



DUCKS ACCESSIBILITY PLAN (Academic Years 2022-23 to 2024-25)

This Plan relates to DUCKS (Pre-Reception – Year 2) and references to College/school in this document relate to that part of the College (with children from 6 months to 7 years). There is a separate Admissions Policy for the Junior and Senior Schools of the College (Years 3-13) which part is based on a separate site and has its own standalone Accessibility Plan.

Introduction

Dulwich College strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the College.

The College is committed to fulfilling its duties pursuant to Schedule 10 of the Equality Act 2010 including by meeting the requirement for have and accessibility plan defined in the Act as a strategy for:

- (a) increasing the extent to which disabled pupils can participate in the College's curriculum;
- (b) improving the physical environment of the College for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the College;
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Equality Act 2010 defines disability as: "a physical or mental impairment and the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

In the context of these definitions, this plan set out below addresses the spectrum of disabled pupils and prospective pupils, including those with special educational needs. It demonstrates how each of the three strands of curriculum, physical environment and information delivery will continue to be developed to ensure that disabled pupils will not be treated unfavourably, and the reasonable steps we will be taking to avoid putting disabled pupils at a significant disadvantage for admission and access. This includes improving the delivery of written information to disabled pupils.

Ethos and Aims

DUCKS aims to offer the highest quality of care, teaching and learning and strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of the school community

and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

The DUCKS Admissions Policy and criteria states how barriers to entry are removed as far as possible for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school. User-friendly written information is provided to pupils throughout their learning experience.

Teaching strategies are regularly reviewed to remove potential barriers to learning and participation by disabled pupils. We promote the importance of using language that does not offend by staff and pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Admission

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 Action Plan
- we will implement changes in accordance with the plan

- we will review and update the plan on a regular basis

Learning Support

DUCKS has a clear framework for identification, assessment and provision for any pupil who may have special educational needs and/or disabilities (SEND) with its primary objectives to:

- To identify at the earliest opportunity any pupil who may have special educational needs
- To make clear the identification, assessment and provision process for children with SEND
- To conduct a regular review of pupils' progress
- To provide different levels of intervention depending on each pupil's need
- To provide pastoral care and support for each pupil so they develop a strong sense of self-esteem
- To ensure all staff are aware of pupils' individual needs and give guidance on how to provide for these in the classroom environment and elsewhere
- To recognise the importance of the parent partnership in the progress of pupils and involve parents/carers fully in the education of their child
- To work in conjunction with any relevant outside agencies
- To identify the roles and responsibilities of staff in providing for children's additional educational needs

English as an Additional Language (EAL)

DUCKS' staff assess all children for whom English is an additional language and support their needs appropriately.

Physical Environment

Physical accessibility is kept under regular review. Access audits have been carried out on the DUCKS' 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.

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 can be found on the DUCKS website..

DUCKS strives to ensure that all buildings are accessible, subject to the constraints imposed by the age of the 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 playgrounds and so not regularly used entrances. Currently there is no access for a wheelchair 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.

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.

Other relevant policies

The DUCKS Accessibility Plan should be read in conjunction with the following policies:

- DUCKS Learning Support and Enrichment Policy
- DUCKS Admissions Policy
- DUCKS Achieving Positive Behaviour Policy
- DUCKS Curriculum Policy
- Equality Opportunities and Inclusion Policy (Pupils)

Policy Owner: Chief Operating Officer
Last Reviewed: October 2024
Date of Next Review: Academic Year 2025-26



ACTION PLAN

The results of the College's audit and continuous monitoring has informed the action plan below

Improving access to information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	EVIDENCE OF 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	Parents, pupils and staff feel well informed about DUCKS	On going	DUCKS is more effective in meeting the needs of pupils and families.

	SEN provision and progress			
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 this before their children start at DUCKS	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 academic year	Up to date information held on all children available to all relevant staff across DUCKS

Improving access to the curriculum

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 ongoing	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

Improving access to the physical environment

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
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