



The Berkeley Academy

Accessibility Plan

Introduction

School name: The Berkeley Academy

3-year period covered by the plan: 2025 - 2028

Plan agreed: September 2025 Plan Review: September 2028

Lead member of staff: Louise Gohr and Caroline Fowler

As part of the Equality Act 2010, schools are required to have an accessibility Plan. The Governing Body has had three key duties towards disabled pupils:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and associated services;
- c) improving the delivery of information disabled pupils or their representative

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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 on the Equality Act 2010](#).



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The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SENDD\) 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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- **SEND & Disability Regulations 2014**
- **The Children and families Act 2014**
- **The Disability Discrimination Act** (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted Inspection
- The Equality Act 2010

The School's Context

We are a primary school with a nursery attached for boys and girls up to the age of 11. The school comprises of several buildings which are spread across the site and all are on one level with wheelchair access. Each building has its own disabled toilet.

The School's Aims

- embraces a partnership between the school and home
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability



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- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEND Governor**
- **Headteacher**
- **SENDCo**
- **Business Manager**

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) to create access plans for individual disabled children as part of the SSP process.	As required	SENDCO / classteacher	SSPs are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their physical needs are met – with particular reference to staff with specific needs. Individual risk assessments for children are carried out.
	b) to ensure staff and governors can access areas of school used	On going process.	Headteacher	
Ensure the school staff & governors are aware of access issues	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.



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				-Ramps, corridor width, disabled parking bays, disabled toilets and height of resources all monitored.
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety Committee/ HT	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for a member of staff. Wheelchair users aren't waiting because staff sitting in the office can't see them
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability/health issues	Identify training needs at regular meetings	Ongoing	SENDCO / Headteacher	Raised confidence of support staff
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible Children with disabilities to be mentioned on risk assessments	Ongoing	EVC / SENDCO	All pupils are able to access all school trips and take part in a range of activities



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	and staff to liaise with parents, child or their chosen representative when finding ways to overcome risks.			
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing to reflect changes in new intakes	PE co-ordinator	All pupils have access to PE and are able to excel.

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g., braille, other languages, large print, pictorial representations, induction loops	Annually	SENDCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website and Facebook page is accessible to all. Consider audio letters.



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Access Audit Checklist

	Outdoor Area	Yes	No	Comment
	Parking			
1	Is the car park clearly signed?	X		
2	Does your car park have a solid, firm, non-slip, durable surface, i.e., no loose materials such as gravel or sand?	X		
3	Is the car park level? I.e., gradient no greater than 1:20 (3-degree angle). If gradient is greater this should be designed as ramped access.	X		
4	Is there a suitable pathway running from parking spaces to the entrance? Ideally pathways should be a minimum width of 1500mm, with passing places at least 1800mm wide and 2000mm long.	X		
5	If required to cross a vehicular route, has tactile paving and a dropped curb been used? Is there a controlled crossing point such as a zebra crossing?	X		
6	Does your car park have designated accessible car parking spaces and are they clearly marked?	X		There is one bay in the main car park
7	Where there are up to 34 bays, the minimum requirement is 2 accessible bays; otherwise, 6% of the total number of bays must be accessible. Does your car park have a suitable number?		X	



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8	Accessible bays should be 3600mm wide (3200 minimum) and 6000mm deep (Inc. 1200mm rear transfer zone). Do yours fit these criteria? Space with unobstructed and level transfer zone adjacent e.g. on the end of a row Spaces with shared transfer zone Space including transfer zone © Chris Grace 2002	X	Bays in staff carpark can be used by parents and visitors, or can come onto the carpark to drop off children with disability There is also space for disabled parking in the drop off zone anytime other than during morning drop off
9	Do you have a setting down area by the front door where visitors can be dropped off or loaded? Is this clearly marked? Is there a bench or other seating which disabled people can use when waiting?	X	There is seating in the main entrance
Pathways and Routes			
10	Width of paths – have the following been considered? 2.0m: room for 2 wheelchairs, or two people, side by side. 1.5m: room for 1 wheelchair plus pedestrian alongside. 1.0m: room for 1 wheelchair with no room alongside. On busy routes, passing places are particularly important. Where appropriate these may also provide seating. Are benches provided at intervals no more than 50m apart?	X	
11	Path materials – have the following been considered? Surfaces should be well constructed and should give firm, non-slip, level access. Loose materials, such as gravel, are unsuitable and should not be used for main circulation routes.	X	Paths are tarmac and in good order



