



## ACCESSIBILITY PLAN

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Document Control			
Review period	36 Months	Next review	July 2026
Owner	CEO	Approver	Finance & Resources Committee

This document applies to all schools and operations of the Galileo Multi Academy Trust:  
[www.galileotrust.co.uk](http://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
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly to support staff &amp; pupils e.g. Occupational Health Therapists, Education Psychologists, Diabetes Nurse.</p>	<p>Ensure the school curriculum is fully accessible to all pupils, including those with a disability.</p>	<p>Distribute registration form at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs. Annual questionnaire to parents to gain their views. Ensure all staff have access to the Information.</p>		<p>Start of each academic year Ongoing.</p>	<p>Disability and Medical Registers are up-to-date Data gained for use to update of the Scheme and Action Plan.</p>
	<p>Advice sought from specialist advisors where relevant Statements and EHCPs are used to create individual programmes of study.</p>	<p>Ensure Education Health Care Plans and Risk Assessments enable children with disabilities to have full access, as far as possible.</p>	<p>Parental and external advice sought as necessary including from specialists to input into EHCP &amp; Risk Assessments Risk Assessments to ensure access to educational visits prior to visit.</p>		<p>Ongoing.</p>	<p>Children with disabilities access school trips, special events, afterschool clubs etc.</p>
	<p>Support for individuals and their personalised needs identified in teachers planning.</p>	<p>Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning.</p>	<p>Revisit Statement annually, share progress / outcomes with all staff. Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.</p>		<p>Ongoing. Ongoing as documentation is reviewed.</p>	<p>Inclusion policy and practice permeates all aspects of the life and work of the school. Inclusion policy is reflected in all policy documentation.</p>
	<p>Headteacher gains information about pupil from previous setting.</p>	<p>To ensure any new pupils with identified need have full access to the curriculum.</p>	<p>Headteacher to meet with parents prior to start date to establish any adjustments etc. which school needs to make.</p>		<p>Ongoing.</p>	<p>Equipment, resources etc. are in place before start.</p>

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Improve and maintain access to the physical environment.	School had input in to accessibility layout of current building.	Access for disabled members of the school community is considered at the planning stage of any future building works.	Advice of specialists sought if needed.		As appropriate.	Clear and safe access around the school.
Improve the delivery of information to pupils with a disability.	Pupils on roll receive support from specialist services e.g. Occupational Health Therapists, Educational Psychologists.	School to be aware of services available for visually and hearing-impaired children, and children with Downs' Syndrome and other disabilities.	Access training to meet the needs of individual pupils, when and where appropriate.		Ongoing.	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.

## **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