



DULWICH PREP LONDON
Values & Academic Excellence since 1885

ACCESSIBILITY PLAN

This is a whole school policy which applies to all sections of the School, including Early Years.



Person responsible for this document:

Head Master

Bursar

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ACCESSIBILITY PLAN

1. INTRODUCTION

Dulwich Prep London is committed to ensuring equality of education, opportunity and access for all pupils. We aim to develop a culture of inclusion and diversity in which our children are able to participate fully in all aspects of school life.

This Accessibility Plan is produced in conjunction with Schedule 10 of the Equality Act 2010, which replaced all previous equality legislation. It demonstrates that we are committed to ensuring that all aspects of our approach reflect the areas recommended and required by legislation and adhere to this in its deliberations and decisions.

2. DEFINITION OF DISABILITY

Under the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment;
- The impairment has a substantial and long term adverse effect on their ability to perform normal day to day activities.

3. AIM

The aim of this Accessibility Plan is to:

- Increase the extent to which disabled pupils, including those with special educational needs, can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the provision of information to disabled pupils.

Dulwich Prep London aims to treat all pupils fairly and with respect; this involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be monitored and evaluated annually by the Board of Governors, and a comprehensive review will take place every three years.

The action plan below sets out the Governors' proposals for increasing access to education for disabled pupils.

4. RESPONSIBILITY

Overall responsibility for monitoring and evaluating the effectiveness of this Accessibility Plan resides with the Governing Body. The Dulwich Prep London Senior Leadership Team (SLT) is responsible for developing the plan, identifying priorities and coordinating its implementation. All members of staff are encouraged to identify any areas for improvement and raise these to the SLT as soon as possible.

5. PHYSICAL ENVIRONMENT

Accessibility in certain areas of the school is constrained by the age and layout of the buildings. Parts of the School date from the 1880s and there are other buildings and additions built in the 1960s as well as more recently.

It is the School's policy to provide access to every area of the site where this is possible. In other areas of the School, reasonable adjustments can be made to accommodate pupils or members of staff and the school community. As redevelopment of the School's buildings and facilities takes place, every effort is made to improve access.

6. ACCESS TO THE CURRICULUM

The Deputy Heads (Academic & Tracking and Transition) work with the Skills and Strategies Department to ensure that pupils are able to participate in the school's curriculum regardless of disability. If notified of a pupil's specific needs, reasonable adjustments can be made to facilitate a pupil's participation, for example, in the PE programme. Advice will be sought from the School Nurse, any specialists and parents working with the pupil to ensure participation is appropriate and as full as possible.

7. ACCESS TO INFORMATION

The school aims to improve the delivery of information to disabled pupils by taking into account the needs of individual pupils and tailoring provision accordingly. Cases are looked at on an individual basis according to need. For example, our Reprographics and Resources Manager can facilitate the delivery of information in different formats and media. Cases are looked at on an individual basis according to need.

8. REFERENCE TO OTHER POLICIES

Accessibility in relation to Admissions is contained within the Admissions policy.

ACCESSIBILITY PLAN

Key stakeholders					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Outcome	Time Frame	Notes (Update to confirm reviews)
All staff and Governors to have a good understanding of the Equalities Act, and show behaviours expected to ensure a culture of equality and inclusion is promoted throughout the school.	<p>Training covering the Equalities Act, through Educare and inset training is to be provided to all staff and Governors.</p> <p>Safeguarding training will be provided to all staff.</p>	Professional tutor and HR Director	<p>Accessibility plan is linked and referenced in the safeguarding policy and the staff handbook.</p> <p>Access through PIMS and / or on the school website.</p>	Annually recurring	
All new staff are to share the school's culture of equality and inclusion for all.	<p>As part of an induction training package - the Equalities Act and diversity training will be included.</p> <p>Recruitment materials will clearly represent the culture of the school</p>	Professional Tutor/ HR Director	New staff understand the school's culture of equality and inclusion.	As new staff are appointed.	Records maintained of attendance at the school's induction training.

