



GALILEO

MULTI ACADEMY TRUST

ACCESSIBILITY PLAN

Last Reviewed: July 2023

Document Control			
Review period	36 Months	Next review	July 2026
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.

New Marske Primary School

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
Ensure the nursery provision meets the needs of all pupils, including those with disabilities.	<ul style="list-style-type: none"> • Early identification of pupils who may need additions or different provision at on a termly basis • Regular meetings between EYFS leader and Blossom Tree staff so that Nursery are aware of the potential intake 	<p>To identify 2 and 3 year old pupils with additional needs</p> <p>To make reasonable adjustments to provision to allow two and three year old pupils to access Blossom tree nursery and School nursery</p>	Review list of incoming 2 and 3 year old pupils	HT EY lead 2 YO room leader	By second week of each new term	<p>List available of pupils who require reasonable adjustments to be made</p> <p>List of reasonable adjustments to be made</p>
Ensure all policies comply with the equalities act 2010 and the SEND code of practice 2014	<p>The environment of New Marske Primary 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 	Review policies as they are updates to ensure they meet the requirements of the Equality Act 2010 and the SEND code of Practice 2014	Review policies to ensure they comply with the Equality Act 2010 and the SEND Code of Practise	HT SBM	When relevant policies are updated	All policies from September 2014 and fully compliant with the Equality Act 2010 and the SEND code of Practise 2014

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To promote the involvement of disabled students in all classroom activities to continue to develop an incisive, broad and balanced curriculum (including pupils with anxiety, ASD and EAL)</p> <p>To take account of variety of learning styles when teaching</p>	<ul style="list-style-type: none"> • Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access, Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons, including use of multicultural service to support EAL if necessary • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. • Access to resources that can benefit learning, regardless of need: angled desk support, coloured page insert, line markers, weighted blankets • Provide resources for teachers to provide additional support for pupils with disability: Teach Active, Education City • 	<p>To regularly review the appropriateness of school resources for pupils with a disability</p> <p>Review the appropriateness of the dyslexic coloured books for writing</p> <p>Include a question about the appropriateness of resources in the annual school survey</p> <p>Include a questions about disability in the annual parent survey</p>	<p>Reviews to be undertaken</p> <p>SENDco to discuss appropriateness of Dyslexia writing books with pupils who use the resources</p> <p>Action from surveys reported to parents and pupils</p>	<p>SENDco</p>	<p>Termly review of resources</p> <p>June 2025 – Pupil and staff survey</p>	<p>A up to date list of effective resources in school</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