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	Gradients, ramps and ramped access			
12	Any routes that include a gradient are potentially hazardous and exhausting to people with limited mobility. Sometimes a slightly steeper gradient over a shorter length may be preferred to a very long ramp. Gradient 1:15 - recommended maximum gradient (4 degrees) 1:20 - preferred maximum gradient (3 degrees)			Flat access from main car park into school. It is only when the school is not open i.e., used for election/ polling station that a ramp is provided as the access is not via the main entrance.
	Stepped access			
13	Has a hazard warning surface been used at the head and foot of the flight of stairs? The usual warning surface is corduroy.			Only steps are external and to one access point. The rest are not stepped
14	Does the hazard warning surface extend 400mm past each side of the stair case and stop 400mm from the nosing?			N/A
15	Is there a level landing at least 1200mm deep at both the top and bottom of the stairs?			N/A
16	Does the hazard warning surface begin 1200mm before the first step			N/A
	and end 400mm from the first step?			N/A
17	Do nosing's have a permanently contrasting material 55mm wide on both the tread and the riser? Nosing's should not project if possible, however a maximum overlap of 25mm is acceptable.			N/A
18	Is there a handrail present on both sides?			N/A
19	Are the rise of steps between 150mm and 170mm?			N/A
20	Is the going of each step between 280mm and 425mm?			N/A
21	Resting platforms, or landings, of approximately 1.8m should be provided for each 1.2m flight of steps.			N/A
22	Is there an alternative to steps to reach higher levels if access is required? An alternative could be a passenger lift, a vertical platform lifts or a stair (platform) lift, which would preferably have a fold down seat.			N/A
	Main entrances			



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23	Can disabled visitors enter your building by the same entrance as other visitors?	X		
24	Is the entrance clearly signed? Does it incorporate the International Symbol of Disability? Are signs displayed on the leading-edge side of the door so they can be seen when doors are open (except toilets)	X		
25	Is there level access into and through the main entrance?	X		
26	Is there a level landing at least 1500mm x 1500mm clear of any door swings immediately in front of the entrance?	X		
27	Is the threshold level of a maximum height of 15mm?	X		
28	Has weather protection been offered at non-powered entrance doors?			
29	A manual door will be deemed satisfactory if there is an unobstructed space at least 300mm on the pull side of the door to allow wheelchair users room to open the door. Is this space present? Sliding doors are favourable as they avoid the difficulties associated with swing doors and they save space.	X		
30	Is a revolving door present? If so, is there an alternative available?		X	
31	Is the main entrance door power operated and if not do you think a disabled person could easily use it? If not, a power operated door opening and closing system is required either under manual or automatic control, automatic controls' using a sensor is the most suitable solution for all.	X		Visible by office staff to assist and support
32	Is the entrance free from hazards such as raised doormats?	X		
33	Is there a door entry system? If so, is this accessible to people who cannot speak or hear?	x		Office staff visible to assist and support
34	Do glass doors have colour contrasting edging and door handles?	X		
35	Is the entrance lobby big enough for a wheelchair user or person pushing a pram to move clear of one door before opening the second?	X		
	Reception / Service counter			
36	Has the reception desk or counter been lowered, or does it include a lowered section? (Counter height 110cm and knee recess depth of 50cm.)	X		



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37	Is there sufficient space to move on both side of the counter and sufficient space to fill out necessary documentation on the counter?		X	Office staff would provide assistance/ something to lean on etc. or help to complete forms
38	If visitors need to wait to speak to a member of staff, are there chairs available for them to sit down if necessary? Are the chairs of differing heights and some with arms to accommodate those who have difficulty getting on and off chairs?	X		Sofa and other chair can be provided
39	Is there space for wheelchair users to sit alongside their companions in the waiting area?	X		Main entrance has additional seating and waiting space
	Communication			
40	Are maps of the building and other areas available to help people navigate around the facility?	X		Staff would show visitors around
41	Are the main sections of your building, such as the reception, toilets and waiting area clearly signed?	X		Consider main entrance sign for the front of the building
42	Do the reception and any main meeting rooms have a hearing induction loop?		X	
43	Do you provide information in a range of accessible formats including what is available on your website?	X		
44	Do you use a clear font for your own publicity and information, such as Arial and at a minimum size of 12?	X		
	Internal circulation			
45	If there are internal steps, is there an alternative route? See stepped access for specifications.			N/A
46	Are internal doorways at least 750mm wide	X		
47	Do internal walls have a strong colour contrast compared to the floor?	X		Some areas where this has been replaced is stronger. Classroom have a dark grey floor; the hall floor is darker



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48	Are your internal doors easy to use for everyone? Do door frames contrast with the wall?	X		
49	Is there an unobstructed space of at least 300mm on the pull side of the door so wheelchair users can open the door unassisted?	X		
50	Are fire doors (particularly corridor) held open using an electro magnetic device which releases the door to self close when activated by a smoke alarm?		X	
51	Do corridors have an unobstructed width of at least 1200mm? Where the width is less than 1800mm there should be passing places at least 1800mm wide and long at regular intervals, e.g., Corridor junctions.	X		
52	Are floor finishes slip resistant?	X		
53	Is there a clear way finding system?		X	
	Refreshment facilities			
54	Do all users have access to the facilities?	X		
55	Is there a shared refreshment area for staff (e.g., For tea making) 850mm above the ground with at least 700mm clear floor space beneath?		X	
56	Is there a bar which has part of the working surface no more than 850mm above the ground?			
57	Do the restaurant /café areas have adequate space for wheelchair users and those using pushchairs to comfortably manoeuvre around the area and between the aisles?	X		Canteen is in the hall – ample space. There is limited space in staff kitchen
58	Do you have some tables which are slightly higher and suitable for wheelchair users who need arms to be folded down or are all tables an adequate height? Minimum requirement for wheelchair users is 28inches from the floor to the surface of the table.	X		Hall tables are of suitable height
59	Do the table legs allow space for wheelchair users to fit under the table? There should be 30 inches between table legs.	X		
	Toilets			
60	Is there at least one unisex accessible toilet?			There are three disabled



