

Birkby Infant & Nursery School

School Accessibility Plan 2017 - 2020

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 2017 - 2020 (2017-2018)

<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	Ongoing monitoring/improve accessibility of letters home - visual cues, key information highlighted, limit amount of text as requested by parents (SLT).	Improved access and increased participation to education and services for users with additional communication needs.	Summer 2017 and ongoing
	H	Staff to share all letters with children prior to being sent home (All staff).		Summer 2017 and ongoing
	H	One Stop Shop and Stay and Play Little Learners sessions to		Summer 2017 and ongoing

		be sited on school premises, in addition to range of parent short courses, in response to Parent Equality questionnaires (DW/JH)		
	M	Class Induction Books for mid-term inductees (Staff/DT).		Autumn 2017 and every Autumn
	M	Further improvements to school website, including video clips of Numeracy, EYFS Phonics teaching to offer further support/ideas to		Autumn 2017 and ongoing

	M	parents/carers (SLT/ICT lead). To source more consistent/sustainable access to Kurdish and Arabic translator services (DW/DT).		Autumn 2017
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