

## **Bradfield College Accessibility Plan, 2020 – 23**



**Disability Access Audit**

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**Curriculum Accessibility Plan**

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## Bradfield College Disability Access Audit



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## IMPLEMENTED AND PLANNED IMPROVEMENTS

The College's aim is to improve facilities and access for disabled persons through its programme of new buildings and refurbishments of existing buildings. Over the past 11 years it has made significant progress towards this aim through the following improvements:

### 2006 to 2009

- As part of its refurbishment, Faulkners now has disabled bedrooms, a disabled bathroom and a lift
- The building of the new Close (completed in September 2006) was done in accordance with the required standards for disabled access. The Close has a disabled bedroom with en-suite facilities and a lift for disabled access
- Palmer House was extended for September 2008. Palmer House has a ground floor bedroom which is suitable for disabled pupils. There is a disabled shower next to this bedroom. There is also a lift space, which could be utilised if disabled pupils need to be accommodated on the upper floors
- New disabled toilets for pupils (both boys and girls), with ramped access have been installed by the archway which is the main entrance to the College. These can be accessed by disabled visitors when required
- Stevens House was extended for September 2009, with enhanced disabled access being incorporated into the design

As a result the College is now able to offer suitable accommodation for a pupil (whether a boy or girl) for the whole of his/her time at Bradfield.

### 2010 to 2013

- The College opened the new Blackburn Science Centre in 2010. The Science Centre has a lift for disabled access and a disabled toilet. The Centre is accessible to disabled pupils and staff
- The Main Car Park has a designated Disabled Driver space. This enables a wheel chair user to go into the Blackburn Science Centre without encountering any steps
- The College has significantly increased the parking spaces reserved for disabled drivers throughout the College, and these spaces are clearly signed
- The College has converted one of its properties into suitable use for a disabled member of staff. As a result the member of staff is able to live and work at the College normally and without disadvantage
- The College has refurbished its old chemistry block into a Modern Foreign Languages department. This also contains a toilet with disabled access
- A new Reception was opened in September 2013. Being at the front of a building on the ground floor it is easily accessible for disabled users, including wheelchair users, and it includes a disabled toilet. The previous reception was down steep steps and not easily accessible.

In addition to these physical improvements, the College also reassigned classrooms so that a disabled teacher could teach pupils in ground floor and accessible classrooms.

### 2014

- The Sports Centre extension (housing a new enlarged fitness suite and permanent changing rooms) incorporates an additional disabled shower and toilet facility that is accessible on the ground floor (the previous disabled shower and toilet is still in place in the basement, accessible by lift). The lift shaft has also been extended to enable disabled users to access the new fitness suite on the first floor.
- General access to the Greek Theatre has been significantly enhanced during a large scale restoration through new staircases and walkways that meet modern standards. A dedicated space for wheelchair users has been provided at the front of the auditorium which can be reached by a tarmac access road. The previous space for wheelchair users was above the rear of the auditorium.

## Accessibility Plan 2020-2023

- The reconfiguration and refurbishment of the Stunt Pavilion (Coffee Shop and Social Venue) incorporates level access and an accessible toilet for disabled users (neither of which were present previously).
- A disabled persons WC has been added to the Tennis Centre as part of an extension project (previous facilities were in a temporary portakabin across the road).
- Ramps have been installed in the heart of the Main College building to enable a disabled teacher to teach on the ground floor and to access the departmental office associated with his broader role.

### 2015 to 2017

- Inclusion of new disabled persons' WCs as part of the refurbishment of the common room facilities on the girls' side of Faulkner's and the refurbishment of the ground floor of Armstrong House.
- Bedsits now provided on the ground floor of Armstrong within the extension.
- 6 new outdoor tennis courts with associated disabled car parking and suitable ramped access constructed to support the intentions of the College to expand its Disability Tennis coaching programme.
- Inclusion of new common room facilities in the heart of Loyd House (rather than in the separate Crundells building accessed from the main house by a number of steps) as part of the extension and refurbishment project.
- Leased vehicles and security staff made available to provide transport for a pupil with mobility issues to help them move around the site.

### 2018 to 2019

- Doors widened into new Dining Room and in the adjacent corridor for improved, level access into the new Dining Room and along the corridor.
- New full width ramp installed in Snake Corridor
- New disabled WC created in DT building

### 2019 to 2020

- Road safety improvements included dropped kerbs and tactile paving at three key crossing points (crossroads, Music School crossing and Chapel crossing).
- Dining project completed with wider door openings in the servery where practicable and level/ramped access is most areas (except an exit which could not be adapted).

### Plan 2020 to 2021

Although a great deal has been achieved to improve disabled facilities and access, the College will look at every opportunity to improve those further over the coming years.

The College recognises that the nature of its older buildings may make it impractical or unreasonably costly in these buildings. Nevertheless, new buildings, extensions and refurbishments provide specific opportunities to improve disabled facilities and access. Projects currently being planned or considered that could enhance facilities/access include:

- Refurbishment of the Main Dining Hall and Servery is on-going and when completed the new facilities will include widened door to improve accessibility.
- Two disabled parking bays to be included in formalisation of the AWP car parking.
- Music Hall refurbishment – removal of stage will give level access to stage area (accessed from external side doors). Seating for disabled persons to be incorporated.

Longer Term

## Accessibility Plan 2020-2023

- New learning centre in St Andrew's church includes 2 x platform lifts to access the building and ramp down to the majority of the main areas. Also provides step free access into the rear of Gray School.
- Stanley House extension – include lift access to entrance

The College has also identified space in an additional boarding house where an appropriate and specifically fitted tutor flat could be created if another of its teachers were to suffer from a serious disability.

The College remains committed to improving access wherever it is practically possible, so that disabled pupils can continue to fulfil a normal school life and that any disabled teachers can carry out the academic and pastoral duties of a teacher at Bradfield.

**Section 1 – Boarding Houses**

<b>Loyd House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park at side and front of house. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front door fitted with door closures and level access.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	No facilities		
<b>Means of Escape</b>	Front door. Other exits via outside steps.	Consider installing ramps.	No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and with limited access to footpaths without steps.		

<b>Crundells Back of Loyd House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath.		
<b>Car Parking</b>	Car spaces at rear by Music School, or at entrance to Loyd House. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrance level or very low steps.		

<b>Wayfinding</b>	No signage		
<b>Facilities</b>	No facilities.		
<b>Means of Escape</b>	Main doors to front.		No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	Building limited to House laundry and strength and conditioning suite.		