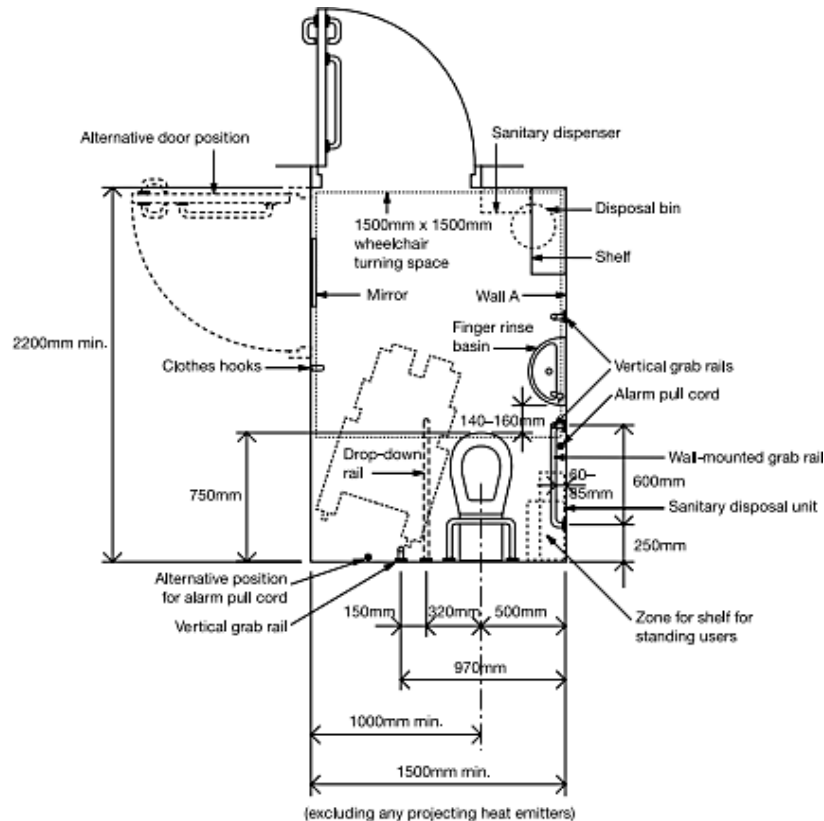
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				toilets which are used by all staff and a single contained toilet in the main entrance
61	Is the accessible toilet located at ground level and/or at the same level as other key facilities such as reception and waiting areas?	X		
62	Does the accessible toilet house baby change facilities? This should be avoided where possible; otherwise, there should be adequate space to accommodate both.		X	
63	Have lever type controls on flushes, locks and taps been used, as these can be used using a closed fist?	X		
64	Does the toilet have an assistance alarm which drops all the way to ground level? Does the cord have two red handles, one 100mm and another 800mm-1000mm above ground level?	X		Some have a long handle
65	Is it clear of obstacles and wide enough for a wheelchair user to turn their chair around inside? Standard size should be at least 2200mm long x 1500mm wide.	X		
66	Is the toilet itself in the centre of one wall allowing a wheelchair user to then transfer from either the left or the right? Otherwise, two cubicles might be required as some people are weaker on one side than the other.	X		
67	Is there a cubicle within any toilet block which allows use for ambulant disabled people? This should be fitted with support rails and include space to accommodate crutches etc.	X		
68	Do grab rails contrast visually with the wall?	X		
69	Is the transfer space alongside the toilet kept clear to the back wall?	X		
70	Do doors open outward?	X		
71	Is the accessible toilet the only toilet within the building and if so, is at least it 2m x 2.2m? Does it also include a standing height washbasin as well as the standard height washbasin?		X	There are multiple disabled toilets
72	See drawings for full specifications.			
	Emergency evacuation procedures			
73	In an emergency, would you be able to evacuate disabled people safely from your building?	X		
74	Are the fire alarms audible and visible to all? Do you have flashing lights for example rather than an alarm alone?		X	Alarm only – staff would support
75	Have your staff had appropriate Disability Equality and/or Manual Handling training to help them if they had to assist disabled people from the building?	X		Certain staff manual handling training



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The below diagrams indicate the dimensions and design of wheelchair accessible WC's according to the most recent government guidance (*Approved Document Part M, 2015 Edition*)



Note
Layout for right-hand transfer to WC