



# GALILEO

## MULTI ACADEMY TRUST

### ACCESSIBILITY PLAN

Last Reviewed: September 2024

Document Control			
Review period	36 Months	Next review	Sept 2027
Owner	CEO	Approver	Trust Board

This document applies to all schools and operations of the Galileo Multi Academy Trust:  
[www.galileotrust.co.uk](http://www.galileotrust.co.uk)

## Contents

Aims	2
Legislation and guidance	2
Action plan	4
Monitoring arrangements	7
Links with other policies	7

---

This policy sets out our approach to accessibility for Galileo Multi Academy Trust.

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the trust website and individual school websites, and paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, trustees and local governors.

### Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. We aim to deliver current good practice, and further actions to be taken, in a reasonable time and in ways determined by taking into account our pupils' specific disabilities and any preference expressed by them and/or their parents.

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>School offers a differentiated curriculum for all pupils, depending on need.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Curriculum resources include examples of people with disabilities.</li> <li>Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>Healthcare Plans Identify how children with various conditions are supported and cared for in school.</li> </ul>	<u>Short – Medium Term</u> <ul style="list-style-type: none"> <li>As part of SDP complete creation of guide for teachers in relation to how to differentiate activities for pupils with specific needs in each subject – Monitor use and adjust provision accordingly. See SDIP 2024-2026.</li> </ul>	See 2024- 2026 SDP	SENCO	January 2026	Monitoring and evaluation indicate improved match between needs and provision. Children with communication skills including reading and writing skills are more able to access all areas of the curriculum.
		<u>Medium to Long Term</u> <ul style="list-style-type: none"> <li>Further support pupils with EHCP plans through delivering specialist training in neurodivergent conditions and the needs of children with Down Syndrome.</li> </ul>	Training to be delivered	Head Teacher / SENCO	July 2025	Provision for children with specific conditions is deemed good or better.

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment of our school is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Most of school accessible on one floor.</li> <li>• Corridor width is appropriate.</li> <li>• Disabled toilets and changing facilities</li> <li>• Appropriate library shelves at wheelchair-accessible height.</li> </ul>	<p><u>Short – Medium Term</u></p> <ul style="list-style-type: none"> <li>• Consider the need for installing disabled parking solution</li> <li>• Repair automatic doors in entrance to school</li> <li>• Ensure pupils have the appropriate physical resources that they require to be successful in school.</li> </ul> <p><u>Long Term</u></p> <ul style="list-style-type: none"> <li>• Changing bed to be reinstated where this is needed by identified pupils.</li> <li>• Review intimate care policy, resources and procedures.</li> <li>• Improvement to help visually impaired while accessing school e.g. maintenance of steps, poles, doors or identified hazards highlighted with yellow paint/tape.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the use of the car park and decide if it is feasible and necessary to install disabled parking facility in staff car park.</li> <li>• Automatic doors to be repaired once funds available for this.</li> <li>• Continue to ensure individual resources are purchased in keeping with individual pupils' assessed physical needs.</li> <li>• SLT to review need of this on annual basis.</li> <li>• New policy and procedures to be drafted and shared with staff and parents.</li> <li>• HT in liaison to Site supervisor to identify and mark areas.</li> </ul>	<p>Head Teacher</p> <p>Head Teacher</p> <p>SENCO</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>HT and Site Supervisor.</p>	<p>July 2025</p> <p>July 2025</p> <p>Review Sept 2025</p> <p>Review Sept 2025 / 26 if necessary.</p> <p>Jan 2026</p> <p>March 2026</p>	<p>Where deemed appropriate disabled parking in staff car park installed – If not needed then justification for this clear.</p> <p>Better access for all</p> <p>Children able to access curriculum through having access to appropriate physical resources.</p> <p>Changing bed in use if required or reason for not reinstalling justified.</p> <p>Intimate Care Policy fit for use and supporting pupils access to school.</p> <p>Feedback from visually impaired indicates that the school is fully accessible.</p>

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources where needed.</li> <li>• Plain text versions of documents where needed.</li> <li>• Translated documents where needed e.g. using google translate.</li> <li>• Pictorial or symbolic representations</li> <li>• Use of basic sign language.</li> </ul>	<p><u>Short – Medium Term</u></p> <ul style="list-style-type: none"> <li>• Make increased use of visual timetables for appropriate pupils.</li> <li>• Ensure that communication through structured conversations is having the required impact.</li> </ul> <p><u>Long Term</u></p> <ul style="list-style-type: none"> <li>• Convert all existing policies and parental guidance in school to large and plain text versions for easy access on school website.</li> <li>• Update the school website to create a page specifically for directing parents of children with a disability to outside support agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO to review the current use of visual timetables and support teachers to make increased / better use for pupils that require these in their class.</li> <li>• Head Teacher and SENCO to carry out survey of parents' views on the use of structured conversations and review practice in light of this.</li> <li>• Administration staff tasked with a programme of converting existing document to new versions. Head Teacher to oversee progress and ensure posted on Website.</li> <li>• SENCO in conjunction with administration staff is to develop specific page on website for parents of children with disability / SEND to access.</li> </ul>	<p>SENCO</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>SENCO</p>	<p>July 2025</p> <p>Dec 2025</p> <p>Ongoing process until Dec 2026</p> <p>July 2026</p>	<p>All children that would benefit from a visual timetable have appropriate access to one.</p> <p>Parents and Carers' feedback indicates that structured conversations support their child's learning.</p> <p>People that are visually impaired or struggle processing complicated fonts can access all policy and guidance documents.</p> <p>Parents and carers of pupils with SEND have easy access to support form other agencies through the school website.</p>

## **Monitoring arrangements**

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the board of trustees and CEO. Section 3 will be reviewed by the Headteacher and the Local School Board. It will be approved by the board of trustees and the local school board.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives under the public sector equality duty
- Special educational needs information report
- Supporting pupils with medical conditions policy