

New Tuke school  
Daniel Gardens  
London SE15

# Tuke is getting a brand new school



- Digging on the new site has now begun
- The target date for completion is September 2010
- This means next academic year is our final one in our existing building

# Learning approach

- Within New Tuke we have created **Five Learning Zones**. These comprise of:
  - Creative Arts
  - Exploration
  - Social Experiences
  - Sixth Form
  - Personalised Learning

# The Creative Zone

## Learning through Creative Arts

- This means **Music, Dance, Drama, Art and Design and Technology**.
- Our new school will have specialised spaces for all of these creative Learning areas. Art and D&T has the potential to be a triple sized space. Drama has it's own space that can be extended to create a large performance area. We have a specialist music room with it's own musical garden.
- We have strong links with many creative partners and believe that creativity enhances our curriculum. The creative learning zone will enable students to work in a specialist environment designed for purpose and enhanced by light colour, use of space and technology. In this zone students will be given opportunities to transfer skills, develop an awareness of self, control their physical environment, work alongside each other, interact explore and express themselves.

# The Exploration Zone

## Learning Through Exploration

- This means learning within **hydrotherapy, physical curriculum and leisure skills.**
  - In our new school we will have our own Hydrotherapy Pool.
  - We have designed a physical exploration space which opens out directly onto our landscaped designed areas. We have a sunken trampoline for rebound therapy.
  - Our outside areas have been designed with mobility and physical exploration in mind. Or selection of fixed equipment will support all students including our students who use wheelchairs.
  - Students will learn by doing, develop positive relationships with each other, maintain physical health and fitness and develop mobility and co ordination skills and communicate needs and preferences. We believe that all our students should have the same physical and explorative opportunities, hence the inside outside zone.
- *Students will be empowered by their learning which will be enhanced and enabled through intelligent technology ( Tuke School vision statement 2007)*

# The Social Zone

Learning through social experiences

This means **dining** and all that goes with it, **including Food Technology**. Students will develop functional skills, will learn by doing and work with increasing independence. We have a dining room and 2 food technology rooms. One Food technology room is adjacent to the kitchen and the space can be extended to give an appropriate space for our students who need support to eat and drink at lunchtime.

- Within this zone students will learn skills to work alongside each other, communicate effectively and develop
- Our students will develop strategies to manage their own behaviours. Food is a very motivating area for a high proportion of our students and we must increase these learning opportunities. Many of our students have few occasions to be social or find socialisation difficult. However we will be able to teach these skills effectively within this zone.

# **The Sixth Form Learning Zone**

**The fourth learning zone is the sixth form learning centre**

This is in the heart of the building. Here students are encouraged to work with increased independence and develop the necessary skills before transition from school to adult education. Our aim is for our sixth form to have acquired skills to be lifelong learners. Will work in partnership with outside agencies and families to ensure the learning process can continue in the future.

# Personalised Learning Zone

- This is classroom based learning based around the individual learning needs of each student. Classroom learning will be based upon the key skills curriculum and led by the priority learning need of an individual as outlined in the individual education plan.
- *Students will have clear and achievable learning objectives that are based on individual student priorities. ( Tuke School vision statement 2007)*

# Learning Everywhere

- We want to move on from the concept of a ‘sensory room’ meeting the sensory and learning needs of all students. In our new school ‘learning everywhere’ is at the heart of the design. This means that learning opportunities are not isolated to the classroom. For example in the physical exploration space a floor changes as you walk upon it. You walk through the circulation space there will be opportunities for making choices of changing light through the sensory street. Learning will be enhanced and enabled for all students. For example, integral switch controls will be the norm allowing our most profoundly disabled student to operate and control the environment. Our students require a motivating and stimulating environment to enable and encourage them to learn and this should be everywhere and incorporated at every opportunity.
- *We will encourage creativity and curiosity, challenge and self motivation enabling all those within our community to learn together ( Tuke School vision statement 2007)*

# Accessible to all

- It is an essential part of our philosophy that all of the curriculum and every part of the building is easily accessible to all.
- Our new building has very wide corridors and door frames allowing ease of access around the school for all
- Our hygiene rooms will have a sensory element allowing students to make choices of sound and colour when entering
- We are on one floor which enables all students to easily access any area of the school
- Every teaching space has an overhead hoist that covers all areas of the room
- There is a sensory trail through the circulation space that will enable visually impaired students to find their way around the building

# Organisation

- Personalised learning – the classroom bases
- Students will be designated into classes dependent on the key stage and not learning ability. Within key stages 3 & 4 there will be 4 classes. In Key stage 5 there will be 3 classes.
- Our classroom sizes are exceptionally large. Outside these classrooms but within each key stage base there are toilets, a changing area, lockers and one wet and one dry hygiene room. These bases will also have a substantial area for mobility aids.
- Our classrooms all exit directly onto the playground
- *An open and welcoming environment ( Tuke School vision statement 2007)*

# In the Future

- **We will continually review our practice to meet the needs of our students.**
- (*Tuke School vision statement 2007*)
- We know from experience that as student intake changes we have to develop new skills and adapt our environment. For example it may be necessary to change the configuration of classrooms on a yearly basis. We may need additional space to meet the specific needs of one individual student ( for example for health or behavioural reasons)
- We may have to respond to new developments in good practice for teaching students with specific disorders. At anytime this may affect the building and we need to be able to respond to these demands.

# The New Tuke School

- *We aspire to be a centre for educational excellence for students with Profound and Complex Learning Disabilities.*
- *We will provide learning opportunities everywhere not only for students and staff but for all stakeholders and visitors.*
- *( Tuke School vision statement 2007)*