

Hill House School

Accessibility Plan for the period September 2024 to September 2026

Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Our school Strategy:

- Our school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Applies to:

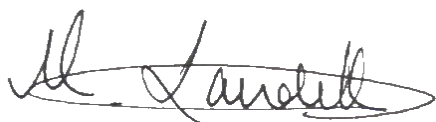
- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

- This policy is made available to parents, carers, staff and students from the school office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Proprietors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.



Signed:

Kate Landells
Principal

Date: 1st September 2024

Reviewed: 3rd September 2025

Target	Tasks	Timescale	Related Policies and Initiatives	Finance	Responsibility	Monitoring	Success Criteria
Access to the Curriculum Sixth form students to access and achieve OCR awards in 'Life and Living Skills' and to participate in Duke of Edinburgh Award Scheme	Sixth form students to access and achieve OCR awards in 'Life and Living Skills' - Ensuring the students have a wide portfolio of external accreditations – recognising abilities and achievements in preparation for adult life. Offering support and access to activities relevant to the Duke of Edinburgh Award scheme.	Ongoing	Curriculum Policy Education Handbook		GJ/LB	HT	Access for all college students to relevant and meaningful external accreditation. 95 OCR awards over last 2 years 10 Duke of Edinburgh Awards achieved July 2025 14 John Muir Awards

Access to the Curriculum Every sixth form student to have access to a work experience opportunity / implement new sixth form pathways study programme	Every sixth form student to have access to a work experience opportunity / implement new sixth form pathways study programme – access to the community and working life	Ongoing	Curriculum Policy Education Handbook		GJ/LB	HT	Access for all students regardless of ability to work related learning and experience of the world of work Access has been given for all sixth form students to access a work experience opportunity and the new sixth form pathways study programme.
Involvement in School To offer the HHS induction programme to external professionals – Raising awareness of SEND in the community	To continue to share expertise – via school's induction programme - enabling members of the local community and external professionals to gain a better insight into the abilities and needs of our students - enabling them to have even greater access to the community	Ongoing	Education Handbook		LB/GJ/KM	HT	Raising awareness and understanding of the needs of our young people and the effective strategies that can be used to support them Further community links have been forged through Land Science programme and One Planet Living Action Plan activities.

<p>Involvement in School Encourage greater understanding of ASD and support families of YP with ASD - involvement in group research</p> <p>Involvement in understanding GLP and how this is relevant to our group of learners</p>	<p>Working with Southampton University - action research</p> <p>Working with University College London – research pathways to literacy for young people with autism.</p>	Ongoing	<p>Statement of Purpose</p> <p>Professional Learning Community Initiative.</p>		LB/KM	HT/PLC	<p>Wider family/Carer participation enhancing understanding and support for the young person and their families.</p> <p>Greater access to literacy for all working with the individual to identify the best pathway for their skills for literacy.</p> <p>Further joint work has continued with Southampton University in relation to ACoRNS: a research-practice partnership that aims to improve the lives of autistic children and adults through addressing questions that matter to practice.</p> <p>Paper published in relation to individual who use Gestalt Language processes</p>
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<p>Involvement in School Policies</p> <p>Development of Nurture Network</p>	<p>To move towards a Nurture Network encompassing different professionals and teams in the school and homes -</p>	<p>Ongoing</p>	<p>Nurture for All</p>		<p>SB/ES/KV</p>	<p>HT/PLC</p>	<p>Ensuring quality meaningful enrichment activities for all students across the school both in term and non-term time. Ensuring all students are able to benefit from the school environment. Increased engagement for the students with the community and off-site activities</p> <p>The Nurture Network has launched this year and links into all approaches and programmes within the school and home.</p>

Involvement in School School Buildings To further develop Let's Eat offer providing a tasty and nutritious menu and an inviting environment.	To extend menu to include healthy options and homegrown produce, improve environment and provide access to work experience opportunities for students. Encouraging greater choice and Independence	Ongoing			KH	HT/PLC	All students have access to a choice of healthy food options, they are encouraged to make these choices. New kitchen team have expanded the food offer at Hill House which students have full involvement with – from choosing what they would like to eat for lunch each day to voting on a range of food topics at weekly Food Explorers Club.
Involvement in School Parent Consultation		Ongoing	Curriculum Policy SEN Policy Education Handbook		GJ/ Education Team/ Care Managers	HT/PLC	Ensuring that parents/carers have access to meetings whether virtual or face-to-face with the education staff over and above the schedule of formal review meetings which encourages engagement with and understanding of barriers to learning and

							<p>the effective strategies used to overcome them.</p> <p>Regular communication on both group and individual basis with parents has ensured free flowing communication and creativity and openness in support for students both at HHS and beyond.</p>
<p>Involvement in School School Buildings Develop the land science provision in the school field including further development of Eco Cabin and improved walkway to field and pond to improve accessibility.</p>	<p>To provide a wider range of vocational learning opportunities and supporting students to achieve their learning outcomes</p> <p>To enable good physical access to the learning resources</p>	2025	<p>Statement of Purpose</p> <p>2024 CAPEX</p>		KFH/ KL/GJ/AJ	HT/PLC	<p>A positive environment accessible to all students, barriers to accessibility have been considered and where possible overcome</p> <p>New Pathway has been established. New pond has been created. Land Science stores have been built.</p>

<p>Access to ICT</p> <p>Further development of the use of Talkpads and provision of interactive timetables</p>	<p>To promote Voice and Choice for all of our young people</p>	<p>Ongoing</p>	<p>Statement of Purpose</p>		<p>GJ</p>	<p>HT/PLC</p>	<p>Access to quality communication and increased independence</p> <p>Our Speech & Language Therapist has continued to ensure that students have access to these communication tools within the community across a range of settings as well as using daily in home and school. An emphasis on more use in the home setting has taken place throughout 2025.</p>
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