



ACCESSIBILITY PLAN 2017 – 2020

DUCKS is co-educational with children from 6 months to 7 years. DUCKS follows the Early Years Foundation Stage Guidelines and Key Stage 1 and has its own standalone Accessibility Plan.

Introduction

The Equality Act 2010 defines disability as: “a physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday 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 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.

The plan also addresses the College’s responsibility to visitors and the public.

Ethos & Aims

Dulwich College aims to offer the highest quality of teaching and learning and to support all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils 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 College’s 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 with 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.

Admissions

The College operates a policy of inclusivity. Provided a disabled pupil meets the required academic standards of entry into the College, as far as practicably possible provision is made available for him/her to receive a full education either as a day pupil or boarder.

The College anticipates that pupils with a wide variety of disabilities may apply to and subsequently be educated at the College; each of these pupils will be assessed and their needs met on a case by case basis.

Barriers, whether physical, management, or of resources that disabled pupils may encounter in any area of College life will be identified and an individual Accessibility Plan written to address these barriers, with a record of proposed actions. All necessary and practicable changes will be made to ensure the delivery of this plan, which will be reviewed and updated on a regular basis.

Learning Support

The Learning Support Department consists of five members of staff. The Learning Support Guide is available on the College website. Key points include:

- screening of all new pupils to identify learning difficulties, such as dyslexia, dyspraxia or AD(H)D
- through appropriate support, both in-class and out of class, all boys are able to participate in the whole curriculum
- concessions may be made in respect of the numbers of subject options taken, to release time for additional support in key areas
- teaching materials are adapted as necessary to make them accessible
- teaching staff are trained in strategies for dealing with pupils with additional needs
- learning support is provided inclusive in the fee and is not restricted by parents' financial means

English As An Additional Language (EAL)

A separate department deals with those who require EAL, whose details are recorded on the EAL register.

Physical Environment

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

An Accessibility Survey was conducted by an expert wheelchair-bound consultant in January 2013 and updated in 2016. An action plan to address the observations and recommendations of this survey was completed and ongoing actions to improve and ensure accessibility are incorporated into all building projects. An Accessibility Factsheet, with map and guidance to the site, is available on our website and included with this Plan.

All new buildings are fully compliant with the provisions of the Equality Act; where possible relevant provision is made for access to older buildings, although whilst alternative provision is made as far as possible, buildings with listed status are difficult to access in certain areas. Where this is the case, alternative provision is made, for example, if access by ramp to the Master's Study is too steep, the Master would hold meetings in the Masters' Library.

Accessibility requirements are regularly reviewed and taken into account in all works carried out to improve or upgrade facilities. Major works for new and refurbished buildings take full account of accessibility requirements. Within the limitations imposed by historical buildings which are not capable of modification, we ensure that all buildings are physically accessible as far as possible. Almost

all buildings on campus are accessible by wheelchair at ground floor level, although a number of entrances and doorways are constrained; this is especially the case in the Barry Buildings and Pavilion.

Buildings intended for public use are managed with accessibility requirements mind; physical adjustments (e.g. ramps and special access arrangements) and managed solutions (e.g. classroom or venue changes to avoid stairs) are made to meet individual pupil requirements. This includes taking account of accessibility requirements by parents to events e.g. parents' evenings.

IT Access

A variety of systems are available to enable access, including adjustable height desks and specialised software. Our policy is to provide these items on an on-demand basis as need arises. Speech to text software such as Dragon Naturally Speaking is regularly updated and provided on a needs basis to ensure suitability to particular individuals.

Public Access

The College holds numerous events and other activities which are open to the public. Assessments have been made of all College buildings to which the public are given access and all limitations to access are taken into account in planning events and activities and making buildings available. The South and North Blocks have limited wheelchair access due to the steepness of the ramps required; the Pavilion Salle is inaccessible because of narrow steep stairs.

Governors

Governors maintain oversight of accessibility matter through the Safeguarding Committee. No member of the Board of Governors has declared any medical disabilities to the College.

May 2017

ACTION PLAN

The results of the College's audit and continuous monitoring has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

| ISI Regulatory Standard | Description |
|--------------------------------|--|
| 133 (a) | Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum; |
| 133 (b) | Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled |
| 133 (c) | Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. |

| Standard To Be Met | Area of Focus | Led by | Detail | Evidence of success | Time scale |
|--------------------|--|---------------------------|---|---|--|
| 133 (a) | EAL teaching | DAPK | Increase curricular provision for pupils with EAL, to prepare them fully for IELTS qualifications. | Lesson allocation increased to 5 lessons per week in Year 12, and a new staff member employed for oral support. | Completed Summer 2013 |
| | SEN and EAL examination provision | DAPK MGH CMJ DAC | Laptops and extra time | Necessary arrangements are completed | Ongoing |
| | SEN and EAL Policies | DAPK CMJ DAC | Update policies for Learning Support and EAL. | Policies updated, understood by staff, published on website and sent to parents of current pupils on the Learning Support Register. | Ongoing |
| | Admissions | JMS | Review all admissions literature and website to make clear our provision for pupils or visitors with SEN or needing DA | | Reviewed January 2013 then review, annually. |
| 133 (b) | Electronic storage of teaching and learning resources | DAPK Heads of Schools | Development of the Educational IT Vision and Strategy across departments such that resources are accessible at all times , to all, anywhere | Disabled pupils able to access resources in electronic format | Ongoing |
| 133 (c) | Improve physical access to the Pavilion | COO | Provide ramp to the ground floor 'spectator terrace' at the front | Access to the main Pavilion spectator area | Summer 2018 |
| 133 (c) | Maintain guaranteed access to the Centre Block first floor | COO | Regular inspection and servicing of the non-standard, only lift available Lift checks before special events | Lift always works | Ongoing |
| 133 (c) | Review options for disabled access to first floor of Christison Hall | COO | Possibility of the installation of a passenger lift in Christison Hall, as part of overall refurbishment | Access to the Buttery | September 2019 |

School Developments

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|---------|---|
| 2008 | New Economics and Sixth Form Centre built with fully accessible facilities. |
| 2008-11 | Disabled toilets installed in Old Library and South Cloisters |
| 2012 | Accessible ramp installed to Old Library |
| 2012 | Induction loop installed in Great Hall |
| 2013-14 | Full Accessibility Survey conducted and recommendations implemented including: <ul style="list-style-type: none"> • additional disabled parking spaces adjacent from South Cloisters • permanent external ramp from South Cloisters • sensors installed and lift refurbished in Centre Block • permanent ramp built to access pathway by Lower and Junior Schools • adjustments to fittings in the Old Library toilet • new flooring in the Theatre entrance to enable access is kept clear • standard plan for accommodating disabled visitors to South Block with dignity (wheelchair access is not possible due to steepness of the steps): visitors will be met in South Cloisters and appointment with senior College staff, including the Master will be conducted in the Masters' Library |
| 2016 | Survey results revisited and actions updated |
| 2016 | New Science Building (The Laboratory) completed with fully accessible facilities. |
| 2017-18 | Refurbishment of 50 Barry Buildings classrooms and offices to meet building regulations as far as possible, and improving accessible services and facilities. |
| 2018-19 | Development of the College Landscape Plan, to include improved accessible parking, reflective spaces and external spaces with due regard, <i>inter alia</i> , to accessibility needs. |