



Introduction

This plan refers to all prospective pupils in a widest sense, including those with special educational needs. It demonstrates how we will develop each of the three strands (curriculum, premises and information) such that all pupils and their parents are able to access the premises and curriculum. This includes improving the delivery of written information to disabled pupils.

DUCKS acknowledges its non-discrimination and planning duty under the Equality Act 2010 including protected characteristics, namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Admission Statement (strand: the curriculum)

DUCKS, one of the five schools within Dulwich College, is a co-educational school offering places for children aged 6 months to 7 years. DUCKS follows the Early Years Foundation Stage (EYFS) and the National Curriculum.

DUCKS operates an inclusive policy. Places are offered from waiting lists, firstly to the children of Dulwich College staff, then to siblings of children currently attending DUCKS thereafter in date order of registration on our waiting lists. In addition to this For 3, 4, 5 and 6 plus entry, children are assessed to ensure their learning to date is at a level from which they can take full advantage of the curriculum offered.

As some children are enrolled on DUCKS waiting lists prior to birth, it may be the case that additional needs become apparent after entry. In this case, DUCKS will make reasonable adjustments to meet the needs of individual children as they arise, working closely with other professionals to support the additional need e.g. SALT, occupational therapist, physiotherapist and often alongside the Local Authority.

DUCKS' approach is summarised as follows:

- we anticipate a wide variety of disabilities may become apparent in children at DUCKS during their time at the school
- we anticipate that pupils with a wide variety of disabilities will be offered a place and subsequently be educated at DUCKS
- we will identify the barriers (physical, management and resource) that disabled pupils may encounter in all areas of DUCKS life

- we will plan how to overcome the barriers over time and record proposed actions in the Accessibility Plan
- we will implement changes in accordance with the plan
- we will review and update the plan on a regular basis

Physical Environment (strand: premises)

Physical accessibility is kept under review. Access audits have been carried out on the campus and premises. Individual assessments are made of pupils or staff with particular accessibility requirements and measures taken to ensure full access to the premises.

Case studies of examples where particular arrangements have been made to ensure accessibility for individual pupils are at Appendix 2.

The DUCKS staff team have considered how easily accessible the premises would be to a wheelchair user, those with mobility difficulties and an action plan drawn up.

An accessibility fact sheet and guidance for visitors and parents to the site is at Appendix 3.

DUCKS strives to ensure that all buildings are accessible, subject to the constraints imposed by the age of some of the buildings and the terms of the lease from the Dulwich Estate. All buildings on the DUCKS site are accessible on the ground floor by wheelchair, although access may be via play grounds and so not regularly used entrances. Currently there is no access for a wheel chair user to the first and second floors of the Kindergarten building and access from the Early Years classrooms to the playground would currently be difficult.

Public access

DUCKS does not hold events open to the public.

Access to information (strand: information)

This strand covers planning to make information normally provided by the school in writing to its pupils - these could be work normally given to pupils on worksheets or in text books. Due to the age of the pupils, these may not be relevant in all aspects of teaching and learning, however, other adaptations may be made such as the use of adapted IT equipment or the provision of some materials in other languages for example Braille, BSL, Makaton or PECS.

Given the large resource of the MFL department at Dulwich College, the provision of information in different languages would also be possible if required.

DUCKS continues to support staff in being knowledgeable about a range of additional educational needs and how to adapt the provision of education to meet the needs of individual children.

Appendix 1

Action plan

Improving the delivery of written information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	DUCKS will make itself aware of the services available through Dulwich College for converting written information into alternative formats.	DUCKS will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to the widest range of pupils and families improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Promote the availability of school documents such as the prospectus in different formats.	DUCKS information accessible to the widest range of families	As required	Delivery of DUCKS information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Gain advice from relevant health professionals on alternative formats to support the production of alternative formats.	DUCKS teaching resources accessible to those who are visually impaired.	As required	Delivery of DUCKS information and learning resources to pupils & parents with visual difficulties improved.
Raise the awareness of DUCKS staff on the importance of excellent and effective communication systems.	Communications on staff meeting agendas. Training on and use of iSAMs (new MIS system) and the use of OneNote to record all SEN provision and progress	Parents, pupils and staff feel well informed about DUCKS	On going	DUCKS is more effective in meeting the needs of pupils and families.
Ensuring all information about individual children is shared with all relevant staff	The Entry Profile is given to parents ahead of children starting at DUCKS and parents are asked to return	All staff are given relevant information relating to individual children ahead of their starting at DUCKS	Each September for most children and throughout the whole year for children starting during the	Up to date information held on all children available to all relevant staff across DUCKS

