ACCESSIBILITY PLAN

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Owner	CEO	Approver	Trust Board

This document applies to all schools and operations of the Galileo Multi Academy Trust:
www.galileotrust.co.uk

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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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed to ensure it meets the needs of all pupils and adaptations made as needed.	Ensure use of appropriate assessment tools and activities for children accessing below their Key Stage Ensure Additional Needs plans have clear SMART targets and reflected in classroom provision. Ensure specialist equipment is used appropriately to benefit individual learners	Further training in SMART targets for Teaching staff Ensure those children who need it have access to sensory equipment and other equipment to support their needs in classrooms (slopes, bands, visual tt etc)	SLT/ Asmt lead/ SENDCO HT/SENDCO Teachers/SENDCO	Ongoing Spring 2025 Ongoing	Accurate assessment and clear tracking of progress for learners. Achievable targets which focus upon small steps and monitoring and review shows provision clearly reflects ANPs. SEND pupils have access to appropriate equipment and resources which remove barriers to learning.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment of each school is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Ensure additional support and plans in place for pupils with limited mobility to access split site.	Allocated adults to support identified pupils and accompany them from one building to another. Identified adults to support key children in case of evacuation. Ensure pathway is always clear from obstruction and in good condition.	HT/SENDCO Caretaker	Ongoing	All pupils, regardless of mobility have full access to physical space on site.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	All of our schools use a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources (on request) • Pictorial or symbolic representations	To ensure staff have training in PECS systems to support younger learners with communication/ speech difficulties. To ensure staff have training in supporting pupils with ASD and their communication needs.	Training for all teaching and support staff.	SENDCO	Summer 2025	Support staff are confident with using PECS as a communication tool to support children.

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