

## Birkby Infant & Nursery School

### School Accessibility Plan 2014 - 2017

#### **Part C: Improving the delivery of information - communication access**

Provision and strategies already in place:

- \* Access to translators.
- \* Some multilingual signage and translation of some letters into some languages.
- \* Purchase of Multilingua ICT dictionaries.
- \* Availability of home visits, with translators.
- \* Visual cues on letters to home.
- \* Availability of staff, including bilingual staff, in the playground at the beginning and end of each day.
- \* Pupil registration forms include a section for parents'/carers' access requirements.
- \* School website.
- \* Access to LA services, to provide written materials in alternative formats.
- \* Additional Needs Team established.
- \* Direction signage around school includes visual clues, photographs and heritage language.
- \* Dyslexia-friendly strategies in written communication with parents/carers - cream paper used for letters home, including homework.
- \* Key information letters translated into Chinese, Russian, Arabic, Farsi, Hungarian and Kurdish.
- \* Communication access audit of environment/provision by School Speech Therapist.

- \*Makaton training for all staff
- \*Kurdish/Arabic speaking interpreter employed as of 8.1.14
- \*Small Hall Plasma screen "Welcome" slideshow.
- \*Mid-term Induction policy and programme.
- \*Survival communication fans for new-to-English families.
- \*All staff wear green jackets at home time for easier identification by families.
- \*Speech therapy INSET for all staff 6.1.14
- \*Class Induction Books for mid-term entrants.
- \*New School Website.
- \*Further development of consistent use of Makaton - teacher communication fans with key survival vocabulary.
- \*Parents' evening in the autumn term, and two parents' days in spring and summer terms to support attendance due to working/family commitments.
- \*Availability of staff who speak Punjabi, Urdu, Polish, Hindi, Mirpuri, Italian, French and Hungarian.
- \*Outdoor Plasma Parent/Carer information screen installed.**
- \*Increased use of texting service to inform parents/carers of key events/cancellation of meetings/clubs**
- \*Regular promotion of school Website as a source of information.**

Part C (2016-2017)

<u>Objectives</u>	<u>Priority rating</u>	<u>Action/By whom</u>	<u>Outcomes</u>	<u>Timeframe</u>
To improve the delivery of information - communication access for service users with speech, language and communication needs, limited or no English and/or literacy skills.	H	<p>Ongoing monitoring/improve accessibility of letters home - visual cues, key information highlighted, limit amount of text as requested by parents (SLT).</p> <p>Staff to share all letters with children prior to being sent home (All staff).</p>	Improved access and increased participation to education and services for users with additional communication needs.	Autumn 2016 and ongoing

	M	Ongoing Class Induction Books for mid-term inductees (Staff/DT).		Autumn 2016 and every Autumn
	M	Further improvements to school website, including video clips of ECAR, ECAC, Numeracy, EYFS Phonics teaching to offer further support/ideas to parents/carers (SLT/ICT lead).  Use of Outdoor Information screen for further promotion of school website and		Autumn 2016 and ongoing

		<p>opportunity for feedback.</p>		
	M	<p>Availability of crèche facilities to be publicised when courses/meetings are advertised, to support attendance by parent/carers, as requested by parents (DW/JH).</p>		<p>Autumn 2016 and ongoing</p>
	M	<p>Ongoing increased use of texting service to inform parents/carers of key events/cancellation of meetings/clubs etc. as requested by parents (DW/Office).</p>		<p>Autumn 2016 and ongoing</p>

	H	To source more consistent/sustainable access to Kurdish and Arabic translator services (DW/DT).		Autumn 2016