ACCESSIBILITY PLAN

Last Reviewed: July 2026

Document Control			
Review period	36 Months	Next review	July 2029
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 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	• 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 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 reviewed to ensure it meets the needs of all pupils	MEDIUM TERM Staff continue to complete monitoring form on all school experience visits to complete database of accessible venues New programmes; POW and Building Futures (access to Industry and Business); to be put in place with full access opportunities for all pupils	PDM monitor PDM and lead staff (JM, CI) to ensure accessibility is including in all planning/development with agency reps	PDM PDM	End Summ2 2027 End Summ 2027	All children can access all experience visits fully All children can access all experience visits fully

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
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	Development of EYFS and Y6 outside physical infrastructure and places, Wildlife Garden, Raised Beds, outdoor classroom areas x2	Review Visit Specialist Provision, eg Kirkleatham Hall	PDM, DR	End Summ2 2027	Any pupils with disabilities have appropriate access to all outside areas
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 • Braille • Induction loops • Pictorial or symbolic representations	EYFS and KS1 new starters with social communication needs and communication needs can start soon as soon as possible via approp communication support	Ensure communication-appropriate resources are in place and readily available for new starters, in liaison with Early Years SEND Team, Portage, SEND Team, Health Agencies, SALT; through meeting and resource sharing at least 2 weeks before child start	PDM, SG	End Summ2 2027+ ongoing	All children with communication needs can access school start as soon as possible

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