



GALILEO

MULTI ACADEMY TRUST

ACCESSIBILITY PLAN

Last Reviewed: July 2025

| 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.

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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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Each offers a differentiated curriculum for all pupils | By the end of the academic year, 100% of teachers will implement a differentiated curriculum that meets the diverse needs of all pupils. | Curriculum to be reviewed in line with the Curriculum Review report 2025 KA to recommend changes to the curriculum | JD KA | End of academic year with termly reviews | <ul style="list-style-type: none"> At least 80% of pupils report feeling that the curriculum is tailored to their individual learning needs in end-of-year surveys. |
| | <ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum | By the end of the term, all classrooms will be equipped with resources specifically designed to support pupils with additional needs. | SENDco to support teachers to identify resources that could support pupils with disabilities | JD KC | To be reviewed termly | <ul style="list-style-type: none"> 90% of teachers will report using tailored resources in their lessons. Observations will show that 85% of pupils requiring support are actively engaged with the curriculum. |
| | <ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs | By the end of the academic year, all pupils with additional needs will have individualised targets that are reviewed and adjusted quarterly. | PD day on 01/09/2025 to focus on needs of pupils with disabilities Lesson observations to notes use of resources and reference to people with disabilities Staff briefing to regularly comment on this | JD KL KC | To be reviewed termly | <ul style="list-style-type: none"> 100% of pupils with additional needs will have documented targets in their Individual Education Plans (IEPs) or support plans. At least 75% of these pupils will meet or exceed their targets by the end of the year. |
| | <ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils | Conduct a comprehensive curriculum review by the end of the academic year to ensure it is inclusive and meets the needs of all pupils. | Staff to link this to support plans which will be reviewed termly by the SENDco | JD KC | To be reviewed termly | <ul style="list-style-type: none"> A review report will be completed and presented to the governing body by the end of the year. At least 80% of stakeholders (teachers, pupils, and parents) will express satisfaction with the inclusivity of the curriculum in feedback surveys. |
| | | | Curriculum lead to review the implementation of the curriculum review and assess its implementation for pupils with accessibility issues | JD KA | Termly reviews will lead to an end of year report | |

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| <p>Improve and maintain access to the physical environment</p> | <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 | <p>The environment of New Marske Primary School is adapted to the needs of pupils as required.</p> | <p>Caretaker to ensure that accessibility for everyone, and particularly people with disability is regularly monitored (parking spaces, trip hazards etc).</p> <p>Accessibility to be reviewed in monthly</p> | <p>JD FS TL</p> | <p>Monthly review as part of the health and safety cycle</p> | <ul style="list-style-type: none"> • Ramps comply with accessibility standards (e.g., slope ratio, surface material). • Conduct an accessibility audit to confirm compliance with standards. • At least 1 disabled parking bay is marked, clearly signposted and not used by non disabled users. • Disabled toilets are available with emergency features accessible. • Library shelves are adjusted to wheelchair-accessible height by . |

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| <p>Improve the delivery of information to pupils with a disability</p> | <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 • Induction loops • Pictorial or symbolic representations | <p>By the end of the academic year (2026), New Marske Primary School will implement at least five different communication methods to ensure that 100% of pupils, including those with special educational needs, can access information effectively.</p> <ul style="list-style-type: none"> • Adapt the learning environment (adaptive practise) • Differentiate tasks and materials (awareness of pupil needs) • Use clear, consistent communication (cognitive overload) • Provide adult support when needed (assessment for learning) • Build on strengths and interests (assessment for learning) | <p>KC to review visual representations around school</p> | <p>JD KC</p> | <p>End of autumn term</p> | <ul style="list-style-type: none"> • Share with parents at parents evening communication methods available and how they can support their children. • Ensure that at least 70% of parents and carers attend these sessions. • Each class will use the five communication methods in place, accessing further resources if needed: signage, large print resources, Braille, induction loops, pictorial or symbolic representations). • Gather feedback from pupils regarding the accessibility of information using a survey at the end of each term. |

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