



The Stables Independent School
Accessibility Policy and
Accessibility Plan
2024 – 2027

This policy links directly to:

Document	Area
The Stables Policies	Admissions Policy SEND policy Equality and Diversity Policy Curriculum Policy EAL Policy Complaints Policy Promoting Positive Behaviour and Relationships Policy

This policy was reviewed and approved by the Proprietors in the Summer Term 2024.

It will be reviewed annually and approved by the Proprietors.



Accessibility Policy and Accessibility Plan

The Stables Independent School (The Stables) aims to treat all stakeholders, including pupils, prospective pupils, staff, proprietors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The Stables aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The Stables is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we regularly look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Plan

The purpose of this plan is to show how The Stables intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Proprietors. The review process can be delegated to a single Proprietor, the Quality Assurance Manager, the Leadership Team or the Headteacher of The Stables.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.



What will the Accessibility Plan do?

1. The Accessibility Plan is structured to complement and support The Stables' Equality and Diversity Policy.
2. The Stables is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Stables' Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in life skills and enrichment curriculum sessions, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe
4. Appropriate training will recognise the need to continue raising awareness of equality issues for the Stables community to comply fully with the Equality Act 2010.
 5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Promoting Positive Behaviour and Relationships Policy
 - Curriculum Policy



- Equality and Diversity Policy
- Health & Safety Policy
- Complaints Policy
- The Stables School Development Plan

6. The Accessibility Plan will be available on request.

7. The Accessibility Plan will be monitored by the Headteacher in The Stables and the organisation's Quality Assurance Manager and reported to the Proprietors.

Action plan

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



Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a personalised curriculum for all pupils that considers their individual SEN.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Short – term all pupils will access the curriculum and be supported to learn to their potential.</p> <p>Medium – term pupils will make progress against EHCP, PEP, IEP and LAC targets and improve their emotional availability and attitude to learning to enable further progress.</p>	<p>Teachers to plan differentiated learning for all pupils based on termly formative assessment using skills progression documents.</p> <p>Target use of PP+ funding.</p> <p>Annual EHCP reviews will inform and update individual pupil needs and school will respond providing necessary resources, training and interventions.</p>	<p>Proprietors, Headteacher, Teachers and TAs</p> <p>HT</p> <p>HT</p> <p>Teachers/TAs</p>	<p>Ongoing</p>	<p>Pupils make improving personalised rates of progress and have greater access to a broad and balanced curriculum.</p> <p>Individual pupil needs are targeted through effective PEP, EHCP and LAC reviews.</p> <p>Effective interventions are provided.</p>



	The curriculum is reviewed to ensure it meets the needs of all pupils.	<p>Long – term, pupils will access appropriate ongoing provision, including mainstream or specialist, in order to make continued progress in their education.</p> <p>Changes to medium term planning are based on half termly assessment of pupil progress</p>	<p>School will provide suitable transition plans, via EHCP reviews planning next provision.</p> <p>Half termly curriculum action plan review.</p>	Headteacher	Termly update and review	<p>Pupils are provided with the opportunity to make the next steps in their learning and progress, including the opportunity to re-integrate into mainstream education if appropriate.</p> <p>The curriculum meets the needs of all pupils' ages and aptitudes.</p>
Improve and maintain access to the	The environment is adapted to the needs of pupils as required. e.g. necessary	To make the physical access to the building and to	Continue to meet individual pupil needs and make	LT & Proprietors	Ongoing	All intended accessibility routes and



physical environment	changes made to classroom environments to support Dyslexic profile, use of visual timetables	all resources as would be used throughout a school day accessible to all	necessary adaptations when they arise			facilities are in place.
Improve the delivery of information to pupils with a disability	<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 • Pictorial or symbolic representations e.g. visual timetables • Access to laptop computers or tablets 	To facilitate pupils' communication using their preferred method in order to support their learning and development.	<p>Add pictorial signage</p> <p>Dyslexia training for staff</p>	LT & Proprietors Teachers and TAs	January 2023	Pupils are able to communicate in their preferred format improving their access to the curriculum.