



Accessibility Plan

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

1. Vision Statement

The Stable School is committed to creating an inclusive learning environment where learners with SEMH and other co-occurring needs can thrive. This action plan sets out practical steps to remove barriers, provide targeted support, and ensure equal access to education.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	Ensure lessons are accessible for SEMH learners.	Embed opportunities in the curriculum for activities that reinforce the evidence-based, trauma-informed model: Protect, Relate, Regulate, Reflect. Curriculum is adapted to enable multi-sensory learning. Curriculum enhances cultural capital experiences. Implement Social skills, enrichment and intervention sessions in line with criteria to enable children to make informed choices about how they relate to others,	Class Teachers, SENDCo, SLT	Review Summer 2027	Use of monitoring, evaluation and review process including lesson observations, book look, and assessment review. Show use of trauma-informed language based on Protect, Relate, Regulate, Reflect. EHCP reviews evidence targets being reviewed/changed/met.

		how they live their lives, and how they treat their bodies, and minds. Ensure tracking and assessment systems for academic, emotional and social progress are affective. Review and adapt the school's online safety curriculum and digital resources to ensure they are accessible and inclusive for all learners.			
Teaching Strategies	Develop inclusive teaching approaches that support communication, engagement and emotional regulation through trauma informed practice.	Small class groups. Quality First Teaching Use of PACE throughout the curriculum delivery. Implement agreed inclusive pedagogical strategies in all lessons, including adaptive teaching accessible learning resources, appropriate scaffolding, and effective use of assistive technology. CPD for all staff to upskill and understand the importance of structured learning breaks to meet the proprioceptive needs of all learners to ensure regulation and reengagement in learning.	Class Teachers, LSAs, Support staff	Review Summer 2027	Learner engagement and progress. Behaviour and engagement data. Monitoring, Evaluation and Review including learning walks, book looks and assessment data. EHCP reviews evidence targets being reviewed/changed/met.

Physical Environment	Create a supportive, nurturing and psychologically safe learning environment.	Provide regulation spaces to ensure our graduated response to SEMH need to support emotional regulation, co-regulation, and safe expression so learners can return to learning ready, regulated, and emotionally available. Create a learner-led vegetable garden that builds sustainability, supports trauma-informed practice, and enhances a calm, regulating, skills-focused outdoor learning space which naturally provides safety, regulation, connection, and empowerment — the core needs of children who have experienced adversity.	All staff	Review Summer 2027	Learner engagement and progress. Behaviour and engagement data. Reduction in damage to property and environment.
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Improving access to information	Strengthen communication and collaboration with families and all stakeholders to support learner outcomes.	Deliver a programme of accessible parent workshops and provide accompanying online resources to increase parents' understanding of online safety, contextual safeguarding, and trauma-informed practice. Resources will be made available in accessible formats where required, and feedback from participants will be used to evaluate impact and inform future provision.	Pastoral and safeguarding team.	Review 2027 Summer	Parents have a better understanding of online dangers and safety. Increased confidence with supporting online safety and contextualised safeguarding. Annual evaluation completed and used to inform future engagement and resource development. Parents are informed and using TI scripts to ensure a consistent and predictable approach to behaviour.
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Long-Term Goals

1-Year Goal

To establish a strong foundation of trauma-informed and SEMH-accessible practice across the school by embedding Protect, Relate, Regulate, Reflect in curriculum planning, introducing multi-sensory learning, and implementing social skills and enrichment sessions. Teaching will be strengthened through Quality First Teaching, adaptive strategies, PACE and structured regulation breaks. Regulation spaces and the learner-led vegetable garden will be initiated to support emotional safety, engagement and readiness to learn.

Curriculum

- Embed Protect, Relate, Regulate, Reflect across planning.
- Introduce multi-sensory learning and accessible online safety content.
- Launch social skills, enrichment, and intervention sessions.

Teaching Strategies

- Implement Quality First Teaching with adaptive resources, scaffolding, and assistive tech.
- Establish consistent PACE and structured learning breaks.

Physical Environment

- Set up regulation spaces.
- Begin the learner-led vegetable garden as a regulating outdoor learning area.

2-Year Goal — Embed Consistency

To embed consistent trauma-informed and inclusive practice across all staff and learning environments. Curriculum opportunities will be fully integrated, cultural capital strengthened, and academic, emotional and social tracking refined. Teaching will demonstrate consistent adaptive pedagogy, effective use of assistive technology and established regulation routines. Regulation spaces will be expanded and the vegetable garden developed into a functioning outdoor learning resource that supports wellbeing, engagement and learner empowerment.

Curriculum

- Fully embed trauma-informed curriculum opportunities.
- Strengthen cultural capital and refine academic/emotional/social tracking.

Teaching Strategies

- Ensure consistent inclusive pedagogy across all staff.
- Embed assistive technology and regulation breaks as standard practice.

Physical Environment

- Expand regulation spaces.
- Develop the garden into a functioning curriculum and sustainability resource.

3-Year Goal — Demonstrate Whole-School Impact

To embed a fully cohesive, trauma-informed and SEMH-accessible approach across curriculum, teaching and the learning environment. We will strengthen multi-sensory, relational and regulating practice, ensure consistently inclusive pedagogy, and develop nurturing indoor and outdoor spaces including a learner-led vegetable garden that promote regulation, engagement, confidence and learner empowerment. This sustained whole-school approach will support improved emotional wellbeing, stronger engagement in learning and meaningful long-term progress for all learners.

Curriculum

- Show sustained SEMH accessibility and trauma-informed impact.
- Evidence strong cultural capital and effective long-term tracking.

Teaching Strategies

- Achieve whole-school mastery of trauma-informed, adaptive teaching.
- Demonstrate measurable gains in engagement, communication, and regulation.

Physical Environment

- Maintain a fully established, safe, nurturing environment.
- Demonstrate the garden's role in sustainability, therapeutic provision, and ISS compliance.

4. Monitoring and Review

- Reviewed by: SENDCo and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, and directors.
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.