Staff and pupils will feel included, welcomed and have access to the school's activities regardless of disabilities or other protected characteristics	Staff will consistently demonstrate in their behaviours, attitudes and values their ability to provide inclusive education.	Line managers/Professional Tutor	Through appraisal staff will be able to demonstrate their behaviour	Annually	Where staff have difficulties in maintaining these attitudes then a mentor will be assigned to support improvement. Performance management will be utilised to achieve change, if necessary
Staff and parents have a Diversity and Inclusion committee in which they can raise concerns and develop new ways of working.	Regular committee meetings held, minutes available to staff and actions assigned to staff to develop.	HR Director	New development of training ideas/flags any areas of concerns	Termly	
Increasing the extent to which SEND pupils can participate in the school's curriculum					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Outcome	Time Frame	Notes
Ensure that all pupils have equal access to and benefit equally from the curriculum	Early identification of needs informs differentiation and associated interventions if required.	Teaching staff Skills and Strategies Team.	Accurate SEND register maintained.	Reviewed termly.	Ongoing analysis undertaken to make sure barriers to learning are removed for all pupils

	<p>Assistive technology is utilised when appropriate.</p> <p>To monitor pupils' achievements in external examinations, internal assessments and during other forms of assessment. Use of standardised tests where appropriate to identify pupils' position in the cohort.</p>				
	To ensure that all teaching staff of any disabled students are informed of individual pupil's needs.	Skills and Strategies Team	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	-
	Support processes introduced for pupils who have a hearing impairment.	Skills and Strategies Team	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	
	Ensure that the Learning Support Department is staffed and accommodated appropriately.	Lead SENDCo	Skills and Strategies team deployed across the setting in response to need.	Reviewed termly.	-
	Wherever appropriate, curriculum and timetable modification are considered.	Deputy Head (Teaching and Learning)	Mentioned within individual learning plans.	Reviewed termly.	-

		Assistant Head (Timetabling) Skills and Strategies Team Heads of Section			
	Room modification has and will be used in future to ensure ease of access.	Skills and Strategies team in conjunction with subject teachers.			
	Specialist teachers for 1:1 or group sessions provided; as well as modified resources made available when necessary.	Skills and Strategies Team	Mentioned within individual learning plans.	Reviewed termly.	-
	Each section is encouraged to develop a consistent approach to differentiation to support all pupils, including those with SEND	Skills and Strategies Team Heads of Section	Regular staff CPD delivered by Skills and Strategies Team	Reviewed termly.	-
	Ensure good choice of subjects as pupils move through the school.	Head of Section Deputy Head (Tracking and Transition)	Appropriate subjects are studied based on learning needs and future school requirements.	Reviewed annually.	

	Access to School Counsellor through pastoral or self-referral.	Senior Deputy Head Pastoral			
	Pastoral leaders to increase awareness of particular aspects of pastoral care, such as bereavement, mental health, etc.	Senior Deputy Head Pastoral and Heads of Sections			
	Pupil tracking will be used for all years to provide further understanding of pupil learning in the school.	Deputy Head (Tracking and Transition) Deputy Head (Teaching and Learning) Heads of Section Assistant Heads of Section SENDCo	Progress is monitored and any necessary interventions are put in place if required.	Reviewed termly.	
	Each pupil's performance is benchmarked against our expectation (derived from analysis of baseline data) of his attainment.	Deputy Head (Tracking and Transition) Assistant Heads of Section	Progress is monitored in relation to ability (CAT), prior performance and future school requirements.	Reviewed termly.	
	A statistical analysis of pupil, section and whole school performance is	Deputy Head (Tracking and Transition)	Accurate SEND register in conjunction with "Provision Map" software.	Ongoing, reviewed annually.	-

	prepared each year. Within this, there is always a focus upon performance of SEND pupils.				
	Every section will maintain detailed, cumulative records regarding pupil achievement. Information will be analysed to inform teaching and learning strategies.	Deputy Head (Tracking and Transition) Deputy Head (Teaching and Learning) Heads of Section Heads of Department Assistant Heads of Section	Academic data (progress, achievement and effort) are recorded and analysed to inform teaching and learning strategies.	Reviewed termly.	
	Maintain accurate SEND information on ISAMS/SEND register/Provision Map to ensure that staff are accessing the most up to date information in order to better inform teaching and support pupils. Ensure that staff are trained to access this information when required.	Skills and Strategies Team Heads of Section	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	

