



Innovation, Aspiration and Excellence

Accessibility Plan Policy

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Chair of the Local Governing Board	Johanne Thomas	
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1. Values and Ethos

Houlton School will 'prepare pupils for the challenges and opportunities of their future lives through a world class curriculum, transformational learning experiences and the promotion of aspiration, innovation and excellence in all aspects of the school experience: once they have joined our Houlton family, pupils will enjoy the proud legacy of being members of our community for life'.

Our Houlton family aims to be:

1. Excellent in our provision of **transformational learning experiences**;
2. Excellent in our **expectations for, and from, every pupil**;
3. Excellent in the **tending of our Houlton family relationships**;
4. Excellent in our **attention to detail** in all that we do; and
5. Excellent in our **recognition and celebration of all that our Houlton family does well**.

We aim for an environment which enables and encourages all members of the school community to reach out for excellence. The school will work together with pupils, parents/carers and wider stakeholders to support this aim.

2. About Houlton School

Houlton is a brand new secondary school on the Houlton Development and is a large campus development. The school is a Grade II listed building, formerly an international radio station and the school will be set in the historic grounds and equipped with state-of-the-art facilities. Two buildings have been completely remodelled from the inside to the latest specification whilst maintaining the listed outside features and there are three brand new purpose built buildings which are also built to the latest specifications.

3. How this Accessibility Plan has been agreed

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Principal, Vice Principal and Trust Strategic Lead for SEND**
- **Trustee for Inclusion and Safeguarding**
- **Business Operation and Estates Manager**

This was informed by:

- A school accessibility audit
- Buildings' Guidance

4. Houlton's Accessibility Action Plan

Improving access to the physical environment

Objective: To ensure that the school's physical environment is accessible to all pupils and fully meets their needs.

External Areas

Intention <u>Improve and maintain access to the physical environment.</u>	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p>That external entrances and exits are easily accessible for pupils with physical, visual and hearing difficulties</p>	<p>The new building is in line with all disability regulations. However, following appointment of staff and admission of pupils, a review will be carried out alongside individual risk assessments to inform further required adaptations or provision.</p> <p>Site services/Health and Safety Committee as well as input from external agencies where appropriate and both pupil / parent forum will be consulted where any additional adaptations may be required.</p>	<p>Completed for school opening. Ongoing as the needs of our pupils or staff body change.</p>	<p>Chloe Buckenham – Vice Principal & Alice Wright</p>	<p>All staff, pupils and the wider community are able to safely access the site and report any concerns directly to accessibility team.</p>

Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p>That pupils are given equal opportunities to access specialist equipment and are able to move between rooms with no detriments.</p>	<p>The new building is in line with all disability regulations. However, following appointment of staff and admission of pupils, a review will be carried out alongside individual risk assessments to inform further required adaptations or provision.</p> <p>Site services/Health and Safety Committee will meet to discuss and site services will approve any additional adaptations.</p> <p>Trust Business Operations and Estates Manager to establish Evac chairs.</p>	<p>This was completed by the end of August 2021 for known staff and pupils.</p> <p>Ongoing as the needs of our pupils or staff body change.</p> <p>Ongoing meetings of Health and Safety Committee.</p> <p>This was completed by the end of August 2021</p>	<p>Chloe Buckenham & Becky Cooper (Head of Inclusion and SENDCo)</p> <p>Health and Safety Committee.</p>	<p>Evac chairs are in place and relevant staff and pupils are trained in their use.</p>

In the event of a fire or lift breakdown, there are alternative means of pupils evacuating from the building.	Personal Emergency Evacuation Plans completed for all relevant staff and pupils.	By end of August 2021	Alice Wright (Business Operations and Estates Manager)	Evac Chairs are installed. PEEPs are in place and shared with all staff.
Signage and colour-coded area make orientation around the school building accessible.	All signage is of an appropriate size and has braille on all functional rooms. Audit of signage and environment by Qualified Teaching of the Visually Impaired to inform adaptations required by pupil	August 2021 Termly meetings with the Visual Impairment Team.	Becky Cooper, Head of Inclusion and SENDCo Chloe Buckenham (Vice Principal) Becky Cooper Alice Wright (Business and Estates Manager)	All actions from the environment visual audit have been completed.

