

Accessibility Plan for Tuke School 2020 - 2023

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
- Adapted some teaching and learning areas to maximise learning opportunities and extend the curriculum

During 2020 – 2023 the school plans to:

- Consider its remote learning offer and systems for consultation and meetings, ensuring that students and parents/carers are able to access
- Update ICT hardware and software
- Ensure all staff have the necessary skills to support total communication for students

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 2020 – 2023 the school plans to:

- Ensure that all ceiling track hoists are in good working order
- Update the IT infrastructure

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
- Signposted parents to southwark local offer.

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- Provided interpreter services for parents attending review meetings
- Updated the school website and promoted use of social media

During the 2020 – 2023 the school plans to:

- Have a current and updated directory of parent emails
- Increase social media profile with particular emphasis on promoting our arts and mobility curriculum

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>

September 2020

Access to the Curriculum 2020 - 2023				
Area	Current Barrier	Objective	Actions	Time-Scale
Communication systems	Staff need to refresh their skills in using communication systems that support students expressive and receptive language skills. This will include upskilling staff to use Makaton signing skills so that they are able to provide effective communication support	That a total communication approach can be delivered by all staff	PECS surgery Makaton training Regular advice, guidance and training from SALT	September 2021 PECS surgery sessions weekly throughout the year
ICT	ICT infrastructure, hardware, and software is now 11years old and touch screen capacity has deteriorated.	To ensure that all students have access to appropriate equipment and software for their needs	To address the infrastructure needs and ensure hardware kit is relevant and accessible	3 year refresh plan 2020 – assess needs with RM 2021 – trial touch screens and commence with site survey 21-22 – install new equipment
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 in good working order	SLT to liaise with FM for quotes for new hoist power units that can be used on the current H frame in place	2021-22

Access to Information 2020-2023				
Area	Current Barrier	Objective	Actions	Time-Scale
Assessment and progress	Current formats and templates are in separate documents and this makes accessing individually time consuming and ineffective	Effective and efficient systems in place that reduce paper load and administration for teachers	Moderation process in place for work samples and record keeping.	2020-21
			Agree template for students profile to include: thumbnail sketch SPELL, CHP, SP and then transfer the data	
Communication with Parents	Some parents are not able to access remote learning and communication platforms	To ensure that information the school supports all parents to be able to access information to engage in meetings etc.	Investigate using a commercial platform e.g. Evidence for Learning	21-22
			Provide instruction and a video for connecting to Microsoft Teams and zoom. Ensure the school have up to date email and telephone details Staff to provide bespoke support as necessary	Immediate and ongoing

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Use of website and social media	The school is dependent on the website provider to update as appropriate	Ensure that our website meets all accessibility regulations	Liaise with website provider to ensure that all current regulations are in place and respond to any further guidance as appropriate	2020
	Our use of social media is currently restricted to our school website, twitter and youtube channel	To promote the school through use of a dedicated Instagram account that celebrates the arts achievements across the school Become more visible with our celebration of MOVE	Consult and update the Arts policy and create an appropriate social media account to share information Digitalise MOVE documentation and actively promote MOVE work through Twitter and the school website to heighten profile	2021 – 2022