<b>Army House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Generally via Chapel Bank road with automatic gate control, but access by main gateway also possible by arrangement. No footpath.		No need to cross any roadway to reach dining hall and most teaching departments.
<b>Car Parking</b>	Car park adjacent to main entrance door. Disabled parking space provided and signed.		Area not a normal car park therefore adequate space available
<b>Building Entrance</b>	Double front doors fitted with door closures. 14cm step.	Ramp entrance	Access to all areas of house by stairs, therefore ramp redundant.
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	No special facilities in House		Disabled toilets (men's & ladies) in adjacent courtyard
<b>Means of Escape</b>	Front door or side fire exit	Consider outward opening front door	No visual indication of Fire Alarm – to be covered by fire risk assessment
<b>Conclusions</b>	House is convenient to dining hall and main teaching areas. Complex nature of house would however preclude		

disabled other than those with self mobility capability.		
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<b>House on the Hill D</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park area at rear of building. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front door fitted with door closures and flight of steps to entrance.	Consider installing ramp.	
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	No facilities.		
<b>Means of Escape</b>	Front door or outward opening fire exit both with steps.	Consider installing ramps.	No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and at top of hill. Most of ground floor accessible without steps via G House.		

<b>Stone House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park. Footpath access by steps.		
<b>Car Parking</b>	Car park by main entrance. Disabled parking space provided and signed.		



<b>Building Entrance</b>	Front doors fitted with door closures and steps from car park.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	No facilities, however the layout provides level access to at least half of the house once inside.	Consider installing disabled WC on ground floor.	
<b>Means of Escape</b>	Front door. Other fire escapes at this level involve steps.	Consider ramps at other fire exits.	No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is within reasonable distance of main teaching areas, but highway needs to be crossed.		

<b>Hillside</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park. Front and back entrance.		
<b>Car Parking</b>	Car park at back entrance. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front doors fitted with door closures and step to both entrance doors.	Consider installing ramp at both entrances.	
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		

<b>Facilities</b>	No facilities		Better facilities for pupils in other houses
<b>Means of Escape</b>	Main doors or rear fire exit.		No visual indication of Fire Alarm – consider flashing light indicator
<b>Conclusions</b>	House is within reasonable distance of main teaching areas, but most are via highway crossing.		

<b>House on the Hill G</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park by front entrance. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front door fitted with door closure. Level entrance.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	No Facilities.		
<b>Means of Escape</b>	Front door or via steps to outward opening fire exit		No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and at top of hill. Limited area of ground floor accessible without steps.		

<b>The Close</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park by both entrances. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front door entrance level.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from		

	reception. House name indicated externally.		
<b>Facilities</b>	Disabled bedsit. 3 disabled bathrooms. Lift to all floors		
<b>Means of Escape</b>	Main door or side fire exit		No visual indication of Fire Alarm – covered by PEEP's Plan
<b>Conclusions</b>	House is the furthest one from the teaching and other main facilities of the College, but it is the best equipped for wheelchair users.		

<b>Palmer House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park by front entrance.		
<b>Car Parking</b>	Car park by front entrance. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front doors fitted with door closures and level entrance.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	Dis. WC on Gd. Floor.		Two bedsits on ground floor.
<b>Means of Escape</b>	Front door or side outward opening fire exit but with step.	Consider installing ramp from fire exit.	No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and near top of hill, but best girls house for wheelchair users.		

<b>Armstrong House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park – no footpaths. Local lighting adequate.		

<b>Car Parking</b>	Car park adjacent to main entrance door. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Double front doors fitted with door closures		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	Disabled WC on ground floor.		Bedsits now available on ground floor in the extension.
<b>Means of Escape</b>	Front door or rear fire exit	Consider outward opening front door	No visual indication of Fire Alarm – consider flashing light indicator – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and on the hillside.		

<b>Stevens House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath by car park at front entrance.		
<b>Car Parking</b>	Car park . Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front doors fitted with door closures and level entrance.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	Disabled WC on ground floor.		There is one ground floor bedsit



<b>Means of Escape</b>	Front door or side outward opening fire exit		No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and via road crossing.		

<b>Faulkner's</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road, car park and footpath (Emergency Vehicle path).		
<b>Car Parking</b>	Car park by Common Building. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front doors fitted with door closures and ramp to entrance.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	Disabled bedsit with en suite shower/WC. Lift installed providing access to all floors. Disabled WC on ground floor.		
<b>Means of Escape</b>	Front door or side outward opening fire exit		No visual indication of Fire Alarm – covered by the fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and at top of hill.		



<b>Faulkner's Dining Hall</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road, car park and footpath.		
<b>Car Parking</b>	Car park by Design Technology. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front doors fitted with door closures.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. House name indicated externally.		
<b>Facilities</b>	Disabled WC (with sign on door)		
<b>Means of Escape</b>	Front door or side outward opening fire exits		No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	Main function is as Dining Hall. Good location for events where disabled visitors expected.		

<b>Stanley House</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park by both entrances. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front doors fitted with door closures and steps to entrance.		Secondary entrance has one 150mm step – ramp required. However access to main areas by stairs.
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from		

	reception. House name indicated externally.		
<b>Facilities</b>	Disabled bedsit. with en suite shower/WC on ground floor.		

<b>Means of Escape</b>	Front door or side outward opening fire exit		No visual indication of Fire Alarm – covered by fire risk assessment
<b>Conclusions</b>	House is some distance from most teaching areas and on the hillside. Not suitable for wheelchair users.		

**Section 2 – Academic Departments**

<b>Art School</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park by both entrances. Disabled parking space provided and signed.	Consider flat surface from parking to entrance doors.	Gravelled parking surface.
<b>Building Entrance</b>	Front door entrance level. Mill classroom 200mm step	Consider ramp to Mill	Upper Mill Studio only accessible by stairs
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	No facilities.		
<b>Means of Escape</b>	Main door or side fire exit		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Teaching area is some distance from most boarding areas and difficult footpath access.		

<b>Glasshouse – Maths</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through archway off Church Road or by footpath from main school. Steps in paths from either direction.		
<b>Car Parking</b>	Main College or Art School.		

<b>Building Entrance</b>	Entrance steps in pathways and entrance door.	Consider portable entrance ramps.
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<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	No facilities.		
<b>Means of Escape</b>	Main door		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Teaching area is some distance from most boarding areas and difficult footpath access.		