Intention <u>Increase access to the curriculum for pupils with a disability</u>	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
Early identification of pupils with additional needs that require special educational provision to be made. Interventions are bespoke and well matched to the needs of each	Standardised reading spelling and Cognitive Ability Tests (CATS) are completed for all pupils. These scores are analysed to identify where additional support is required. Additional provision is delivered by staff trained in each intervention which is well matched to meet individual need.	Completed in the first half term of each academic year. Ongoing	Becky Cooper (Head of Inclusion and SENDCo), Phoebe Forrest (Associate SENDCo)	Pupils are safe and happy at school and achieve well. Pupil work, Learning Walks, Pupil and Parent voice and outcomes show that pupils with disabilities make good progress and can successfully access the curriculum.

<p>individual using the tiered model of additional provision.</p>	<p>Testing scores and interventions are shared with teachers so that they understand how these needs can be supported in the classroom.</p>	<p>Mid-year and end of year testing.</p>		
<p>Staff delivering additional provision have the training that enables them to deliver with confidence and to a high standard.</p>	<p>Initial assessment for each provision identifies clear areas for development. Provision is tracked throughout with adaptations and adjustments made where necessary. Mid-year and end of year testing is used to identify where progress has been made and further areas for improvement, where necessary. Pupils and parents/carers are informed of progress and are invited in for in depth discussion where further provision or referrals to outside agencies are required.</p>	<p>Ongoing, as appropriate.</p>		
<p>All teachers are aware of pupils'</p>	<p>Outside agency support is utilised where required, with a joined-up approach used to ensure that pupils receive support in a timely manner. The Educational Psychology Service, Specialist Teaching Service and other outside agencies are consulted to ensure pupil and parent concerns are addressed and further additional provision is accessed to ensure maximum impact.</p>	<p>Ongoing.</p>		
	<p>Teachers have access to information about individual need and are supported in using this information to</p>	<p>Ongoing.</p>		

<p>individual needs and understand how these needs can be met in the classroom through adaptive teaching.</p>	<p>meet need in their subject area.</p> <p>Visual support is available for all activities, including instructions. This should support the oral nature of the secondary classroom (what is being said should be able to be seen in some way), including learning new vocabulary, routines and expectations (such as timetables, organisation, home learning) and through dual coding. This is communicated through ongoing CPD.</p>	<p>Ongoing.</p>		
<p>Teaching Assistants are carefully deployed to ensure that their impact is maximised, and key pupils make good progress. Their deployment supports the central aim of increasing the independence of the pupils they support.</p>	<p>Seating plans organised to aid good communication, with thought given to suitable pairings and group work opportunities.</p>	<p>Ongoing.</p>		
	<p>Teaching Assistants are timetabled in line with the requirements in each pupil's EHCP.</p>	<p>Ongoing</p>		
	<p>Teachers deploy additional adults to maximise their impact, ensuring there is a clear rationale to support the progress of key individuals with SEND.</p>	<p>Ongoing</p>		
	<p>Teaching Assistants are trained to support pupils effectively, with the aim of increasing their independence. Teaching Assistants understand the research that supports the school approach to effective use of additional adults and are confident in applying this.</p>	<p>Ongoing</p>		
	<p>Learning walks show that a scaffolded approach to support is used, with the least amount of help given to pupils first. Pupil</p>	<p>Ongoing</p>		

<p>Interim, annual and regular parent communication reflects that pupils feel their needs are met effectively at Houlton School.</p>	<p>responses clearly show this approach is applied routinely and consistently. Task management boards are used by pupils to break down complex tasks so that they maintain ownership of their work.</p> <p>Pupils with EHCPs receive regular and in-depth feedback through interim and Annual Reviews. These meetings are pupil centred and celebrate the success as well as addressing areas for improvement.</p>	<p>Ongoing</p>		
<p>Access Arrangements have been planned and an access arrangement assessor has been appointed so that formal applications for access arrangements can be made.</p>	<p>Provision Maps is used to ensure that all pupils on the SEND register have clear plans that make the Assess, Plan, Do, Review cycle clear. These are shared with parents who are able to contribute to them.</p> <p>Pupil voice is evident through the use of Pupil Passports. These are available through Provision Maps and are accessed by teachers to adapt their classroom practice.</p>	<p>Ongoing</p>		
	<p>Inclusion Coffee Mornings are held each half term to ensure that parents and carers feel supported and have a good understanding of provision available at Houlton School. The theme of each meeting is personalised based upon feedback, ensuring that they address the needs of those attending.</p> <p>A half termly Inclusion Faculty newsletter</p>			

	<p>communicates key information relating to SEND in order to keep parents and carers updated and encourage positive communication.</p> <p>The SENDCo holds SEND surgeries to allow parents and carers to access additional support from the Inclusion Team.</p>	Ongoing		
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5. Monitoring and Review

This policy will be regularly reviewed and was last reviewed and adapted by the Principal in April 2024.