



The Stable School Accessibility Plan

Reviewed and updated January 2023

This action plan sets out our aims in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure all students have equal access to the curriculum.</p> <p>Ensure all students have equal opportunities for success and achievement.</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>All necessary resources (human and physical) are made available to ensure equality of</p>	<p>Long term: For all our young people to become confident and engaged learners no matter their individual learning needs.</p> <p>Medium term: For all children regardless of their</p>	<p>All staff to be involved and engaged in The Stable school ethos of inclusion and enrichment for all.</p> <p>All staff to be trained and involved in the equal treatment of all pupils.</p>	<p>Principal & Senior Leadership Team</p>	<p>Ongoing</p>	<p>All students have equal access to the curriculum</p>



	<p>access to the curriculum and all related learning.</p> <p>Curriculum progress is tracked for all pupils. Targets set are appropriate to individual need</p> <p>Our curriculum approach is regularly reviewed to ensure it remains able to meet the needs of all pupils.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Braille • Induction loop • Pictorial or symbolic representations 	<p>individual learning needs to make progress in all areas of the curriculum.</p> <p>Short term: For all learning to be personalised to ensure that all individual learning styles and needs are considered.</p> <p>For all children to access the curriculum regardless of their individual needs.</p>				
<p>Ensure a school wide awareness of the need for and importance of equality within our school culture.</p>	<p>Approaches used by school to ensure equality are shared with staff and students.</p> <p>The importance of equality within the school culture is</p>	<p>Long, Medium and Short Term: The need for equality is understood by all.</p>	<p>Continued review to ensure understanding and approach.</p> <p>Immediate change to Policy and/or</p>	<p>Principal & Senior Leadership Team</p>	<p>Ongoing</p>	<p>All members of the school community understand the importance of equality and can</p>



	<p>shared with students, parents & carers, staff, and visitors.</p> <p>School has a small group of students who champion all matters relating to LGBTQ. They are known as the 'Stable School Allies'. This group helps ensure schools approach, policies and processes do not discriminate and school can remain a safe place for all to explore their gender identity free from abuse and discrimination.</p> <p>School will continue to develop a parent/carer focus group which will explore the bigger challenges within school and contribute towards future positive change to the values and culture of our school.</p>	<p>Equality is robustly embedded across whole school culture.</p>	<p>approach if failings are identified.</p> <p>Development of our parent/carer focus group</p>			<p>evidence this within school culture.</p>
--	--	---	--	--	--	---



<p>Ensure school operates a recruitment process that ensures equality.</p> <p>Ensure equality is embedded in staff professional development.</p>	<p>School operates a robust 'safer recruitment' process that ensures equality of approach for sourcing, interviewing and appointing candidates</p> <p>School operates a robust approach to professional development for all staff to ensure equality and avoid discrimination.</p>	<p>Long, Medium and Short Term: School recruitment process promotes equality and avoids discrimination.</p> <p>School arrangements for staff professional development promote equality and address discrimination.</p>	<p>Continued review to ensure recruitment and professional development processes promote equality and do not discriminate.</p>	<p>Principal & Senior Leadership Team</p>	<p>Ongoing</p>	<p>Recruitment process is not discriminatory.</p> <p>Arrangements for professional development promote equality and address discrimination.</p>
--	--	---	--	---	----------------	---



<p>Ensure school challenges discriminatory behaviour whenever it is found within the school community</p>	<p>School counters and challenges all types of discriminatory behaviour across the school community.</p> <p>Staff immediately report any discriminatory behaviour witnessed from students, staff, or visitors to the Head of Campus or Principal for immediate investigation and action.</p>	<p>Long, Medium and Short Term: School responds swiftly and robustly to address any claim of discrimination.</p>	<p>Continued review of approach and impact to ensure discrimination is challenged whenever it is suspected or found.</p>	<p>This is everybody's responsibility across the school community</p>	<p>Ongoing</p>	<p>The school community is free from discriminatory behaviour.</p>
---	--	---	--	---	----------------	--



<p>Ensure school develops/maintains effective approaches to partnership working with Parents/Carers and the Wider Community</p>	<p>School works hard to maintain effective partnership working.</p> <p>School regularly seeks new or improved opportunities for partnership working.</p> <p>School regularly reviews the effectiveness of communication channels used with our partners.</p>	<p>Medium and Short Term: School can effectively communicate and work in partnership with most of our partners.</p> <p>Long Term: School can effectively communicate and work in partnership with all partners.</p>	<p>Continued review of school's approach to partnership working.</p> <p>Continued review of school's use of communication pathways.</p>	<p>Principal & Senior Leadership Team</p>	<p>Ongoing</p>	<p>School is able to communicate and work in partnership with all partners.</p>
---	--	---	---	---	----------------	---



<p>Ensure timely and robust reporting of all reasonable adjustment requests to the appropriate awarding body.</p>	<p>School report all reasonable adjustment requests prior to the delivery of a course/assessment to the appropriate awarding body.</p>	<p>Long, Medium and Short Term: School continues to ensure timely reporting of request for reasonable adjustments.</p>	<p>Continued monitoring of school timeliness of adjustment requests.</p> <p>Continued monitoring and review of student identification for adjustment requests.</p> <p>Continued assessment and monitoring of outcomes for requests made.</p>	<p>Principal</p>	<p>Ongoing</p>	<p>All students who meet the criteria have reasonable adjustments made.</p>
---	--	---	--	------------------	----------------	---



<p>Ensure students, staff and visitors can access the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors as required.</p> <p>This might include:</p> <ul style="list-style-type: none"> • Use of ramps • Changes to use of space within classrooms and corridors • Changes to use of our outdoor space • Changes to existing designated parking for the disabled • Changed or additional disabled toilet and changing facilities 	<p>For all learners, staff, and visitors to feel included and find school sites accessible and usable.</p>	<p>Staff and students can identify challenges and concerns related to physical access to the school site and its related buildings.</p> <p>The Proprietor, Principal and Senior Leadership Team will immediately explore any challenges or concerns shared by staff and/or students.</p> <p>The Proprietor will immediately seek to make any necessary reasonable adjustments or explain why this is not possible.</p>	<p>Students, Staff, Proprietor, Principal & Senior Leadership Team</p>	<p>Ongoing</p>	<p>All students can access the physical environment.</p> <p>Access concerns or challenges are explored, and timely reasonable adjustments are made.</p>
--	---	--	--	--	----------------	---