<b>Blackburn Science Centre Biology, Chemistry, Physics</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park. Footpath access from front and rear of building.		
<b>Car Parking</b>	Designated spaces in the new car park close to front door		
<b>Building Entrance</b>	Front and rear door entrance with ramped path access.		Lift to all floors
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC on ground floor.		
<b>Means of Escape</b>	Main doors or side fire exits		
<b>Conclusions</b>	Accessible building opened in September 2010.		

<b>Horizons</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	From Budgeon's Yard. Ramp installed to permit access towards Bloods or towards HM's study.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Budgeon's Yard or Bloods Corridor fire exit near memorial		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	On ground floor within central teaching area of school.		Access has been much improved by addition of disabled parking and ramps. Doors quite narrow.

<b>Classics</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank, or road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard or Snake Door		
<b>Building Entrance</b>	Stairs from Jelly's Passage.		
<b>Wayfinding</b>	Site Map on Website, under archway and from		

	reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.	.	
<b>Means of Escape</b>	Bloods Corridor or Budgeons Yard Door		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of school, but on second floor and only accessible via stairs		Classes would be timetabled in other accessible rooms as required.

<b>Design Technology &amp; Wellbeing</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath.		Footpath access from Faulkner's and G House Car Parks.
<b>Car Parking</b>	Car spaces at either entrance. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrances level, however two connected buildings on different levels.	Consider removable ramp.	
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in front part of building. Classroom has been adapted for disabled use.	DP WC in Faulkner's Common Building	
<b>Means of Escape</b>	Main doors at front and rear.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Close to many boarding houses and classroom adapted for disabled use, but		Wellbeing on first floor only accessible by stairs.



distant from other teaching areas.		
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<b>Drama -Beaumont Library &amp; Classroom</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Car spaces in adjacent car park. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrance steps to Big School then spiral stairs or normal stairs from Cross Passage.		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Main door from Big School or through Cross Passage.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of school, but upstairs		Classes would be timetabled in other accessible rooms as required

<b>Drama - Big School</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Car spaces in adjacent car park. Disabled parking space provided and signed.		

<b>Building Entrance</b>	Entrance steps to porch and lobby or level entrance via Cross Passage Door (Fire Exit Route from 'Back Stage').	Consider ramp to stepped porch.	
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Main door or Cross Passage Doors		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of school and with level access on ground floor		

<b>EAL &amp; Politics</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	At Snake Door		
<b>Building Entrance</b>	Stairs from Jelly's Passage.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Bloods Corridor or Bugeons Yard Door		No visual indication of Fire Alarm – covered by PEEPs Plan

<b>Conclusions</b>	Within central teaching area of school, but on second floor and only accessible via stairs		Classes would be timetabled in other accessible rooms as required
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<b>English</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	From Budgeon's Yard. Ramps installed to permit access to Bloods.		Two Classrooms accessed by stairs – remainder level access from Bloods Corridor.
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Budgeon's Yard or Bloods Corridor fire exit near memorial.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Bloods Classrooms are the main teaching areas with the possibility of level access from outside.		Access has been much improved by addition of disabled parking and ramps.

<b>Geography &amp; Film</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		

<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	Stairs from Bloods Corridor.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Budgeon's Yard or Bloods Corridor fire exit near memorial.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of school, but on first/ second floors and only accessible via stairs		Classes would be timetabled in other accessible rooms as required

<b>Gray School Economics &amp; Business Studies</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Generally via Chapel Bank road with automatic gate control, but access by main gateway also possible by arrangement. Footpath through main College Archway.		
<b>Car Parking</b>	Car spaces in adjacent car park. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrance steps to lobby then stairs up and down to either floor area.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception.		

<b>Facilities</b>	WC in Male & Female Toilet areas by main archway	.	
<b>Means of Escape</b>	Main door		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of the school, but steps on routes to all rooms		Classes would be timetabled in other accessible rooms as required

<b>History &amp; History of Art</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and limited car space.		Footpath access with road crossing, many kerb steps and slopes.
<b>Car Parking</b>	No Car Park space nearby.	Car space sign and reservation route to entrance.	
<b>Building Entrance</b>	Entrance by 5 steps		Steep steps and limited space to install ramp.
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Dis. WC in WC block at rear of Library.	All teaching areas on one level. Consider installing ramp to WC block	Steps up to WC block.
<b>Means of Escape</b>	Main door at front and fire door at rear (stepped).		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Teaching area is some distance from most boarding areas and difficult footpath access with steps to entrance.		Classes would be timetabled in other accessible rooms as required. Building can be accessed via MFL through classrooms into H3, but limited means of escape.

<b>ICT Rooms A to C</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	Door to ICT corridor from Budgeon's Yard. Alternative route via Bloods involves 4 stairs.		Alarmed fire door, so entry would need to be facilitated from inside.
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Door to Budgeon's Yard. Alternative towards Bloods involves 4 stairs.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of school.		Access route past bin store is somewhat awkward. Alternative from Bloods involves 4 stairs.

<b>Computer Science Layton Library</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	From Budgeon's Yard. Ramps installed to permit access to Bloods. Stairs from Bloods.		Only accessed via stairs.

<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Door from Bloods out to memorial. Alternative 'Remove Door' to roadside involves further stairs.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of school, but only accessible via stairs.		Classes would be timetabled in other accessible rooms as required

<b>Maths School</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By footpath only. Car access to Terrace via entrance archway or Chapel Bank.		
<b>Car Parking</b>	Car space at Snake Door, Courtyard or Gray School.		
<b>Building Entrance</b>	Entrance step and step in corridor to some classrooms. Other classrooms on First Floor		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Main door. Fire escape doors are stepped.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Access to Maths School is via a number of flights of steps.		Classes would be timetabled in other accessible rooms as required

<b>Modern Languages</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and limited car space.		Footpath access with road crossing, many kerb steps and slopes.
<b>Car Parking</b>		Designated disabled car space by rear entrance in Maintenance compound	
<b>Building Entrance</b>	Front door entrance with two steps. Rear entrance is ramped for disabled access.		All areas on one level
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC inside main entrance.		
<b>Means of Escape</b>	Main door and rear door.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Teaching area is some distance from most boarding areas but is accessible.		

<b>Music School</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath		
<b>Car Parking</b>	Disabled parking space provided and signed opposite entrance.		
<b>Building Entrance</b>	Entrance level, and lift to 1 <sup>st</sup> Floor and central area.		



