

Accessibility Plan for Tuke School 2017 - 2020

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

Tuke School is a purpose built school for students with severe and complex needs.

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 specialist teaching areas include: Hydrotherapy suite, Art and design studios, music room and garden, food technology rooms and a physical exploration area with trampoline and interactive technology

The school curriculum and specialist learning resources are designed to meet the individual needs of all students.

At Tuke we have created a total learning environment. Focussed learning areas include

- Creative arts
- Exploration
- Physical activity
- Social experiences
- Personalised Learning

Depending on the needs of the individual, appropriate educational targets are set. These targets are then taught through a range of different activities. This becomes the students termly learning intentions. These are evaluated termly and new learning intentions are agreed. At the Annual or Transition review meeting, progress towards achieving the set learning intentions is shared and suggestions for future learning intentions are discussed with parents/carers.

The School implements a personalised curriculum that focus on achieving the outcomes within the Education Health and Care plan. This is based on the broader statutory expectations and reflects the requirements of the Education health and Care plans:

- Cognition and learning
- Communication and Interaction
- Physical and Sensory
- Personal, social and emotional development
- Creative and Cultural

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The continual professional development training plan for staff identified staff training areas where we have identified a need for refresh training to use specific teaching and learning strategies to support the learning and development of young people with SEND

The school has already:

- given considerable thought to the design of the learning environment to ensure that it meets student individual needs
- Included health and safety training within its training and development plan
- Ensured all staff are aware of and able to use SEN software and teaching strategies as appropriate

During 2017-20 the school plans to:

- Consider how learning spaces within the school can further meet student individual needs e.g. creating an intended living area and a visual impairment learning area.
- Further develop a 'creative' approach to teaching and learning and reapply for Arts mark
- Ensure all staff have the necessary skills to support total communication for students
- Refresh ICT throughout the school

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community.

The school has already:

- Our school building has very wide corridors and door frames allowing ease of access around the school for all
- Our corridor walls incorporate a 'sensory trail' as an aid for students to navigate themselves through the school. This sensory trail through the circulation space that will enable visually impaired students to find their way around the building
- Our hygiene rooms 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

During the 2017-20 the school plans to:

- Ensure all new learning areas have visibility panels
- Ensure that all ceiling track hoists are in good working order and replace as necessary

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark Hearing and visual Support team to receive support and training for staff to support the needs of students with hearing and visual impairments
- Ensured that signage for exits and throughout the school etc. uses non written symbols to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities

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- Signposted parents to southwark local offer.
- Provided interpreter services for parents attending review meetings

During the 2017-20 the school plans to:

- Ensure progress students have towards their EHCP outcomes are well assessment and documented.
- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Increase social media profile and information on the school website to be accessible and up to date to enable parental access to information

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

December 2017

Access to the Curriculum 2017-2020				
Area	Current Barrier	Objective	Actions	Time-Scale
Learning Areas	A few areas within the school could be better used if adapted	To ensure that all students have access to learning areas within the school to make progress toward outcome sin EHCP	To establish a parents group to take on conversion of an independent living area Liaise with QTVI to convert an area into a specific VI learning area Purchase items to equip learning paces.	Autumn term 2017
Communication systems	New staff to the school need to learn effective communication strategies that are used throughout the school.	That a total communication approach can be delivered by all staff	Makaton training Eye gaze training Colourful semantics training PEC app IV+ training.	17 – 18 18 – 19 Continued professional development training plan.
ICT	ICT hardware and software is now 7 years old and touch screen capacity is beginning to deteriorate	To ensure that all students have access to appropriate equipment and software for their needs	To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment	5 year refresh plan 2017 – 18 – server upgrade 2018 – 19 – Hardware upgrade

Access to the Physical Environment 2017-2020				
Area	Current Barrier	Objective	Actions	Time-Scale
Visibility	Specialist doors that's require adapting	To fit visibility panels into every new learning area that is created within the school	Liaise with facilities management team to agree design Make purchases Fit panels	Autumn term 2017
Hoists	Hoists that are in constant use (hydrotherapy) are prone to wear and tear. Replacing hoist parts are expensive and have to be fitted by the specialist company	That hoist tracking systems are safe and n good working order	Staff to inform when hoist systems are not working as they should Staff to ensure hoist batteries are rested to charge in appropriate positions SLT to liaise with FM to manage repairs and renewals	17 – 18 18 – 19 .

Access to Information 2017-2020				
Area	Current Barrier	Objective	Actions	Time-Scale
Assessment and progress	Current formats and templates have ICT glitches that slow the process for documenting student progress.	Effective and efficient systems in place that reduce paper load and administration for teachers	<p>Induct new staff to use current MAPP system</p> <p>Redesign the reporting and work sampling format</p> <p>Moderation process in place for work samples and record keeping.</p>	2017 - 2018
Communication with Parents	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	<p>Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website</p>	Immediate
Website and social media	Not all parents appear to be able to access information on the school website or social media.	To identify what the barriers are and seek to remove them	<p>Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate</p> <p>Consult on parents training needs to use social media</p>	<p>Summer Term 2018</p> <p>Ongoing</p>