

Almondbury Community School
ACCESSIBILITY PLAN – 2016-19
SECTION 1 – INCREASING ACCESS TO THE SCHOOL CURRICULUM

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Review school aims and policies in light of new legislation. Inclusion to be integral to all new & existing policies.	All staff and governor involvement in review process – rolling programme over years	Aims and policies reviewed, in place and working	Policy reviews as required	School policies reflect good practice and adhere to requirements. All staff and governors aware
Ensure greater amount of cultural, gender & disabled inclusive materials	Audit and purchase	Increased variety in resources	From Autumn term 2012	Resources impacting upon teaching & learning raising standards
Curriculum to reflect different cultures across school	Review long term and medium term plans Consultancy on cultural infusion from LA advisor	Revised plans in place	From Autumn term 2012	
Develop a more creative approach to the curriculum	Inspiration days Increased use of music & drama	Children have more input into what they learn & how	From Autumn term 2012	Creative curriculum in place
Ensure staff understands the make-up/composition of their class – staff know the pupils' languages, backgrounds, and religions and ensure these are celebrated/ reflected in school.	Working wall displays Household utensils from different ethnicities in role play areas Subject leader audits of resources in their subject		From Autumn term 2012	Full list of pupils languages available Heritage language Relevant celebrations added to the school calendar
Books appropriate to all members of the school community	Audit of reading resources	Pupils more engaged with books	From Autumn term 2012	Good range of quality books available
Ensure monitoring systems for tracking progress of specific pupil groups is effective	SLT to refine current systems Use of classroom monitor/ G2/SISRA	Assessment data readily available for analysis and acted upon in pupil target setting	From Autumn term 2012	School can identify and track pupil progress re EAL, SEN, G&T, and CLA, gender, FSM, ethnicity and Prior Attainment. Target human resources effectively. Impact of intervention is evaluated termly.
Individual progress targets set for all pupils.	Target setting policy written based on good pupil progress. Staff training on Pupil Progress.	Targets set and agreed with staff	From Autumn term 2012	ALL pupils are set challenging targets. Pupil's make 2 Levels progress per Key Stage.

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SECTION 2 – PREMISES DEVELOPMENT

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Incorporation of appropriate colour scheme to any new building development or general refurbishment work.	Visually impaired service/ Disability Team to help with audit of school premises	All areas made more accessible to disabled children & adults.	On going as required	School is more inclusive for visually impaired pupils and disabled pupils.
Ensure the use of inclusive signs and images around school.	Complete audit of school environment. Questionnaire to parents re need. Identify areas of need. Contact supplier and order following audit of need.	Signs and images in evidence around school.	From Autumn term 2012	School is inclusive to all pupils and parents.
Incorporation of appropriate ramps & rails to any new building development or general refurbishment work.	Visually impaired service / Disability Team to help with audit of school premises	All areas made more accessible to disabled children & adults.	On going as required	School is more inclusive for disabled pupils and adults.

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SECTION 3 – IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Increase bilingual support for parents in supporting their child's education	Provide workshops for EAL parents with bilingual support on how they can support their child's education Encourage to join SHARE group	Parents coming into school to discuss education issues/support with language support workers.	From Autumn term 2012	Parents have a better understanding of how they can support their child's education
Make written material available in alternative formats.	Contact Huddersfield library - translating information into Braille as required	Information translated into Braille if necessary.	On going as required	Delivery of information to visually impaired parents is improved.
Improve the appearance of information sent to parents.	All letters to be written in Arial or Comic Sans 14 wherever possible. Ensure where possible all letters & the school newsletter includes clipart or photographs to accompany text. Readability of a sample of letters and publicity sent to parents is measured each year.	Information for parents is easier to read. Newsletters with visual clues in place.	From Autumn term 2012	Delivery of information to parents is improved.