<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC near main entrance.		Additional DP WC in Male & Female Toilet areas at Sports Complex
<b>Means of Escape</b>	Fire Escape doors.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Building extended and refurbished – completed November 2004		

<b>Religion, Philosophy &amp; Ethics</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	From Budgeon's Yard. Ramps installed to permit access to Bloods, then stairs up from Bloods.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Budgeon's Yard or Bloods Corridor fire exit near memorial.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of College, but only accessible by stairs		Classes would be timetabled in other accessible rooms as required

<b>Support &amp; Study Skills</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Snake Door. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Snake Door and Queen Ann Stairs then stairs by Admissions.		Staircase access only
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	2 flights of stairs then Snake Door.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central teaching area of College, but on second floor and only accessible by stairs		Classes would be timetabled in other accessible rooms as required

**Section 3 – Other Facilities and Offices**

<b>Academic &amp; IB Office</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Snake Door. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Snake Door and Queen Ann Stairs or Budgeons Yard Door and Stone Stairs.		Staircase access only
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC's in main toilets under archway.		
<b>Means of Escape</b>	Entrance doorways		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central area of College but only accessible by stairs		Meetings would be timetabled in other accessible rooms as required

<b>Admissions Office</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Snake Door. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Snake Door and Queen Ann Stairs		Staircase access only
<b>Wayfinding</b>	Site Map on Website, under archway and from		

	reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC's in main toilets under archway.		
<b>Means of Escape</b>	Entrance doorways		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central area of College but only accessible by stairs		Meetings would be timetabled in other accessible rooms as required

<b>Archway Toilets</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Generally via Chapel Bank road with automatic gate control, but access by main gateway also possible by arrangement. Footpath through main College Archway.		
<b>Car Parking</b>	Car spaces in courtyard. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrance level		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Sign on door of disabled WC's		
<b>Facilities</b>	Disabled Male & Female Toilets installed		
<b>Means of Escape</b>	Main doors		No visual indication of Fire Alarm – covered by PEEPs Plan

<b>Conclusions</b>	These are the main WC facilities for DPs within the central part of the College		
<b>Bursary</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Generally via Chapel Bank road with automatic gate control, but access by main gateway also possible by arrangement.		
<b>Car Parking</b>	Spaces at side of building. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrance by stairs only.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC's in main toilets under archway for pupils and in Reception for staff/visitors.		
<b>Means of Escape</b>	Main door		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Administration offices. No wheelchair access.		Meetings would be timetabled in other accessible rooms as required
<b>Chapel</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Generally via Chapel Bank road with automatic gate control. Footpath from main College area.		

<b>Car Parking</b>	Car spaces along 'Chapel Bank' access road. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Entrance level but steps into nave. Temporary ramp available.	Consider installing permanent ramp	
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Main door		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Accessible with temporary ramp		Where would wheelchair user sit?

<b>College Shop</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through archway off Church Road or by footpath from main school. Steps in paths from either direction.		
<b>Car Parking</b>	Disabled parking space at Main College by Army House or Art School.		
<b>Building Entrance</b>	Sloping approach path most of which is tarmac, but small section of gravel then small step to entrance door.	Consider portable entrance ramp. Consider tarmacking gravel section.	
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		

<b>Facilities</b>	No facilities.		
<b>Means of Escape</b>	Main door and one side exit (though that leads to a downward step and sloping path)		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Close to central area of school, but awkward access via steps and slopes		Less accessible than in previous location in Main College.  Consider creating ramped access via Army House private side driveway/garden as part of wider campus development plans.

<b>Co-Curricular Office</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	Door on North side of Budgeon's Yard, then 3 ramps but stairs to first floor.		Staircase access only
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC's in main toilets under archway.		
<b>Means of Escape</b>	Door to Budgeon's Yard.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central area of College.		Meetings would be timetabled in other accessible rooms as required

<b>Development Office</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Snake Door. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Snake Door and Queen Ann Stairs or Cross Passage and wooden stairs		Staircase access only
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC's in main toilets under archway.		
<b>Means of Escape</b>	Entrance doorways		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central area of College but only accessible by stairs		Meetings would be timetabled in other accessible rooms as required

<b>Dining Hall</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road into Budgeon's Yard or onto Terrace		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed. or Terrace – disabled parking space provided		
<b>Building Entrance</b>	Door on North side of Budgeon's Yard, then 1 ramp to access Servery. or ramp by Snake Corridor, into		



	Dining Hall and then servery.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception.		
<b>Facilities</b>	Disabled Male & Female Toilets installed by main archway		
<b>Means of Escape</b>	Door to Budgeon's Yard or via Snake Corridor & Snake Door. Fire Escape doors from Dining Hall are stepped.	Consider installing ramps from stepped exists.	No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central area of College and now accessible by permanent ramp		Access has been improved by addition of disabled parking and ramps.

<b>Greek Theatre</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath		
<b>Car Parking</b>	Disabled parking space provided and signed at entrance to Music School.		
<b>Building Entrance</b>	Entrance via sloping roadway from roadside entrance or via staircase from Agora		DPs can drive or be driven to the lower level by the Skene. Temporary ramps are provided to aid access from there to the DP seating area.
<b>Wayfinding</b>	Site Map on Website, under archway and from Reception.		
<b>Facilities</b>	DP seating in first row of auditorium. DP WC in Music School.		Temporary DP WC provided at rear of Skene during performances.
<b>Means of Escape</b>	Entrances		Evacuation directions would be given by technical and other attendant staff.

<b>Conclusions</b>	Seating for DPs significantly improved during 2013/4 refurbishment (previously above the rear of the auditorium)		
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Library	Existing Access	Reasonable Improvement	Additional Comments
<b>Approach</b>	By road and footpath.		
<b>Car Parking</b>	Disabled parking space provided in Science Centre Car Park		Steps or sloped paths between Main Car Park and Library. Potential for car space between Library and History, but would block waste collection and oil delivery.
<b>Building Entrance</b>	Steps to main entrance.	Consider removable or permanent ramp.	Additional steps to upper reading room.
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	Disabled WC in external toilet facility at rear of building.		
<b>Means of Escape</b>	Fire Escape doors are stepped.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Difficult approach and stepped front access		Longer term plan to relocated library to St Andrew’s Church.

