“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

*The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place*”

Bert Massie
Chairman
Disability Rights Commission

As a Rights Respecting School we uphold the articles from the UN Convention on the Rights of the Child. This underpins this document for example:

Article 3: We will work towards what is best for the child,
Article 12: All children have the right to give their opinion when adults are making decisions that will affect them and adults should take it seriously.
Article 15: All children have the right to meet, make friends with and join clubs with other children.
Article 28: All children have a right to an education
Article 29: The purpose of education is to develop every child’s personality, talents and mental and physical abilities.
Article 23: Children who are disabled, either mentally or physically have a right to special care and education so they can lead full and independent lives

3-year period covered by the plan: Dec 2014 to 2017

RT June 2015
**Introduction**
From Sept 2014 the school is implementing the “Special Educational Needs and Disability Code of Practice: 0 to 25 years”. The SEN and Disability Act 2001 meant Governing Body has key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of information to all members of our community.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

**The purpose and direction of the school’s plan: vision and values**
Sunnyfields School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school aims to:

- set suitable learning challenges
- respond to pupils’ diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils
- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in all aspects of school life
- Take steps to meet disabled people’s needs, even if this requires more favourable treatment
- To teach pupils how to learn and to foster a capacity to recognise, cope with and face a problem
• To equip pupils for adult life and to play a positive part in the community
• To develop pupils’ dignity, self respect and to help them become independent, self-motivated adults with the ability to function as contributing members of co-operative groups
• To promote tolerance and understanding and an appreciation of all human achievement
• To help develop a sensitive awareness of and a responsibility towards the community and the environment.

We welcome all pupils, staff and parents, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

**Definition of disability**
The DDA defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’ (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

**Normal day-to-day activity**
The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:
  • mobility
  • manual dexterity
  • physical co-ordination

RT June 2015
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

**Disability and Special Educational Needs**

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN (a statement or who are at Special Educational Needs Support SENS) will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

**Possible overlap of SEN and DDA disability definition for children and young people**

<table>
<thead>
<tr>
<th>Special Educational Needs</th>
<th>Both SEN + Disabled</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild dyslexia</td>
<td>Motor Impairment (long term)</td>
<td>Asthma</td>
</tr>
<tr>
<td>Emotional Behavioural Difficulties (EBD - social factors)</td>
<td>Learning difficulties</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Mild Dyspraxia</td>
<td>Hearing impairment / Deaf</td>
<td>Cancer recovery</td>
</tr>
<tr>
<td>Minor speech impairment</td>
<td>Visual Impairment/Blind</td>
<td>Mental health Issues</td>
</tr>
<tr>
<td>Mild Learning difficulties</td>
<td>Incontinence</td>
<td>Disfigurement</td>
</tr>
<tr>
<td></td>
<td>Significant Dyslexia</td>
<td>Eating disorder</td>
</tr>
<tr>
<td></td>
<td>Epilepsy</td>
<td>Lack of limbs</td>
</tr>
<tr>
<td></td>
<td>Non-verbal</td>
<td>Sickle cell Anaemia</td>
</tr>
<tr>
<td></td>
<td>ADHD</td>
<td>Gross Obesity</td>
</tr>
<tr>
<td></td>
<td>Autism</td>
<td>Very Short Stature</td>
</tr>
<tr>
<td></td>
<td>EBD (factors other than social e.g. medical conditions/mental health)</td>
<td></td>
</tr>
</tbody>
</table>
The DDA applies to schools in a range of different ways. In particular it applies to three main school functions:

- To the school in its main function of providing education to students
- To the school as an employer
- To the school as a provider of services to parents and carers and the wider public.

Disabled pupils currently in school have the following needs:

- Moderate Learning Difficulties (MLD)
- Autistic Spectrum Disorders (ASD - including Aspergers Syndrome)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Emotional, Behavioural (and Social) Difficulties (EB(S)D)
- Hearing Impairment (HI)
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia)
- Speech Language and Communication Needs (SLCN)
- Visual Impairment (VI)
- Severe food allergies
- Physical disabilities
- Spina Bifida
- leukaemia

Currently all pupils in school are mobile.

