

Accessibility Plan for Tuke School 2023 - 2026

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

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
- Updated accessible ICT hardware and software
- Ensured all staff have the necessary skills to support total communication for students
- Considered its home learning offer and systems for consultation and meetings, ensuring that students and parents/carers are able to access learning resources if the student is not able to school
- Bought in additional services to facilitate home learning opportunities

During 2023 – 2026 the school plans to:

- Refresh the 16 – 19 Curriculum
- Liaise with the LA to review the speech and language commissioned provision for the school
- Offer extended learning opportunities for students to achieve accreditation for their work
- Plan for students to be involved in extended, holiday respite or residential experiences

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:

- Has very wide corridors and door frames allowing ease of access around the school for all
- 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
- Hygiene rooms have a sensory element allowing students to make choices of sound and colour when entering
- Been designed on one level which enables all students to easily access any area of the school
- Ensured teaching space has an overhead hoist that covers all areas of the room. These were updated in 2022 and continue to be in good working order
- Updated the ICT infrastructure

During the 2023 – 2026 the school plans to:

- To install entrance doors that provide additional security for students and staff in site
- Update telecommunication to VOIP
- Update the soft matting and timber structures in the playground areas
- To replace or patch the drama and hall flooring

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.
- Provided interpreter services for parents attending review meetings
- Updated the school website and promoted use of social media
- Maintained a current directory of parental contacts and emails
- Increase social media profile with particular emphasis on promoting our arts and mobility curriculum

During the 2023 – 2026 the school plans to:

- Refresh and update the school website
- Use Evidence for Learning family app as a means for accessing and contributing to student progress records

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 2023

Access to the Curriculum 2023 - 2026

Area	Current Barrier	Objective	Actions	Time-Scale
Refresh the 16 – 19 Curriculum	The current schemes of work have not been refreshed for some time The accreditation and qualification modules are not appropriate for all students The schemes need to take more account of promoting, student independence, application to the real world and adaptations needed	That the schemes of work provide a framework that effectively enables teachers to lesson plan and differentiate the learning	16-19 working party meeting Update the template to include additional areas to consider Review the ASDAN offer Plan in place for updates	September 2023-September 2024
Liaise with the LA to review the speech and language commissioned provision for the school	Insufficient capacity to meet workload from the therapy level provided. Constant changes of therapist in the school – which does not lead itself to a fluid and consistent level of service	To ensure that the LA consider the increased number of students in the school and that the appropriate level of commissioning reflects this so that an experienced and dedicated therapist can provide at least a good level of service.	To meet with LA commissioners To liaise with current provider To be involved in the LA tendering process.	September 2024
Offer extended learning opportunities for students to achieve accreditation for their work	School budget impacts on the ability to be able to offer after school provisions. Time to extend opportunities within lessons is limited Additional workload consideration for staff involved	For identified students to have more opportunity to access accredited modules of work and for this to be recognised through certification/	To incorporate new Horizons and Transition Challenge into homework and work structure frameworks for identified students.	Ongoing

		award or diploma at appropriate level.	For some student to work towards a higher level of experience for Arts Award	
Plan for students to be involved in extended, holiday respite or residential experiences	Budget constraints Work life balance for staff	To enhance student wellbeing by having opportunities to participate in experiences beyond school and their family life.	To research funding avenues. To participate in the Short breaks work stream initiatives with the LA To survey parents about what they would welcome for respite and learning opportunities beyond school.	Ongoing

Access to the Physical Environment 2023 - 2026

Area	Current Barrier	Objective	Actions	Time-Scale
To install entrance doors that provide additional security for students and staff in site	The doors are faulty and present a security risk	To secure the school site by having an additional door and a system where the doors have restriction as part of their operational functioning	Liaise with LA regeneration team Planning meetings with providers	
Update telecommunication to VOIP	The current telecommunication system is due to expire The contract with Virgin comes to an end Dec 2023 as this was an LGFL agreement with the LA.	To have an effective and functional telecommunication system in place for the school.	Liaise with VOIP providers Liaise with RM and LA Agree disconnection and connection timescales Arrangements in place between engineer	Complete by December 2023
Update the soft matting and timber structures in the playground areas	Shrinkage has occurred over time causing potential trip hazards Timber framing has worn and splintered	To ensure a safe physical outdoor space for students to enjoy	Initial inspection of works meeting with LA Liaise with works provider Plan schedule of works	April 2024
To replace or patch the drama and hall flooring	Sink points in the current flooring, and floor panels that have created gaps in the flooring – Potential trip hazard or posting access for students	To ensure a safe indoor hall space with level flooring for students to use	Initial inspection of works meeting with LA Scope patching or replacing of flooring Plan schedule of works	September 2024

Access to Information 2023 - 2026

<p>Refresh and update the school website</p>	<p>Parts of site look dated – update required Make translation available.</p>	<p>Effective and efficient website that is accessible on different platforms and provides useful information and signposting</p>	<p>Liaise with Frootes Media for compliance Photographs to be updates Class areas to be highlighted Policy update Refresh SEN information Consider options for translation of documents available on website</p>	<p>January 2024</p>
<p>Use Evidence for Learning family app as a means for accessing and contributing to student progress records</p>	<p>Learning about how the family app can be used effectively for sharing progress across home and school</p>	<p>To provide effective means of sharing information with parents and enable them to also make contributions</p>	<p>Pilot a parents group using the family app Provide instructions for downloading and accessing Open up to as many parents as possible Use platform to share end of year recording information</p>	<p>Pilot – Feb 2024 June 2024</p>