<b>Medical Centre</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and car park.		
<b>Car Parking</b>	Car park by Main Entrance Porch. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Front door has 25mm step and porch door is level.	Small ramp	Ground floor is all on one level
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from reception. Building name indicated externally.		
<b>Facilities</b>	No special facilities and no lift to 2 <sup>nd</sup> floor bedrooms	Consider disabled WC and shower on ground floor.	
<b>Means of Escape</b>	Main entrance door or fire doors (which have small steps).	Install small ramps	No visual indication of Fire Alarm – to be covered by PEEP's Plan
<b>Conclusions</b>	Medical Centre is some distance from Boarding Houses and most teaching areas. Only access by main road with difficult and narrow footpath.		

<b>Old Gym</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath		
<b>Car Parking</b>	3 disabled parking spaces provided and signed.		Parking spaces are a short distance from the entrance, but over a decent surface.
<b>Building Entrance</b>	Short sloping path from parking spaces. One step at main and side entrance doorways.		Temporary ramp available in sports centre.

<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Sign on building itself.		
<b>Facilities</b>	DP WC inside building near main entrance		
<b>Means of Escape</b>	Main and side entrances, plus rear and another side entrance		No visual indication of Fire Alarm – covered by PEEPs. Single steps on all exits.
<b>Conclusions</b>	Reasonable access and facilities, though short sloping path on immediate approach, plus single steps at entrances		

<b>Reception</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Generally via Chapel Bank road with automatic gate control, but access by main gateway also possible by arrangement. Footpath through main College Archway.		
<b>Car Parking</b>	Disabled parking space provided and signed outside Army House		
<b>Building Entrance</b>	Entrance level.		
<b>Wayfinding</b>	Signs from main car park and at entrance to Reception. Site Map on Website.		
<b>Facilities</b>	DP WC		
<b>Means of Escape</b>	Entrance Door		No visual indication of Fire Alarm, but manned

			by Receptionist(s) whenever in use
<b>Conclusions</b>	Within central area of College; good access and facilities		

<b>Second Master</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath through entrance archway or Chapel Bank.		
<b>Car Parking</b>	Snake Door. Disabled parking space provided and signed.		
<b>Building Entrance</b>	Snake Door and Queen Ann Stairs or Budgeons Yard Door and Stone Stairs.		Only accessible by staircase
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Dept name indicated externally.		
<b>Facilities</b>	College DP WC facility by archway		
<b>Means of Escape</b>	Entrance doorways		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Within central area of College, but only accessible by stairs		Meetings would be timetabled in other accessible rooms as required

<b>Sports Centre</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath		
<b>Car Parking</b>	3 disabled parking spaces provided and signed.		Spaces are a short distance from the entrance, but over a decent surface.

			Disabled users can also be dropped off closer to the entrance if need be.
<b>Building Entrance</b>	Small lip at entrance doorway. Temporary ramp available by the entrance.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Signposted from the main road and from the car park.		
<b>Facilities</b>	Lift between floors (including new gym in extension). Disabled WC, shower and changing facilities on ground floor (part of extension) and lower floor.		Hoist available to assist access to the swimming pool.
<b>Means of Escape</b>	Main entrance plus 8 additional fire escape doors (4 from swimming pool). Small lip/downwards step from some of those escape doors.	Ramp from the escape doors with a small step.	No visual indication of Fire Alarm – covered by PEEPs Plan. Wheelchair users would need assistance to make way from rear of building to assembly point at front.
<b>Conclusions</b>	Regularly used by staff and visitors in wheelchairs or with reduced mobility.		

<b>Stunt Pavilion</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	Road to Chapel Bank access road. Footpath from main College area.		
<b>Car Parking</b>	Car spaces along ‘Chapel Bank’ access road. Disabled parking space provided and signed.		

<b>Building Entrance</b>	Level entrance		
<b>Wayfinding</b>	Site Map on Website, in Car Park, under archway and from Reception.		
<b>Facilities</b>	DP WC		
<b>Means of Escape</b>	Main door and 2 side exits		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Good access and facilities		Much improved during 2014 refurbishment.

<b>Tennis Centre</b>	<b>Existing Access</b>	<b>Reasonable Improvement</b>	<b>Additional Comments</b>
<b>Approach</b>	By road and footpath		
<b>Car Parking</b>	Disabled parking space provided and signed opposite the entrance.		
<b>Building Entrance</b>	Short sloping path from the car park. Entrance door virtually level.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Signposted from the main road and from the car park.		
<b>Facilities</b>	DP WC accessed from Court 1.		
<b>Means of Escape</b>	Main entrance door and 3 additional fire escapes (all virtually level).		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Good access and facilities, though short sloping path on immediate approach		

Warden's Room	Existing Access	Reasonable Improvement	Additional Comments
<b>Approach</b>	By road into Budgeon's Yard.		
<b>Car Parking</b>	Budgeon's Yard - disabled parking space provided and signed.		
<b>Building Entrance</b>	From Budgeon's Yard. Ramps installed to permit access to Bloods. Steps down from Bloods Corridor. Ramp from outside.		
<b>Wayfinding</b>	Site Map on Website, under archway and from reception. Room name indicated externally.		
<b>Facilities</b>	DP WC in Male & Female Toilet areas by main archway.		
<b>Means of Escape</b>	Budgeon's Yard via Bloods Corridor or outside to Quad via ramp.		No visual indication of Fire Alarm – covered by PEEPs Plan
<b>Conclusions</b>	Only access via steps into room or by ramp from outside		



### **Conclusion**

Access to many college areas and facilities would be difficult for non-ambulant persons, due to the many different levels of the buildings and their location on the steep side of the Pang Valley. Nevertheless, Faulkners (for the entry year), the Close (for boys) and Palmer or Armstrong Houses (for girls) offer suitable bedrooms and facilities, in which non-ambulant persons could be accommodated.

There are a number of locations where ramped access could be installed or removable ramps made available to assist the use of wheelchair users. Where this is not possible, the College timetables classes and meetings in accessible spaces. The College also transports those with mobility difficulties around the College by car.

The College has a policy of constantly reviewing access arrangements and wherever possible, particularly during renovation work, will improve access where reasonably practicable. As the Campus Development Framework is developed over the coming years, this may provide some opportunities to improve access to buildings through associated landscaping changes.

