



# SEND Compliance Review — Programme Materials

Pocket Money Adventures CIC

Version 1.0

Effective date: 24 April 2026

Review date: 24 April 2027

Approved by: Nathan Waldron, Director, on behalf of the Board of Directors (Pocket Money Adventures CIC)

## Pocket Money Adventures CIC

**Registered office:** 68 Nottingham Road, Eastwood, Nottingham, NG16 3NQ

**Company No.** 16994988 • **ICO Registration No.** ZC124930

**General contact:** [hello@pocketmoneyadventures.co.uk](mailto:hello@pocketmoneyadventures.co.uk)

**Safeguarding contact:** [support@pocketmoneyadventures.co.uk](mailto:support@pocketmoneyadventures.co.uk)

**Data Protection contact:** [dpo@pocketmoneyadventures.co.uk](mailto:dpo@pocketmoneyadventures.co.uk)

**Designated Safeguarding Lead:** Nathan Waldron

**Deputy DSL:** Bernadette Houlton

## Section 1: Purpose and legal framework

The Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice 2015 require that educational provision is accessible to all children, including those with Special Educational Needs and Disabilities (SEND). The Equality Act 2010 requires that reasonable adjustments are made to avoid disadvantage to disabled persons.

This review assesses Pocket Money Adventures' pupil-facing materials against accessibility standards set out in the SEND Code of Practice, the Equality Act 2010, and Web Content Accessibility Guidelines (WCAG) 2.1 AA standards (the gold standard for digital accessibility, adopted by many educational organisations).

## Section 2: Materials reviewed

Material	Format	Age Range	Status
Ava Saves Up (Book 1)	Picture book (print)	Reception–Year 2	Active
Ava's Big Race (Book 2)	Picture book (print)	Year 1–Year 2	Active
Teacher Sidekick Cards v2.0	Laminated cards	Staff-facing	Active
Parent Fridge Cards	Printed cards	Parent-facing	Active
TAP TAP PAUSE Classroom Poster	Printed poster (A2)	All ages	Active
Need/Want Sorting Cards	Printed cards	Reception–Year 2	Active
Goal Jar Template	Printed worksheet	Year 1–Year 2	Active

### **Section 3: Typography and font review**

Current font: Arial (sans-serif) is used across all pupil-facing materials.

Rationale: The British Dyslexia Association recommends sans-serif fonts (Arial, Verdana, Tahoma) for readers with dyslexia. Serif fonts (Times New Roman, Georgia) can be harder to distinguish, particularly for children with visual processing difficulties.

Minimum font size: All pupil-facing print materials must use a minimum of 14pt body text. Headings and key information can be larger.

Assessment: PASS — Arial is appropriate for the target age group and aligns with accessibility recommendations.

Action required: Confirm all pupil-facing body text is set to minimum 14pt. Review each material with designer (Kirsty) to verify font sizes. This is critical for accessibility.

### **Section 4: Colour and contrast review**

Standard: WCAG 2.1 Level AA requires a minimum contrast ratio of 4.5:1 for normal text and 3:1 for large text (18pt or higher).

Current assessment: PMA materials use the brand colour palette (Dark Blue, Mid Blue, Red, Green, Light Grey). Specific contrast ratios have not yet been measured.

Action required: Designer (Kirsty) must run a contrast check on all materials using the WebAIM Contrast Checker ([webaim.org/resources/contrastchecker](http://webaim.org/resources/contrastchecker)). Document the contrast ratio for each colour combination used in pupil-facing materials. Any combination that falls below WCAG AA (4.5:1) must be corrected before the next print run.

Note: Light grey background with black text should meet the standard; light grey background with white text may not.

### **Section 5: Physical accessibility**

TAP TAP PAUSE is a somatic (body-based) behavioural technique involving two wrist taps followed by a pause. This is the core of the programme.

Children with motor difficulties: The technique can be adapted. A tap can be replaced with any two deliberate touches (for example: pressing a desk twice, tapping knees, touching the table, clapping hands). Teachers are encouraged to work with children to find adaptations that work for them. The principle — two deliberate actions followed by a pause — remains consistent.

Children with visual impairment: Books and cards should be available in larger print (A3 or larger) on request. Digital versions of materials (if created) should be zoomable and screen-reader compatible.

Children with hearing impairment: All programme content is visual and physical. There is no audio-only content. If videos are produced, they must be captioned or subtitled. British Sign Language versions can be made available on request.

Children with speech and language difficulties: The programme does not require verbal participation. Visual and physical engagement is sufficient.

### **Section 6: Cognitive accessibility**

The programme uses simple, repetitive language appropriate for KS1 and KS2. Sentences are short. The Ava character in the books models behaviour in an accessible picture-book format. Teacher Sidekick Cards use short, plain English prompts.

Cognitive accessibility for SEND: The programme design is inherently inclusive. TAP TAP PAUSE is a somatic habit-learning technique that does not require reading, complex

processing, or advanced cognitive function. Children can learn and practise the technique regardless of cognitive ability.

Reading level: Books are designed for KS1/KS2 (ages 4–11). Books 1 and 2 contain minimal text. Teacher Sidekick Cards are staff-facing; teachers adapt language for their class. This design is inherently inclusive. No remedial action required in this area. The programme is accessible to children with a wide range of cognitive profiles.

### Section 7: Required actions and timeline

Action	Owner	Deadline	Status
Confirm all pupil-facing body text is minimum 14pt	Kirsty (designer)	30 April 2026	Open
Run WCAG contrast check on all materials	Kirsty (designer)	30 April 2026	Open
Create large-print versions (A3) of key cards	Kirsty (designer)	31 May 2026	Open
Add SEND adaptation note to Teacher Sidekick guidance	Nathan Waldron	30 April 2026	Open
Review books for reading level accessibility	Nathan Waldron	31 May 2026	Open

### Section 8: Sign-off

Reviewed by: Nathan Waldron, Director

Date: 24 April 2026

Next full review: 24 April 2027

Overall assessment: PMA's programme materials are broadly accessible. The somatic design (TAP TAP PAUSE) is inherently inclusive and does not depend on reading, hearing, or complex cognitive processing. Targeted actions are required to confirm typography (font size) and colour contrast meet accessibility standards. Once these actions are complete, the materials will be fully compliant with the Equality Act 2010 and SEND Code of Practice. PMA is committed to ensuring all children can access and benefit from the programme, regardless of ability or disability.

### Linked policies and references

- Equity, Diversity and Inclusion Policy v1.0
- Children and Adult Safeguarding Policy v1.3
- Safer Recruitment Register v1.0
- Operational Reference Hub — SENDIASS, PSHE Association, EEF Toolkit

### Version history

- v1.0 — 24 April 2026. Rebranded to PMA house style; original content dated 15 April 2026. Review dates updated; legal references verified against Children and Families Act 2014, SEND Code of Practice 2015, Equality Act 2010, WCAG 2.1 AA.

Approved by Nathan Waldron, Director, on 24 April 2026.