



GALILEO

MULTI ACADEMY TRUST

ACCESSIBILITY PLAN

Last Reviewed: July 2021

Document Control			
Review period	36 Months	Next review	July 2023
Owner	CEO	Approver	Finance & Resources Committee

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 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
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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"> • Each offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 adapted as required to ensure it meets the needs of all pupils • All children access the curriculum; each child with a disability has an Individual Health Plan • School engages with external agencies (eg CAMHS) to put in place all reasonable adjustments, eg break-out rooms • Physical needs are catered for in class; eg laptops, writing slope, OT/physio schemes are delivered • All children access all curriculum areas. • Full time is committed to transition information handover between Teachers. 	<p>MEDIUM TERM Staff to complete monitoring form on all school experience visits to complete database of accessible venues</p> <p>MEDIUM TERM Ensure that, post-covid, Provision map and PEP targets are shared with children when appropriate</p> <p>LONG TERM All new resources to be chosen with the lens of equality awareness Ew resources, g wheelchairs?</p>	<p>PDM design monitoring form and database</p> <p>Staff complete Summer Term 2022 and then ongoing</p> <p>Staff share writing and review of Prov Map/PEP targets with chn termly</p> <p>Review of new purchases; ongoing</p>	<p>PDM</p> <p>All staff</p> <p>All teachers SENDco</p> <p>SLT All staff RE+Geography+PSHE coordinators</p>	<p>Start Summ1</p> <p>End SUMM2 + ongoing</p> <p>End Spring1</p> <p>Ongoing</p>	<p>All children can access all experience visits fully.</p> <p>Visits are matched to the needs of individual children.</p> <p>All children will know their main targets for the terms, and will succeed against them</p> <p>All children are exposed to positive presentations of children/people with disabilities</p>

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Improve and maintain access to the physical environment	<p>The environment of each school is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>LONG TERM Explore feasibility of second disabled toilet, sited at school entrance</p> <p>LONG TERM Review of outside physical infrastructure and places, eg Wildlife Garden, Raised Beds, Field</p>	<p>Review yearly. Buildings Manager to provide costing</p> <p>Review Visit Specialist Provision, eg Kirkleatham Hall</p>	<p>PDM</p> <p>PDM All staff</p>	<p>End Summer 2 2022</p> <p>End Autumn 1,</p>	<p>Any parents/adults with disabilities have easy access to disabled toilets</p> <p>Any pupils with disabilities have additional access to disabled toilets</p>
Improve the delivery of information to pupils with a disability	<p>All of our schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Portable Induction loops • Pictorial or symbolic representations; Makaton • AAC Equipment/Resources 	<p>MEDIUM TERM Ensure resource pack of Makaton symbols is ready for use across school</p> <p>MEDIUM TERM Create audit of skill-base of staff, eg BSL, Makaton</p>	<p>Create school-wide Makaton pack</p> <p>Staff complete audit</p>	<p>SWB</p> <p>PDM</p>	<p>End Autumn 1, 2022</p> <p>End Autumn1</p>	<p>Any child starting school supported by Makaton can start immediately.</p> <p>All children with communication needs can access school start as soon as possible.</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