Julia Bond Capital Projects Manager



# BRADFIELD COLLEGE

## Curriculum Accessibility Plan

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## Bradfield College Curriculum Accessibility Plan

### Participation in the Curriculum for Disabled Students

#### **Introduction and Background**

1. The Disability Act 2010 outlaws discrimination on the basis of a range of protected characteristics, specifically:
  - Race
  - Religion
  - Gender
  - Sexual orientation
  - Pregnancy/maternity
  - Gender reassignment
  - Disability
2. The College's principal policy material relating to the Equality Act is the Equality and Diversity Policy available on the College website.
3. Whereas with the first six protected characteristics the requirement upon the school is that there will be no discrimination against students, direct, indirect, associated or perceived, the College recognises that its duty in respect of the seventh characteristic, disability, is that it should **equalise** opportunity for disabled students.
4. The College understands students to qualify as "disabled" under the terms of the Equality Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to engage in normal school activities.
5. The College understands the "equalising" of opportunity to be a duty to make reasonable adjustments to **proactively** address an identified disability and so facilitate full participation by the disabled individual in both the curricular and co-curricular life of the school.
6. Equalising of opportunity for those identified as physically disabled is addressed in the College's Accessibility Plan.

#### Access to the Curriculum

7. Equalising of curricular opportunity for those identified as mentally disabled because they possess a learning disability is addressed in a range of College documents, most significantly the Special Educational Needs Policy. This policy undertakes to ensure the needs of SEN Students are addressed through interventions made by the Support and Study Skills Department (SSSD) which will:
  - identify, assess and refer for further assessment by educational psychologists;
  - work in close liaison with teaching staff, tutors and HsMs to ensure confidential communication on learning needs and progress of Students;
  - teach Students according to their specific needs recognising their particular strengths and needs for learning to promote achievement of their academic potential;

- communicate effectively with parents/guardians on the learning needs of Students and regularly report on progress of individual lessons taught by Departmental staff provide advice, make applications and collate evidence to support exam access arrangements.

*Note: In December 2017 it was agreed by SMT that for Year 9 2019 Admissions provision for SEN pupils should be further developed with the inclusion of group study skills sessions that focus on work habits, organisations skills, etc., This will be developed alongside a potentially modified curriculum – no language, as few as 7 GCSEs, etc.*

8. Equalising of co-curricular opportunity for those with a learning disability is addressed through the College's tutorial system in which each Student is provided a tutor with whom to meet one-to-one for a minimum of 15 minutes each week. That tutor is charged with monitoring and supporting the co-curricular life of the student and identifying any interventions necessary for the Student's participation in the co-curricular life of the College to be enhanced if they are disadvantaged in some way. For example, a Student with severe time-keeping difficulties might be assisted in their participation in team activity by the provision of a "buddy" to insure prompt attendance at practices and fixtures. The provision is deliberately *ad hominem* because the range of issues is wide and the solutions available are various. Tutors, under the management of the HsM, are expected to consult and seek advice in the development of solutions to a student's particular needs.
9. Equalising of pastoral opportunity for those with a learning disability is addressed in the Equality and Diversity policy.

#### **Access to Information**

10. Information is provided to Students at Bradfield in a range of ways:
  - Orally delivered advice, information and instructions are provided to Students in a range of settings. The College data management system, ISAMS, identifies Students who need to have oral instructions repeated or endorsed in some other way. It is College policy that those who work with children identified as needing this adjustment (to enjoy effective access to the life of the school) should bear the full responsibility for knowing the need of the student they are working with and acting in the way recommended to address that need. The importance of regular checking of the ISAMs data is emphasised in Advice to Teaching Staff.
  - Written advice, information and instructions is provided to Students in a range of settings. The College data management system, ISAMS, identifies Students who need to have written instructions magnified or adjusted in some other way (e.g. in a sans-serif font) It is College policy that those who work with children identified as needing such adjustment should bear the full responsibility for knowing the need of the student they are working with and acting in the way recommended to address that need.
  - Visual information is provided to support and enhance what is available orally and in written form. The College has invested heavily in "big screen" data provision in the main College and in houses to support Students who need to be reminded regularly of what is going on in the curricular and co-curricular life of the College. Investment in ICT technology is on-going and tutors and teachers are encouraged to communicate with Students using e-mail and Firefly to support those who do not find recollection of orally delivered instruction an easy matter, or who find that paper instructions are too easily mislaid.
11. Making bespoke reasonable adjustments to provide for those with disability is often time-consuming and can be costly. The College understands that the adjustment required to equalise opportunity is ideally the one that the Student (or their family) requests and is comfortable with. All reasonable efforts will be made to meet those requests.

However, although when considering options, the College will always aim to be generous in its provision (bearing in mind its significant financial strength), where provision requires an expenditure of staff time or a redirection of limited resources to a degree that will evidently disadvantage other students, the situation will be formally reviewed. This will be done in discussion between the HsM and the Second Master.

This written review will formally assess the cost implications of the proposed adjustment (financial, staff resources, etc.), to evaluate whether these constitute a “reasonable” adjustment in the context of Bradfield College’s broader duties to other students. In circumstances where this formal, written assessment reaches a conclusion that does not immediately support the requested provision for the disabled Student, the situation will be discussed with the Student’s parents and alternative provision suggested by the College. The aim of these discussions will be to reach a conclusion that is reasonable and equitable, and represents a compromise acceptable to the Student and/or their parents.

### History and Current Need

- **Current Need (figures from June 2020)**

Condition	Number
ADHD	32
Autism	1
Cerebral Palsy	1
Colour blind	15
Dyscalculia	3
Dysgraphia	4
Dyslexia	132
Dyspraxia	28
Specific Learning difficulty	37
Visual impairment	1
EHCP due to medical	1
WP users	140

205 pupils are identified as having a learning difficulty--25% of the population.

Requirements for adjustment are also required for students who have short-term injuries.

There are 11 pupils who, under the Act, are identified as disabled (September 2020).

### History: 2016-2019 Curriculum Accessibility Plan

The previous three-year cycle saw a number of improvements in three broad areas:

**Curriculum** – strategies to increase the extent to which disabled pupils can participate in the school’s **curriculum**.

**Information** – strategies improving the delivery to disabled pupils of **information**.

**Physical** – improving the **physical** environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education, facilities, or services.

- Staff training on the significance of Alis and Midyis data to ensure that tutors and teachers are better informed about the potential of their tutees. Further training has also been provided on differentiation and inclusion strategies in the classroom, and on tutor effectiveness.
- Online revision videos produced and placed on the College intranet, alongside a widened provision of online revision and curriculum material via departments and the library.