	All relevant SEND documents concerning individual pupils will be accessed by staff using the school database.	Skills and Strategies Team Heads of Section	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	-
	Develop a whole school system for recording class based support so it can be monitored from both a pupil and section perspective, thus ensuring effective, individualised support and facilitating the sharing of best practice.	Skills and Strategies Team Heads of Section	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	-
	Obtain access to and encourage the use of accessible resources for SEND pupils.	Skills and Strategies Team Heads of Section	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	-
	Head of Learning Support to work alongside the Deputy Head (Tracking and Transition) to further develop tracking in order to monitor	SENDCo DH (T&T)	Accurate SEND register in conjunction with "Provision Map" software.	Reviewed termly.	-

	progress of SEND pupils				
Improving the physical environment of the school for the purposes of increasing the extent to which SEND pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Outcome	Time Frame	Notes
Physical access to both sites	Sufficient for all with exception of: - Skylab - Lower School - Yr3 classroom /hall - @38	Estates manager	Aim to install a lift Year 3 & hall. At present the school will not be creating lifts in Skylab and @38.	2 years	
Fire alarm improvements	Install visible flashing light alarms to alert pupils, staff and visitors with hearing difficulties.	Estates manager	Visibility of fire alarm	Within 3 years	
Evacuation aids training	More people trained in how to use evacuation aids and more evacuation aids installed.	Estates manager	More people able to assist physically unable people to exit the building.	1 year	
Improve AV facilities.	Upgrade AV equipment to improve visual and audio presentation facilities.	IT Team		Next upgrade at EYs - Summer 2022. MFL in 2023 - all classrooms should then have touch screens	
Wheelchair desk access.	Install height adjustable desks where required.	Estates Manager		As required	

Improve access to Swimming Pool.	Ramp access, changing room access and cushion lift as required.			Within 5 years with the redevelopment of the swimming pool.	
Improving the delivery to SEND pupils of information which is readily accessible to other pupils.					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Outcome	Time Frame	Notes
To ensure that parents and guardians are fully informed.	Review information sent to parents and guardians to ensure it is accessible. Ensure that parents can receive information in accessible formats.	SENDCO Heads of Section	All parents receive information in a format appropriate to their needs e.g. audio, large print. Staff produce routine information for pupils in appropriate format	Reviewed termly.	
To improve communication with SEND pupils and parents.	Review the website to ensure that it is clear, simple and easy to use. Publish information in an appropriate format as required.	SENDCO Heads of Section	Delivery of information is improved.	Reviewed termly.	
Arrangements for pupils with disabilities sitting examinations					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Outcome	Time Frame	Notes
Ensure that all pupils with disabilities who	For pupils who have disabilities which	SENDCO	All pupils achieve their full potential.	As required.	

<p>are sitting examinations are adequately provided for, including adhering to JCQ regulations where appropriate.</p>	<p>require exam concessions, appropriate and proportionate adjustments are made.</p> <p>Ensure that relevant staff engage in annual update training in exam regulations.</p> <p><u>Learning Needs:</u></p> <p>Pupils with learning difficulties are regularly monitored by the Learning Support Department and the SENDCO who decide on the appropriate access arrangements for their examinations.</p> <p><u>Medical Needs:</u></p> <p>For pupils with asthma, in addition to the pupil's own inhaler, the medical centre holds spare inhalers.</p> <p>For pupils with diabetes, the lead</p>	<p>Heads of Section</p> <p>School Nurse</p>			
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	<p>invigilator holds the pupil's glucose meter, insulin and any snacks provided by the pupil before the session begins. The pupil is given supervised rest breaks to test their blood sugar and consume the snacks or take insulin as required.</p> <p>Pupils with severe hypermobility are entitled to supervised rest breaks and a word processor when appropriate.</p> <p>Pupils with conditions that require them to leave the exam room quickly, such as ulcerative colitis, are seated close to the exit and entitled to supervised rest breaks.</p> <p>Pupils with long-term or short-term pain, such as back or shoulder injuries, are entitled to supervised</p>				
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	<p>rest breaks and the use of a word processor when appropriate.</p> <p>Pupils with medical difficulties are monitored by the School Nurse and the Examinations team and, in consultation with the Head of Learning Support, appropriate access arrangements are put into place for their examinations.</p>				
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