**The school's strengths and weaknesses in working with disabled pupils**

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher is issued with an Inclusion Folder. This contains information on each pupil with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. This information is updated termly. In addition, updated information is issued to staff as appropriate, for example, following Annual Reviews. Support staff also have access to this information.

RT June 2015
Specific training is undertaken where possible or necessary. There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- The High Incidence Team
- The Specialist Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children’s Physiotherapy Service
- CAMHS
- Psychology Service
- Primary Project.
- The VI Service
- Health Visitors and the school nurse
- Consultants at Local Hospitals.
- Local GPs
- The Catholic Society (our School Counsellor)

Robust systems are in place to ensure the smooth transition of pupils from and to other schools (e.g. from Primary to Secondary or from other Nursery Schools to Sunnyfields). Liaison and the sharing of information regarding disabled pupils with a statement of SEN/EHCP or on SENs usually begins with the SENCo contacting the other setting to share information. All relevant information is passed on/gathered and any appropriate adjustments and preparations can be made for the pupil and special consideration is given to the placement of any disabled students and the wishes of the pupils and their parents.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is part of the PHSE curriculum and is often a subject of assemblies.

The SENCo has begun to build up a bank of resources to ensure that work is appropriately differentiated and accessible to all pupils.

RT June 2015
Progress has been made in ensuring that the curriculum is appropriate and accessible for all learners. This year this has included, timetabled Phonics and Reading interventions, Wave 2 and 3 Maths Groups, and Fine and Goss Motor Skills Programmes for groups of children and individual Therapy and Social Skills Groups from our school Play Therapist covering all ages.

Provision maps are used to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs with statements.

The current physical layout of the school presents some difficulties for non-mobile pupils and this was acknowledged by Paul Prestige (LA Specialist Team- Physical Disabilities) who visited the school. The governors’ long-term vision for the school would be to make phased modifications to the site (based on feasibility and cost-effectiveness) to enable non-mobile stakeholders to fully access the premises. Some improvements have recently been made e.g. the creation of a small room for interventions or meetings with parents (Sept 14) and the extension of two very small classrooms which severely limited our ability to cater for extra children or adults.

**Involvement of disabled pupils staff and parents**

Sunnyfields School staff have taken part in training programmes on the Inclusion of Disable Children and have shared strategies learnt with colleagues. Greater involvement of disabled students and their parents will be developed over the three years of the scheme. As indicated, we have had advice from the Barnet Specialist Team.

The educational opportunities and achievements of disabled students will be monitored in the same way as for all our students, i.e. through:

- Consultation Evenings (including consultations with the SENCO)
- monitoring by class teachers /SENCO
- SENCO/CT student termly tracking
- Individual and group Intervention sheets/Provision Maps/ Annual Review/ Health Care Plan meetings with parents
- assessment results
- and against broader outcomes such as those set out in Every Child Matters.
- Termly meetings to discuss SEN/disability issues/ Progress towards targets/Behaviour Plans etc. with the staff in each class plus the SENCO.
- Termly Pupil Progress Meetings and also SEND (Special Educational Needs and Disability) meetings involving the Headteacher / SENCO/and staff of each class.

RT June 2015
Personal information on all students is requested on arrival in school from their parents and this includes health problems and treatment, language difficulties, etc. Medical lists and AEN Profiles are kept up to date and information is obtained from previous schools. Parents are requested to inform the school of any changes and any information that is received is passed to the relevant member of staff to update the records. All records are kept confidential. We have facilities in place to ensure that those students with a temporary disability are treated in a dignified and appropriate manner and relevant changes are put in place to help them overcome any difficulties that they may face during this period.

Parent disability is often known due to the close relationship we gain with our parents.