- Introduction of an enhanced programme of reporting including an extended self-evaluation by the student.
- An enhanced cycle of parent-teacher meetings including the attendance of a full team from the SSSD department.
- A revised cycle of examinations allowing students to come to terms with any special access arrangements provided and to identify any shortcomings in what is provided. All examination activity entails specific one-to-one follow-up for those with learning difficulties and in the care of the SSSD department.
- Development of a reconfigured ground floor in the Science Centre. A key feature of this space will be the facility for Students to collaborate and work in draft (the design of the space will be focussed on effective individual and group learning and include things like wrap-around whiteboards – to be extended to the majority of teaching rooms in due course if judged effective on review). The focus of redevelopment will be the support of Students who are challenged by the traditional learning environment.
- Significant expenditure on classroom technology, in particular a new generation of smart boards, to ensure that the classroom experience is diverse, multi-media and engaging. An extensive programme of INSET associated with the new whiteboard technology was provided – both internally by the ICT Support team and by external agencies as required.
- A widening of the use of laptop computers and smartphones in classes where their use will enhance learning. Staff are encouraged to think about how students might effectively use technology to support their learning where necessary.
- Use of a fleet of College cars to move students with mobility issues around the campus.
- The College has developed its use of Firefly moving to a cloud-based product. This has added further features to Firefly (including audio and real-time feedback on work). Firefly was introduced in 2014 and has been seen as a success at the College. A number of SEN students appreciate all prep being recorded in one place by the teacher -- instructions are accurate and not mis-copied or misheard, accessible at any time and with notifications of when work is due for submission. Firefly also provides students online access to any number of support material, not simply documents but social media feeds and supplementary video content, to help with learning that responds to different styles and different materials.
- Reduced timetable plans to be developed for those who are finding progress challenging – for example dropping a modern language by discussion with academic staff.
- Introduction of 'Big Brother/Big Sister' programme in houses where senior Students help those with organisational issues in the lower school (full implementation by 2019).

Period	Target	Strategy	Responsibility	Resource	Timeframe	Success Criteria
Michaelmas 2020	Increase use of digital platforms and non-paper resources, allowing content to be easily revisited, but also to offer font type/size options, line-space options and digital cursor possibilities to assist with ease of reading;	Workshop on potential of on-line text (as opposed to printed material), specifically for SEND pupils	NMB	Minor financial cost; IT dept time	Michaelmas 2020: A series of drop-in workshops	Good levels of attendance at offered workshops and increased engagement with electronic text by SEND pupils
Michaelmas 2020	Increase use of on-line marking so evaluated work is automatically filed safely for SEND students	Workshop on potential advantages of on-line marking to SEND pupils (as opposed to paper correction -- marked paper gets lost when a pupil has organisational challenges)	NMB	Minor financial cost; IT dept time	Michaelmas 2020: A series of drop-in workshops	Good levels of attendance at offered workshops and increased use of electronic marking for SEND pupils
Michaelmas 2020	Increase use of audio feedback for SEND students	Workshop on potential advantages of audio feedback for SEND pupils (as opposed to written comment -- reading written comments adds a layer of difficulty for dyslexics)	NMB	Minor financial cost; IT dept time	Michaelmas 2020: A series of drop-in workshops	Good levels of attendance at offered workshops and increased use of audio feedback for SEND pupils
Michaelmas 2020 to Summer 2023	Improve use of student screening to enhance clarity of focus in the College's response to those with SEN disabilities.	Evaluate current screening arrangements and investigate alternative procedures	KAS	Minor financial costs; KLS' time	Lent 2021: Report/recommendations to NMB by end of term	Report submitted

		Enhance the impact of screening:  Enhance College-wide screening-response strategy to ensure teachers take note of screening findings and make appropriate adjustments for identified pupils.	KAS	Minor financial costs;	Lent/Summer 2021:  Strategy agreed with NMB by end 2020/21 academic year	Strategy established
		HOD INSET & dept discussions on application of the new screening-response strategy to be completed by end of Mich Term 2021	NMB/HoDs	Minor financial; HODs' INSET time; Dept meeting time	Michaelmas 2021:  Departments' application of strategy – plans finalised by end of term	Dept strategies in place
		Activation, monitoring and review of Dept strategies	HoDs & teaching staff	Minor financial costs; HoD time to monitor and report	Lent/Summer 2022:  Monitor over two terms; depts report to NMB by end of academic year 2021/22	Monitoring reports submitted on time and provide useful information
		Refining of Dept strategies	HoDs and dept staff	Minor financial costs; Dept meeting time	Michaelmas 2022 forward:  Fine-tune strategies and hold under review through academic year 2022/23	New strategies finalised
Lent 2021 – Summer 2022	Improve opportunities for SEND students to up-skill in key areas of need (Part 1)  Enhance and consolidate students' opportunities to make confident use of tested,	Investigate possibility of making opt-in on-line tutorials on various learning strategies available to SEND pupils	KAS & dept	Minor financial costs; SSSD time to scope tutorials and develop initial outline plans;	Lent 2021:  Scope & outline-planning completed by end of term	Plans for initial tutorials in place



	generally applicable learning strategies.					
		Development of on-line tutorials on learning strategies	KAS & dept; IT Dept	Minor financial costs; SSSD time to record initial tutorials; IT support time	Summer 2021: Actualisation of plans; first on-line tutorials in place for Sept 2021	Some leaning support tutorials on-line
		Monitoring of effectiveness of tutorials put in place; refinement of planning.  Further on-line tutorials may be commissioned by NMB	KAS & dept, NMB	Minor financial costs; SSSD time to monitor impact of initial tutorials; SSSD time to plan further tutorials, if commissioned	Michaelmas term 2021:  Monitoring undertaken in first part of term; decision on extending the project made by NMB at Long Leave.  Further tutorials planned in outline by end of term (if commissioned)	KAS reports to NMB & decision on the future is made/acted upon.
		Development of further on-line tutorials on learning strategies is completed (if commissioned)	KAS & dept; IT Dept	Minor financial costs; SSSD time to record tutorials	Lent & Summer 2022  Further tutorials placed on line (if commissioned) by end of academic year	Suite of learning support materials on-line
Michaelmas 2020 – Summer 2021	Improve opportunities for SEND students to up-skill in key areas of need (Part 2)  Consider greater use of bespoke on-line skill tuition (via Teams) for individuals in difficulty.	Extend use of on-line tuition (developed during Covid-19 crisis) to facilitate remote one-to-one support work as an alternative normal means of operation in SSSD, available where more convenient	KAS & Dept	Cost of any extra tuition provided by SSSD teachers (may be re-charged?)	Michaelmas 2020: Introduce the new provision.  Lent & Summer 2021: Monitor up-take and effectiveness of the alternative style of support	One-to-one pupil support currently provided face-to-face is also available via Teams and is assessed for

