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Head of School

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Dear Parents and Carers,

As I prepare to join the Houlton School community this September, one of my core priorities as Associate SENCO is to ensure that our Special Educational Needs and Disabilities (SEND) provision is robust, highly effective, and tailored precisely to meet the evolving needs of our students.

In line with the statutory SEND Code of Practice, we are committed to ensuring that all students receive high-quality, inclusive teaching and have full access to their lessons. To achieve this, and to ensure we are accurately tracking the support we provide, we will be resetting our approach to school passes (such as toilet and time-out passes) for the new academic year.

### What is changing?

From September, all historic passes will no longer be valid. We are starting with a clean slate to ensure that any support measure put in place for a student is carefully considered, tracked, and regularly assessed for its impact.

- **Toilet Passes & Lesson Routines:** Our school has plenty of toilet facilities, and students have full access to them during every lesson changeover (lessons last 1 hour). Moving forward, **medical evidence will be required** for any student to be issued a specific toilet pass during lesson times.
- **Student Responsibility:** To foster independence, it is the child's responsibility to ensure they have their physical pass with them every day. Without the physical pass, they may be refused access to the provision. If a pass is lost, please contact the SEND team immediately so a replacement can be printed.
- **Regular Reviews & Accountability:** To ensure these supports remain effective, each issued pass will be reviewed regularly. Parents and carers will be an active part of this review process so we can look at the data together and see if the provision is still needed. Please note that to maintain the integrity of this support, passes will be removed if they are misused.

### Why are we doing this?

When a student regularly needs to leave a lesson, it is crucial that we understand *why* and ensure we are using a Graduated Approach to support them. By resetting this system, we can properly implement the Assess, Plan, Do, Review (APDR) framework. This means that if a student requires a specific provision, it will be formally documented, its effectiveness tracked, and its impact reviewed.

This is entirely a collaborative approach. Our goal is not to remove support, but to elevate it. We want to work *with* you to ensure that if your child needs an intervention, it is the right provision, it is being actively monitored, and it serves as a stepping stone to their independence and success in the classroom.

## Next Steps: How to apply for September

To help us get ahead of the game and ensure the right support is considered before the new term begins, we ask that you please complete [this Google Form](#) if you feel your child has an ongoing, medical, or high-level need that requires a specific pass for September. Please ensure any relevant medical evidence is ready to be shared with the SEND team so we can discuss how best to assess and plan for their needs moving forward.

Thank you for your continued partnership and support as we work together to provide the absolute best foundation for your child's education.

Warm regards,

*H McHale*

Hannah McHale  
**Associate SENCO**