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Local Procedure/Protocol

School/Home Name: **First Steps Together**

Local Procedure/Protocol Title: **Accessibility Policy and Plan**

EQUALITY AND DIVERSITY STATEMENT

First Steps Together is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

First Steps Together is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. STATEMENT

- 1.1** This Policy outlines how First Steps Together intends to implement the Equalities Act (2010) and specifically comply with the Disability Equality Duty in its setting.
The Person with responsibility for this policy: - Mike Smith – Head Teacher

2. MAIN ELEMENTS

- 2.1** The rules about disability discrimination are different from the rest of the Equality Act. Normally, the law says all children should be treated the same. But when it comes to disability, schools are allowed — and often required — to give disabled pupils extra help or support. This might mean treating them more favourably than other pupils, so they have a fair chance to succeed. These changes are called reasonable adjustments, and they help remove barriers that disabled pupils might face.

To provide disabled children with equal opportunities which may require more favourable treatment.
To make reasonable adjustments to ensure that children with disabilities are not at a substantial disadvantage.
To increase access to education for children with disabilities.
To comply with the Disability Equality Duty.

3. WHAT FIRST STEPS TOGETHER WILL DO

3.1

- We have an inclusive vision for First Steps Together, clearly articulated, shared, understood and acted upon effectively by all.
- Have in place a DDA Plan/Accessibility Plan and ensure that this is understood and accepted by staff, parents and children see Appendix 1.
- Foster a sensitive approach that protects the dignity of children with disabilities particularly, but not only, in relation to meeting medical and personal care needs.
- Ensure that all staff are engaged in and have knowledge of the process.
- Have strong leadership that sets out clear direction, promotes positive outcomes for children with disabilities, deploys the resources of First Steps Together to support staff in identifying and removing barriers, keeps progress under review and enables First Steps Together to be more effective in making reasonable adjustments.

4. REFERENCES

4.1 [Disability Discrimination Act 2005](#)

[The Equality Act 2010](#)

[The Equalities Act 2010 and Schools - DfE Advice May 2014](#)

[Children and Families Act 2014](#)

[SEND Code of Practice 2015](#)

5. ASSOCIATED FORMS

None

6. APPENDICES

6.1 Appendix 1

The Establishment DDA Plan

First Steps Together

01/09/26 – 01/09/27

Section 1: Improving the Physical Environment of Schools

	Targets	Strategies	Resources	Time frame	Responsibility	Evaluation
1	Ensure site access is constantly monitored to ensure it meets the diverse needs of pupils, staff, parents and community users.	Review the needs of pupils on admission and their relatives to ensure accessibility.	Non-specific – dependent upon reviews	Ongoing	SLT & H&S Officer	Aug 26 - New transition and consultation team in place to support

2	Make equipment in class available that promotes increased independence.	Organised and predictable class layout with items at the correct level for all the CYP to reach; sufficient turning circles and gangways in classes for CYP with motor and visual difficulties; height adjustable tables and standing desks where needed to provide appropriate postural support; visual signage appropriate for CYP with visual	Height adjustable tables. Signage. Specialised cutlery.		SLT, SENDCo and H&S	
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		and cognitive impairments. This could also include low-stimulus class and corridor environments i.e. reduction in displays that are visually intense and complex. Provision of alternative cutlery to enable increased independence for CYP with fine motor impairments.				
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3	To ensure that visitors with any disabilities that may affect access to the environment or prompt evacuation if needed are assigned a 'buddy' on arrival to support.	Routinely ask if visitors require additional support Staff awareness so that they are prepared to help Check for allergies Signage in reception	Staff needed as appropriate		H&S Officer	Post visit evaluations
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4	Ensure pupils with sensory, physical and mental needs are supported during fire evacuation procedures	Box containing fidget toys, ear defenders, rain ponchos to be available. Nominated persons. Practise procedures. CYP with identified hypersensitivity to loud noises to be identified within the first 3	Fidget toys, ear defenders, ponchos – as advised by external Clinical and Tutor Teams. YPRAs and PBS to be updated in the event of any issues. PEEP plans if sensory needs cause an ability to evacuate independently.		H&S officer with support from external Clinical Team	Boxes to be evaluated by an external Clinical Team.
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		months of their admission and a PEEP prepared for fire drills/evacuation. Pastoral care team/all staff to provide emotional reassurance and anxiety management techniques in the event of the fire alarm causing mental distress e.g. breathing techniques.				
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Section 2: Increase the extent to which disabled pupils and pupils with any additional needs can participate in the school curriculum

	Targets	Strategies	Resources	Time frame	Responsibility	Evaluation
1	Availability of communications and learning activities in varied and differentiated formats to allow pupils to participate in school curriculum.	School to provide written information in alternative formats if needed. Seek OT advice and purchase additional	Photocopier – large print Braille formats Audio Dyslexia overlays Multi-sensory learning resources, dyslexia friendly	Assessed on arrival of YP	SLT & School Administration SENDCo Team	Assessment by SENDCo and tutor teams.

		resources as needed.	literature in the library, social stories, visual timetables, visual menu, alternative learning environments/spaces etc.			
2	To ensure OT assessments are carried out for pupils who need specialised equipment or curriculum aids to meet their physical and/or sensory needs.	OT carries out assessment of YP and their needs. OT to advise of individual needs to access curriculum	OT Assessment Subsequent specialist furniture or aids	On going	OT/Therapy Team	External Clinical Team to assess and ensure correct usage / recommend adjustments

3	To ensure pupils with emotional needs are supported long and short term so they do not avoid lessons due to distress	Pastoral Team to have Open Door policy, as well as SLT. Extend tutor time and have expectations that tutor teams explore pupils' mental well-being each day. Use peer support	Anti-bullying ambassadors. Peer mentoring.		Pastoral Team	Pupil Feedback
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Section 3: Improving the delivery of information to disabled pupils and disabled parents

	Targets	Strategies	Resources	Time frame	Responsibility	Evaluation
1	Availability of written material in alternative formats.	School to provide written information in alternative formats if needed. Simplified versions of policies for pupils and less confident readers	Photocopier – large print Braille formats Audio Dyslexia overlays / coloured papers	Ongoing	School Admin SLT H&S Officer External Clinical Team if use of symbols / social stories would assist	