						comparable quality
Lent 2021-Summer 2022	Improve staff understanding of specific SEN disabilities and their impact on affected students	Plans to be developed to provide focussed whole-staff INSET aimed at increasing the amount and quality of professional advice offered to staff on <i>specific</i> types of SEN difficulty (and their impact on students' experience and capacity to perform)	KAS	Cost of INSET provider	Lent 2021: Plan for delivery of INSET a/s Michaelmas Term 2021	INSET delivered and well-received by staff
		Provision of follow-up drop-in INSET workshops and on-line resources aimed at sustaining the impact of the whole-staff INSET in Michaelmas 2021	KAS	Minor financial costs; SSSD time to provide workshops and create on-line resources	Michaelmas 2021 Workshops run by SSSD  Lent 2022: on-line resources finalised and published by end of term	Good take up of workshops and on-line resources widely used by staff
		Develop staff awareness of validated strategies which can be used to address specific SEN disabilities and increase use of those strategies: <ul style="list-style-type: none"> <li>• in lessons</li> <li>• in tutorial support</li> </ul>	NMB	Minor financial costs; SSSD time; time for discussion in HoDs' and HsMs' meetings	Summer 2022: Emphasise work done in Mich 2021 and Lent 2022 to HsMs/HoDs; Establish plans to reprise as a standing item at beginning of term Dept and Tutors' meetings	SEND issues become central to pedagogy and tutoring
Michaelmas 2021 – Michaelmas 2022	Improve opportunities for student up-skilling in preparation for the Sixth Form, to mitigate difficulties that might otherwise compromise enjoyment and success of SEND pupils in the first stages of new A-level/IB courses.	Investigate potential for introducing on-line support in key Sixth Form skills: Working Group established drawing on expertise from key areas.	NMB & Working Group chair (tba)	Working Group time commitment; minor financial costs	Michaelmas 2021: Investigation to identify fundamental study skills most likely to challenge SEND pupils but necessary for success a/s A-level or IB courses	Skills specifically identified

		Scope on-line support opportunities for delivery/enhancement of the key skills identified	Working Group chair & HoDs	Working Group & IT dept time commitment; minor financial costs	Lent 2022: Scope & outline-planning completed by end of term	Outline plan of on-line support package formulated
		Create package of on-line support materials for pupils to access once GCSE exams are concluded and during the Summer vacation prior to Sixth Form entry	Working Group chair & HoDs	Dept time; minor financial costs	Summer 2022: Actualisation of plans; first on-line tutorials in place for July 2022	Materials in place from June 2022 and fully complete by end of academic year
		Review and refinement of on-line materials and their use by SEND pupils during the Summer vacation of 2022	NMB & Working Group chair	Working Group time commitment; minor financial costs	Michaelmas 2022: Pupils use of materials monitored and their impact evaluated by departments	Report presented to NMB by end of Michaelmas term
Michaelmas 2021 – Michaelmas 2022	Improve teachers' understanding and application of <b>appropriate</b> differentiation for pupils with SEN disabilities	Investigate provision of workshops to discuss the best differentiation strategies for pupils with different learning strengths/weaknesses;	NMB	Time required for workshops; minor financial costs	Michaelmas 2021: A series of workshops involving a range of staff	A series of productive workshops with explicit learning outcomes
		Conclusions of workshops synthesised and presented to HoDs in INSET session a/s Lent term	NMB <i>et al.</i>	Time required to draw material together and prepare INSET session; minor financial costs	Lent 2022: INSET provided to HoDs and cascaded in Dept meetings a/s term	INSET session provided
		Enhance teacher <b>use</b> of appropriate differentiation techniques to support individuals;	HoDs	Minor: slight shift in focus in HoDs' observation of teaching in dept	Lent & Summer 2022: HoDs require all teachers to show evidence in all observed lessons of use of	Lesson observation notes contain appropriate comments and

					appropriate differentiation in favour of SEND pupils. Comment required in written feedback.	evidence proper scrutiny of practice
		Increase emphasis on appropriate, targeted differentiation in departmental development plans (and in departmental reviews)	HoDs	Minor: HoDs' time to include material in their written plan	Summer & Michaelmas 2022: Dept development plans drafted and activated at the start of the new academic year in 2022	Development plans appropriately drafted and emphasised in the Academic Year 2022/23
Michaelmas 2022 & Lent 2023	Improve teachers and tutors' active listening to pupils with specific SEN disabilities and so enhance development of co-operative individual strategies	Provision of active-listening INSET training to support teachers in hearing what their pupils are actually saying about their work and study experiences	NMB	Cost of INSET provider	Michaelmas 2022: Session on active listening in the academic context included in September INSET programme	INSET delivered and of evident utility
		Enhanced appropriateness of target-setting for pupils with added emphasis on flexibilities that take account of teacher/tutor's evolving understanding of the complexities of individuals' SEND experiences.	NMB and SRD with an important link to tutoring?	Minor financial costs; tutor time in preparing and delivering effective discussions	Michaelmas 2022 & Lent 2023: The lessons learnt in September INSET are consciously applied in target-setting conversations with SEND pupils (and in conversations to revise targets)	SEND pupils report that their views are taken into proper account in target-setting exercises
Lent 2022 – Summer 2023	Improve awareness and understanding of emerging digital technologies that potential support to pupils with SEN disabilities and make better use of such technologies	Discussions between IT and SSSD to scope the possibilities for greater use of digital technology in specific support of SEND pupils	KLS	Staff time; financial cost of new technology options identified as	Lent & Summer 2022: A series of conversations setting out specific significant problems encountered by SEND	A good understanding of the potential possibilities of IT for SEND

				potentially useful	pupils and discussing ways in which IT might contribute to their solution	set put in a brief report to NMB
		Workshops provided for individual department by IT (SSSD) setting out the possibilities for SEND presented by new technology	IT Dept/HoDs	IT dept time and time in department meetings	Michaelmas 2022:  Each department has an opportunity to learn what IT can contribute to the support of SEND pupils in their area	Each department formulates a plan setting out how it intends to make better use of IT in SEND teaching
		Improve confident use (by teachers and pupils) of digital technologies supporting pupils with SEN difficulties;	IT Dept/HoDs	IT dept time in providing training and support to teachers; costs of any new technology purchased	Michaelmas 2022 – Summer 2023	Use of digital technology in support of SEND pupils is observed by HODs and in dept reviews