



## **Accessibility Plan 2025–2026**

### **Joseph Clarke School – Part of the Learning in Harmony Trust**

#### **1. Physical Access**

We are committed to continuously improving the physical environment to reduce barriers to learning and participation:

- **Enhance wayfinding and tactile/visual signage** to better support pupils with sensory impairments.
  - **Adapt and upgrade outdoor learning areas**, including horticulture spaces, ensuring full accessibility.
  - **Review and improve internal pathways**, ramps, and access routes to support all mobility needs.
- 

#### **2. Curriculum, Assessment & Progress**

We aim to provide all pupils with a rich, personalised, and meaningful curriculum that meets their individual needs:

- **Deliver the School Improvement Plan priorities** (see Section 9 for details).
  - **Expand the horticulture curriculum**, linking practical work with accreditation and life skills. E.g Organic Lea Partnership
  - **Utilise the Chalet** as a dedicated environment for **teaching life and independence skills** ( making beds, hoovering, Laying table, hanging clothes etc..
  - **Enhance the use of assistive technology** tailored to individual communication, sensory, and learning needs.
  - **Provide ongoing CPD for staff**, focusing on inclusive pedagogy and specialist assessment.
-

### 3. Community Access

We strive to build a fully inclusive community where learners thrive in wellbeing, enjoyment and achievement:

- **Continue developing the training café**, giving pupils real-world vocational experience in a supported, inclusive setting.
  - **Use the Chalet as a base for community-facing activities** such as creating opportunities for independent living simulations.
- 

### 4. Information & Communication

We are committed to accessible, clear, and inclusive communication:

- **All school communications available in multiple formats**: audio, braille, large print, accessible PDFs, and translation as needed.
  - **Maintain a fully accessible website** with screen reader compatibility and language tools.
  - **Train staff in accessible communication strategies**, including alternative and augmentative communication (AAC) tools.
- 

### 5. Staff Training & Development

We ensure staff are equipped to support inclusive education:

- **Regular CPD in SEND practice**, trauma-informed support, and assistive technologies.
  - **Collaboration with external therapists and Trust SEND leaders**, ensuring robust, evidence-led training.
  - **Inclusive pedagogy is embedded** throughout teaching and support practices.
- 

### 6. Monitoring & Review

- **SLT to review termly progress**, reporting to governors and the Trust.
  - **Stakeholder feedback collected and reviewed**, including from families, pupils and staff.
-

## 7. Governance & Accountability

- Accessibility objectives are monitored by **school leaders, governors and the Learning in Harmony Trust**.
  - Plan aligns with the **Equality Act 2010, SEND Code of Practice, and Ofsted guidance**.
- 

### ✓ Our Commitment

Joseph Clarke School remains a specialist leader in visual impairment and complex needs education. Our **Education Charter** prioritises safety, engagement, tailored qualifications, community, and independence.

By expanding practical learning spaces like the **chalet** and **training café**, we are equipping students with the skills and confidence to thrive both in school and the wider world.