screen all Year 3 pupils during the Spring Term. Complete additional screening where concerns arise in older pupils who have not previously been assessed.	Mrs Dale	Earlier identification of literacy difficulties and targeted support.	Screening reports, intervention records.	
Extend bespoke 1:1 reading intervention for Upper School girls with dyslexia.	Deliver targeted reading intervention programmes informed by assessment outcomes.	Mrs Dale and Mrs Izzard	Improved reading fluency, comprehension and confidence.	Reading assessments, pupil voice, progress data.	

Medium Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Evaluate effectiveness of assistive technology.	Review use of laptops, literacy software and accessibility tools across the school.	Mrs Dale and Mrs Halford	Improved independent access to the curriculum.	Pupil surveys, attainment data, classroom observations.	
Promote dyslexia-friendly classroom practice.	Staff guidance, CPD and monitoring through learning walks.	Mrs Dale	Greater consistency in accessible teaching and	QA reports, book scrutiny.	

learning
materials.

C. Physical Access to Education and Associated Services

Medium Term

Action	Implementation	Lead	Impact	Evidence	Next Steps
Create retreat spaces within the Upper School playground.	Investigate outdoor pods and calming sensory environments to support regulation and wellbeing.	Mrs Dale, Mrs Walker-Stidder, Mr Honiball	Improved wellbeing, self-regulation and inclusion, particularly for pupils with ASD and ADHD.	Pupil voice, behaviour and wellbeing data.	
Enhance sensory regulation provision across the school.	Evaluate existing resources and identify opportunities for additional calm spaces and sensory supports.	Mrs Dale and Mrs Walker-Stidder		Pupil voice, behaviour and wellbeing data.	

Quality Assurance and Evaluation Framework

A robust quality assurance cycle will ensure continuous improvement.

Termly Monitoring

- SEND learning walks
- Pupil voice interviews
- Learning Success Passport reviews
- Parent feedback e.g. emails, parents meetings
- Intervention evaluations (data reviewed)

Annual Monitoring

- Book looks/work scrutiny
- Accessibility audit
- Review of reasonable adjustments
- Governance visit and SEND report

Key Performance Indicators

- Attendance
- Progress measures
- Pupil voice outcomes
- Parent satisfaction
- Staff confidence measures

Alignment with the SEND Code of Practice

Assess

- Screening
- Teacher assessment
- Specialist advice
- Pupil voice

Plan

- Learning Success Passports
- Adjusted provision
- Individual targets

Do

- Adaptive teaching
- Intervention programmes
- Specialist support

Review

- Termly evaluation meetings
- Parent partnership
- Pupil feedback
- Impact measurement

Equality Act 2010 Compliance

The school will continue to fulfil its duties by:

- Making reasonable adjustments for disabled pupils.
- Increasing access to the curriculum.
- Improving access to information.
- Improving physical accessibility.
- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering positive attitudes towards disability.