For pupils with a Statement of SEN or EHCP or those receiving SEN Support (SENS) on the AEN Profile, the views and aspirations of SEN and disabled pupils are formally gathered annually through the meetings outlined above and the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil’s point of view. Their parents also have termly meetings and are encouraged to express their views either in writing or verbally at review meetings. This includes the opportunity to express any concerns or queries they may have regarding their child’s progress and the provision in place for them.

**Promoting Equality of Opportunity**
Sunnyfields School actively encourages all students to have access to all areas of the curriculum and participate in educational visits and events. The school ensures through its Educational Visits Policy that staff plan well in advance, ensure that risk assessments are carried out and that relevant medical and dietary information is obtained to ensure that all students will benefit from the visit.

A number of the students will have a Teaching Assistant to help in the classroom environment and the support will be relevant to the needs of the student. This is monitored by the SENCO and through discussion with the teaching staff involved. Outside agencies are also sometimes involved in the discussions and additional training may be required and arranged.

Our recruitment process, induction and review processes are available to all members of staff and provide the same level of access. Disabled applicants are encouraged to attend interview if they meet the minimum criteria and are assessed at interview in the same manner as other applicants. If a disabled person were given the position, the school would contact Access to Work for assistance if required. We currently have a disabled member of staff.

RT June 2015
Relevant records are kept regarding all incidents within school e.g. harassment, racial, verbal, physical abuse. The Behaviour Policy and Anti-bullying Policy are regularly reviewed as are the Health and Safety Policy, Equal Opportunity Policy, SEN Policy and other relevant policies.

The school aims to raise awareness amongst staff and students of disability-related harassment and an understanding of the nature and prevalence of bullying and harassment will enable the school to recognise and address it. At Sunnyfields we endeavour to stop bullying whenever it occurs and to educate the students and staff regarding behaviour (see relevant policies.)

At Sunnyfields School positive attitudes to disability, race, culture and ability are always encouraged. Staff model respectful attitudes to all students, staff and parents and disabled people are not thought of as ‘different’ although they may require systems to assist in their full participation of school life. These systems are put in place to enable this to happen and to ensure that they have as much independence as possible.

Making it happen
The Governing Body has responsibility for the School Accessibility Plan. The progress towards meeting the targets set in the plan will be reviewed annually by the Governing Body. This plan, together with the school’s SEN Policy and other linked policies, will be reviewed and revised annually by the SENCO in consultation with staff, disabled stakeholders and representatives of the Senior Management Team and the Governing Body.

Sunnyfields School Access Plan 2014 - 17

The Disability Equality Scheme and the Accessibility Plan for Sunnyfields School is available on request from the school. We have tried to ensure that the plan is readable and free of jargon.

At Sunnyfields School we are committed to an inclusive curriculum and we aim to increase access to the school’s facilities for all by:

- Improving the physical environment of the school
- Increasing the extent to which disabled pupils can participate in the school curriculum
- Raising of awareness for all staff and governors of what the DDA expects of them as well as the new “Special Educational Needs and Disability code of practice: 0 to 25 years”.

RT June 2015
• Training and INSET for all staff with regards to different aspects of disability

• Differentiation of work and targeted adult support

• Detailed information showing how well disabled pupils are accessing the curriculum, for example lesson observations in different curriculum areas

• Further improvements in monitoring and detailing achievements and progress

• Ensuring that all school plans reflect priorities for developing access for disabled pupils, including the School Improvement Plan, Health and Safety Policies and other School Policies.

• Supporting parents of children with disabilities or who are disabled themselves.