	this before their children start at DUCKS		academic year	
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Improving the curriculum access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure all children with EAL are identified and their needs met to support them gaining the best access to the curriculum.	EAL training Information gathered from Entry Profile	Staff knowledge increased.	Staff training set for September 2021	All children who are defined as EAL identified, their needs assessed and where necessary plans to support their learning put in place.
Appropriate curriculum support for all children's learning needs within the classroom	Increase in classroom based support over children coming out of the classroom for teaching	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. Staff and parents working closely with the Learning Support Department	Ongoing in all classrooms	All children participate in the full curriculum within the classroom
Classrooms organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Classroom layouts improved (Due to Covid Safe restrictions, layouts have been amended. The impact on learning is under review)	As required	All children can access all the resources they need
Training for Awareness Raising of Disability Issues on-going through INSET	Provide training for staff and parents where necessary	Discuss perception of issues with staff to determine the current status of school Whole school community aware of issues relating to Access	Implementation of a new online training portal to accommodate ongoing training needs. (IAPS iLearning Resources)	DUCKS creates a supportive and inclusive environment where all staff have access to training and where we are able to provide tailored individual professional

				development that will enhance our provision for all individual learner needs
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Improving physical access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Hand rail installed at the entrance of DUCKS Infants' School Ensure visitors are aware of how to access the building	Discuss with maintenance Send out visitors fact sheet	Hand rail installed to support staff, parents and visitors with mobility issues gaining access to the building Visitors are able to plan how they access the building if needs be	TBA by maintenance	All visitors are able to access the buildings to ensure a smooth introduction to DUCKS Visitors with additional mobility needs feel welcome at DUCKS
Access by people with mobility impairment	Purchase ramp to access doorways	DUCKS is accessible to as many people as possible	TBA by stores	All visitors feel welcome at DUCKS

Appendix 2

Case Studies

E – epilepsy

E was diagnosed with medically uncontrollable epilepsy. Initially drug management and a specialised diet were used to control E's epilepsy. DUCKS was able to ensure E could follow her diet whilst at school, ensured all the equipment that supported her whilst at school was on hand and used. One to one support was provided for E all the time she was at DUCKS. Staff undertook training in the administration of "rescue" medication in addition to first aid training. E was observed and monitored at all times and supported in accessing the same provision as all the other children.

A – deaf BSL

Child A joined Reception in September 2013, her first language is British Sign Language and so adaptations have been made to ensure A has access to the curriculum. Child A has an interpreter with her throughout the day. These adaptations include;

- Working in close partnership with A's parents and a range of other professionals who support her
- The class teacher produced additional visual resources to support A's access to carpet sessions
- Seating A at the front of the carpet in order to see the Deaf Interpreter and access additional resources
- Ensuring the Deaf Interpreter is seated next to the teacher for simultaneous interpreting at adult led activities
- Slowing down the pace of stories read to ensure that A has received information about the story and can scan the page (waiting to turn the page)
- Images of signs used in the classroom and included in some displays
- Using key signs when communicating with the children as a class e.g. using BSL signs for counting down from 20 – 0 for them to sit on the carpet
- Ensuring that before the class teacher gets the attention of the class to speak to them she positions herself so that A can see her and use as many signs as possible to include A
- Encouraging the children to use BSL signs alongside the interpreter
- Accessing DVD/Video clips with BSL/Makaton

- Working on a 1:1 or in small groups during adult focussed activities to ensure that it is conducted at an appropriate pace so A receives the correct level of support
- Learning songs with BSL signs
- Using an individual writing folder introduced by the Teacher of the Deaf to support A's writing
- Encouraging A to use her hearing aid, acknowledging her efforts and providing a reward on a daily basis
- Liaise closely with Deaf Trainer every week, providing access to the Reception planning to ensure the BSL club for Early Years is linked to this weekly plan.



Visitors' Factsheet

DUCKS

Accessibility information

DUCKS strives to provide a warm welcome to everyone and equally positive experience to all visitors.

The levels of accessibility vary around DUCKS, depending on the age and nature of the building.

Some external and internal access is via steps. This leaflet is to identify the level access entrances to visitors to our school and to communicate key information. We are more than happy to provide tailored information and would always encourage visitors with access needs to contact us in advance.

Getting to DUCKS

There are two marked disabled parking bays at DUCKS. One in the staff car park and the other outside the Kindergarten. In addition there is a disabled visitors parking bay next to the car park gate. The closest train station to DUCKS is Sydenham Hill which is not suitable for a wheelchair user. When planning your journey it may be helpful if you contact Transport for All on www.transportforall.org.uk

Entrance and Reception

All visitors to DUCKS are required to report to Reception for security reasons during working hours. Access to the Kindergarten is via the Baby Room door to the right of the building. The Infants' School entrance has 2 large steps. We advise wheelchair users to kindly let us know when they are coming so that we can ensure that we make the most suitable and comfortable arrangements in advance. Reception in the Infants' School has a seating area with ample space for a wheelchair user. There is an accessible lavatory close to the Infants' School entrance with an emergency pull cord and an additional accessible lavatory in the Key Stage 1 corridor.

