

Accessibility and Inclusion Statement

Pocket Money Adventures CIC | Version 1.1

Effective: 2 October 2026 | Review: 2 October 2027 or sooner on relevant change

Policy owner: Nathan Waldron, Director | Signatories: Nathan Waldron and Bernadette Houlton | Approved policy issue

Adopted by Pocket Money Adventures CIC on 2 October 2026.

Signed electronically: Nathan Waldron, Director and Designated Safeguarding Lead.

Signed electronically: Bernadette Houlton, Director and Deputy Designated Safeguarding Lead.

Typed electronic signatures in the established policy format.

Current operating requirements

Maximum planned session headcount: 50 people in both school and community settings, including every child, accompanying adult, host or school staff member, volunteer, observer and PMA facilitator. Use the lower of 50, the venue safe capacity and the assessed number supported by competent staff. This is a ceiling, not a supervision ratio or insurance confirmation. Reduce numbers, add support or split groups where necessary.

Zero Child Data applies to routine learning, access and evaluation: no child names, accounts, personal finances, individual tracking or school-held match-code keys are collected by PMA. Standard PMA sessions do not involve PMA photographing or filming identifiable children. Necessary safeguarding, accident or legal records are an exception and are minimised, protected and shared lawfully. Pseudonymised codes are not automatically anonymous. Research beyond safe aggregates requires a separately approved protocol, lawful basis, privacy information and ethics arrangements before collection.

Tap. Tap. Pause. is an optional supported routine, not a clinically established reflex or compulsory physical act. Offer a gesture, visual cue, pointing, watching or another agreed alternative. The pause duration is flexible. Verify kit, resources and host quiet-space arrangements for each session; do not promise unavailable equipment.

Detailed policy and procedures

POCKETMONEYADVENTURESCIC · ACCESSIBILITY & INCLUSION Financial education that works for every child How we make our sessions accessible for children and adults with learning disabilities, autism and neurodivergence.

Developed as a member of Support Staffordshire's Learning Disabilities & Autism Friendly project

Inclusive by design, not as an add-on

Our method is built on the things that help neurodivergent and learning-disabled children most. Tap. Tap. Pause. is a simple taught decision routine with an optional physical cue and flexible pause - the same every time, with no reading or speaking needed to take part. Children meet the same Silverton characters in every session, so the world stays familiar and predictable. The habit is built through repetition and routine, never by being put on the spot. This is how the programme works, so inclusion is baked in before we make a single adjustment.

Before a session

We tell people what to expect We ask what people need

Clear information up front: what the session We contact schools, organisers, parents and covers, who it suits, how long it runs and the carers in advance to identify any access, activities involved. People can see our website sensory, communication or participation needs. and materials beforehand. A simple pre-visit form lets people tell us about reasonable adjustments, preferred communication and the support that helps.

How we adapt - the tools we use

- Now/next boards and simple visual timetables, so children always know what is coming
- A short, social-story-style introduction - what will happen and what it will feel like
- Clear language, visual aids, extra time and repetition; smaller-group support where it helps
- Alternative ways to answer, so no one has to speak aloud; the option to watch before joining in
- Movement breaks, quieter participation, and a safe, non-judgemental tone around money

Sensory-aware delivery

What we control What depends on the venue

We adjust our voice, music, video and activity Lighting, blinds and a separate quiet room volume, reduce unnecessary noise and avoid depend on the host venue. We agree what is sudden loud sounds. We carry a basic sensory possible in advance, and where a quiet space kit - fidget tools, ear defenders and now/next isn't available we use seating position, reduced cards - to every session, and visitors are always stimulation, breaks, or a calm area within the welcome to bring their own. room. Support, communication and afterwards

- Attendance: a trusted adult or support worker is welcome to attend, and we share clear pre-visit information about what to expect
- Changes and closures: shared early by each person's preferred method - email, text or call - and through the relevant organiser, school or partner
- After the session: we follow up for feedback, check whether further support is needed, and use what we learn to make future sessions more accessible
- Signposting: where someone needs help beyond our scope, we point them to the right service - clear that we offer financial education, not regulated advice

Where this sits. Our practice reflects the reasonable-adjustments duty under the Equality Act 2010 and aligns with the SEND Code of Practice. We deliver in partner venues as well as our own, so some adjustments depend on the host. We never overstate what a room can offer - we agree what is realistic in advance and find an alternative where we can't.

Need an adjustment? Just tell us. Email hello@pocketmoneyadventures.co.uk and let us know what would help you or your group take part comfortably. We welcome it.

Issue control: current approved issue dated 2 October 2026. Earlier issues are archived. Policy approval does not complete host agreements, individual acknowledgements or venue checks.