This Plan is underpinned by the following features of the school:

• There is effective planning and liaison between appropriate school and support services working with individual pupils within school

• As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a ‘problem-solving’ attitude in order to overcome barriers to learning for individuals

• We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils

• We have a robust system in pace for transition and transfer of pupils. This includes gathering and sharing accurate information on the pupils’ strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.
Audit of existing Achievement / Provision

Curriculum

We believe that we have made good progress in the following areas:

- Improving the learning outcomes and progress rate in the core subjects, of SEND children since the last DESAP.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Using TAs to support learning and give pastoral and inclusion support
- Ensuring that detailed pupil information is given to staff
- Organising TA deployment to cover a mix of curriculum need.
- Ensuring that Access Arrangements are made for SATs
- Establishing a bank of some specialist resources available to support specific needs (Clicker 6, SEN Resources, etc)
- Setting clear learning objectives in each lesson and making sure that these are clear to the pupils and TAs
- Undertaking target setting across the curriculum for all pupils and extra specific targets for children with disabilities/SEN ensuring that pupils are involved in target setting and have a say in decisions about their support and what they want to achieve.
- Using ‘P Scales’ where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all
- Encouraging the use of writing frames to give structured support with writing
- Ensuring that school visits and trips are accessible for all pupils and doing risk assessments
- Using a range of teaching methods and styles to facilitate access for all students – e.g.: appropriate use of language; questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc
- ‘Buddy’ systems
- Development of ‘Emotional Intelligence’ through SEAL and our school counsellor.
- The development of varied assessment methods
- Close pupil tracking of progress, especially for those with specific needs
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.
Physical Access

- Disabled toilets facilities available inside entrance lobby
- Development of a physical environment that is safe and welcoming. Individuals may see themselves reflected in displays around the school
- Handrails on stairs where necessary
- Sensory area of Ecology Garden.

Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils
- Home-school liaison books and Behaviour Plans/ PSP or behaviour plans for pupils with ADHD.
- Health care plans for children with health issues.
- Individual Provision Maps for some children and parents
- Inclusion Folders accessible for all relevant staff.
## 3 year plan for further improvement 2014 - 17

### Access and Improvements to Buildings/ Grounds

<table>
<thead>
<tr>
<th>Timescale</th>
<th>Targets</th>
<th>Strategies</th>
<th>Who</th>
<th>Success Criteria</th>
<th>Completed</th>
</tr>
</thead>
</table>
| Ongoing         | To improve access to parking for disabled drivers.                     | Short term:  
  - make visitors aware that disabled drivers can park in residents' bays near the school                                             | Office Staff HT/Finance Committee | Improved access to the school site for disabled drivers   |                                                |
| Spring Term 14  | To improve access for the less mobile or wheelchair users.             | To conduct a feasibility study to assess the possibility of making a path from the Infant playground to the Junior playground to avoid the stairs. | HT/Finance Committee         | Improved access to the school site                       | Wheelchairs can now access the playground through the pond area. July 14 |
| Summer Term 14  | To improve teaching areas for interventions                            | To consider where to build an extra area for small intervention work, counselling or meeting with parents                                  |                              | Achieved Summer 14 (new small hub)                       |                                                |
| Summer Term 14  | To improve teaching areas in years 3 and 4 to make them more accessible to disabled children | Extend classrooms                                                                                                                           |                              | Achieved Summer 14                                      |                                                |
## Support for Parents of Disabled Pupils or Parents with Disabilities.

<table>
<thead>
<tr>
<th>Timescale</th>
<th>Targets</th>
<th>Strategies</th>
<th>Who</th>
<th>Success Criteria</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term 14 to Summer 15</td>
<td>For parents and children to be more aware of diversity in the community and to feel supported</td>
<td>To develop an ‘Inclusion’ page on the school’s MLE that will signpost parents to a range of services, publicise the Local Offer and School Offer the DESAP and updated SEN Policy</td>
<td>SENCO</td>
<td>When parents and children to are more aware of diversity in the community and to feel supported.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To increase meetings with parents from 2 times a year to 3.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>To raise children’s awareness of disability and diversity in the community</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Invite Annie Etherington to do an assembly on “differences”</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>To develop the use of the CAFF as a tool to support vulnerable children.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Roz Thomson**  
**Jan 2014.**