

We are led at Tuke by our mission statement ‘**Learning Everywhere, Inspiring everyone**’ and use teaching methods that are relevant to individual learning styles. By encouraging creative planning & delivery of our pre – formal and semi- formal curriculum, we provide interesting and imaginative ways to address learning intentions. These steps are taken from the outcomes in each students’ Educational Health Care Plan

Student goals

EHCP	These plans indicate an agreed set of long term outcomes in the areas of Communication, Cognition, Sensory & Physical and Personal & Social development & preparation for adulthood.
Learning Intentions	The teacher devises short term steps towards EHCP outcomes, called Learning Intentions. These are updated when achieved or after each term.
SALT Targets	In collaboration with the teacher, Speech and language therapists will devise appropriate communication learning intentions and identify specialised support for this.
MOVE Targets	Physiotherapists work alongside teachers devising next step mobility goals. Students works towards these goals throughout the school day.
Sensory needs	We work in closely with Hearing impairment, Visual impairment teachers and OT’s to devise individual targets for all students who have sensory, hearing and visual needs. Programmes for support are carried out by the class team and may for example include a daily sensory diet.

Our Curriculum

Schemes of work	We provide schemes of work for all Key stages over a 2 or 3 year cycle. These schemes outline curriculum areas to be taught on a termly basis and suggested activities within the pre and semi-formal range. Teachers will target different learning intentions within a suitable curriculum area for individual students.
Planning	Teachers plan from the schemes of work on a weekly basis.
Accreditation	Students in KS5 are entered for ASDAN accreditation and personal progress qualification. We enter students across the school for Arts Award.
Lunch & Leisure time	We strive to provide positive, social engagement lunchtime experiences in the playground and in the dining halls learning experiences continue, particularly in the area of choice making, independence and communication.
School events	We pride ourselves with in delivering exemplary whole school events and consider these contribute to our whole school ethos and community cohesion. Parental attendance is key to these times and continues to grow.

Reporting back

MAPP	Mapping and assessing personal progress (MAPP) enables us to facilitate the planning, assessment and recording of progress in relation to personal learning intentions.
Individual progression	This is recorded onto MAPP in relation to levels of prompting, fluency, ability maintain the learning and to generalise skills to different settings with different people.
Behaviours that challenge	We are committed to supporting students in ways that are empathic and consistent. This includes using the SPELL framework and devising an individual consistent handling plan following behavior analysis and observation.
Reviews and reports	Each student has an annual review when the EHCP is considered and outcomes reviewed. We sample throughout the year and present these samples at the review meeting in the end of year report.