Babies, Toddlers and Ducklings - Kindergarten All rooms are on the ground floor, access for a wheelchair user would have to be via the Baby Room and then through the other rooms. All rooms have furniture which can be moved as well as the possibility of toys on the floor where children have moved them around, this may hinder easy access.

Garden - Kindergarten

The garden is accessible from all rooms but a ramp would be needed

Head of Kindergarten's office

All Kindergarten offices and Parents' Room are on the first floor, there is no wheelchair access to this floor. A meeting area could be created in the Kindergarten hall although this would not be a suitable space for a confidential or personal discussion. All meetings could be conducted in the Head of DUCKS Office.

Lavatories - Kindergarten

The Kindergarten has one lavatory on the ground floor that would be accessible for a wheelchair user, this also has a pull cord in the event of help being required.

The Head teacher's office

The Head teacher's office is a short distance from Reception.

Lunch hall - Infants' School



This space is used for assemblies, class plays, training, coffee mornings, PE lessons etc in addition to being used daily for lunch. Access to the hall would be best gained from the KS1 playground. Once in the building, a wheelchair user can move around the Infants' School without encountering steps. It is possible that the ramp along from EY to the hall is quite steep for a wheelchair user.

Library and Music Room - Infants' School

This space is also used for some music lessons, meetings with parents and children's clubs.

EY playground - Infants' School

It is possible to access this area as a wheelchair user through the wooden gate for drop off and collection in the EY classrooms. The playground consists of a stepped area, grassy verge leading to a pond and orchard. These would all be inaccessible to a wheelchair user. The main playground is on one level and contains some large, fixed play equipment. With a ramp, the EY playground would be accessible from the EY classrooms although this would require risk assessment as it would present a trip hazard.



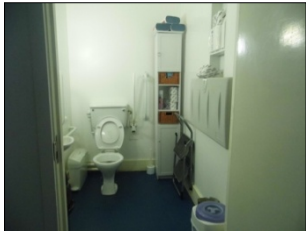

Classrooms - Infants' School

All classrooms are on one level and a ramp connects the EY and KS1 classrooms. All classrooms are accessed via a step from outside.

Lavatories - Infants' School

There is one disabled adult lavatory on the Infants' School site. There is an alarm in the lavatory which is located close to Reception. The toilet contains handrails and a baby changing area.

Appendix 4

1. Lavatories	
	<p>1.1 Kindergarten Disabled access adult lavatory Mirror appears to be low enough for wheel chair user</p>
	<p>1.2 Kindergarten Children's bathroom, safety gate restricts access but is removable, possibly children's cubicles are too narrow, this is next to adult disabled access lavatory which could be used by a child (see above).</p>
	<p>1.3 Infants' School Early Years The disabled lavatory has hand rails, an alarm along with Baby changing area</p> <p>If wheel chair access is not possible in the children's bathroom then the adult disabled lavatory can be used.</p>
2. Entrances	
 <p style="text-align: center;">A B C</p>	<p>2.1 A. Infants' School entrance Two steps with visibility strips. Hand rail needed Not suitable for wheel chair user</p> <p>B. Ramp to KS1 playground and step free access to the Infants' School</p> <p>C. Side entrance to Infants' School allowing step free access to Reception, Early Years, Hall and KS1</p>



2.2 Kindergarten

Steps at the front of the building are too steep to have a temporary ramp and so wheel chair users would be directed to the Baby Room door where there is step free access into the 3 rooms of the Kindergarten.



2.3 Slope to Baby Room entrance for wheel chair access from Kindergarten front door



2.4 Entrance to hall from the KS1 playground via external route with lip to cross



2.5 Baby Room door to the right of the Kindergarten entrance

3. Car park



3.1 Lower parking area
Used by parents/carers for drop off and collection, not used by visitors. The surface of the lower parking area and pathway to College Road may be difficult for a wheel chair. There is however, step free access to both the Kindergarten and Infants' School from here by College Road. Parents should be directed to disabled parking spaces in staff car park.



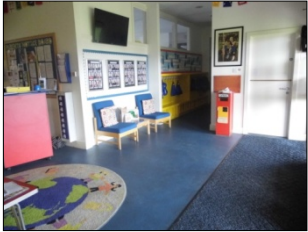
3.2 Steps from Lower Parking Area to Infants' School
Too steep for wheel chair user or temporary ramp, alternative route needs to be taken either as described above or parking in staff car park

3.3 Access to Infants' School
Step free access from the car park to the Infants' School with gateway wide enough to allow wheel chair users access.

4. Internal access



4.1 Kindergarten hall
Stairs to the first floor offices and Parents Room not wheel chair accessible.
All Kindergarten working rooms on the ground floor.
Key pad access too high for a wheel chair user, however all visitors would be accompanied by a member of staff and the access code is not given out.



4.2 Infants' school reception

All classrooms are accessible via step free access

Wheel chair access from Infants' School reception to all classrooms



4.3 Corridor from Reception to Early Years

Corridor from Early Years to KS1 via the hall also allowing access to the library and music rooms, all on the same step free level.