



BRADFIELD COLLEGE

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BRADFIELD COLLEGE  
ACCESSIBILITY PLAN 2025-2028

## **Disability Access Audit**

### **Access to Site and Facilities**

The College is committed to improving access wherever it is reasonably practical 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.

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 accessibility facilities and access.

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.

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.

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.

An external audit was undertaken in 2022 which identified a number of recommendations, and these have included in the action plan.

### **1. Implemented Improvements**

The College's aim is to improve accessibility to its facilities through its programme of new buildings and refurbishments of existing buildings. Since 2006 it has made significant progress towards this aim through the following improvements:

#### **2006 to 2009**

- As part of its refurbishment, Faulkners now has accessible bedrooms, an accessible bathroom, and a lift
- The building of the new Close (completed in September 2006) was done in accordance with the required standards for accessibility. The Close has an accessible 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 an accessible shower next to this bedroom. There is also a lift space, which could be utilised if access is needed on the upper floors

- New accessible toilets for pupils (both boys and girls), with ramped access have been installed by the archway which is the main entrance to the College.
- Stevens House was extended for September 2009, with enhanced accessibility 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 and accessible toilet.
- The Main Car Park has a designated Disabled Driver space. This enables a wheelchair 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 an accessible toilet
- A new Reception was opened in September 2013. Being at the front of a building on the ground floor it is easily accessible and includes an accessible 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 accessible shower and toilet facility that is accessible on the ground floor (the previous accessible shower and toilet is still in place in the basement, accessible by lift). The lift shaft has also been extended 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.
- The reconfiguration and refurbishment of the Stunt Pavilion (Coffee Shop and Social Venue) incorporates level access and an accessible toilet (neither of which were present previously).
- An accessible WC has been added to the Tennis Centre as part of an extension project (previous facilities were in a temporary portacabin 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 accessible 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 accessible 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 accessible 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 in most areas (except an exit which could not be adapted).

#### **2020 to 2021**

- Two disabled parking bays included as part of the formalisation of the AWP car parking
- Music Hall refurbishment – removal of stage gives level access to the stage area (accessed from external side doors). Removable seating included for wheelchairs users.

#### **2022 to 2024**

- Stanley House extension completed in accordance with Part M.
- St Andrew's Church conversion to study centre included platform lifts and ramps to provide access to a significant part of the building, accessible WC included, lower part to reception desk for accessibility, compliance with part M where practicable (Grade II\* listed building). Disabled parking space included.
- New link to Gray School via St Andrew's church now provides step free access to the ground floor rooms in Gray School.

## Audit Action Plan

The action plan below is a summary of the improvements that could be made to the existing site. A detailed tracker for each building will be maintained and the summary below updated on a termly basis.

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
10.2.2	Disabled Parking (physical disabilities)	Audit each accessible bay and ensure it is marked out correctly.	B	Not inhibiting	December 2025	Brian Quinn	
		Mark out a safe walkway in the visitor's car park.	B	Not inhibiting	December 2025	Brian Quinn	
10.2.5	Reception Facilities (hearing impairment and physical disabilities)	Install a portable hearing loop and clearly display the sign.	A	Not inhibiting	Spring 2026	Paul Lock	
10.2.6	External Areas (physical disabilities)	Install further handrails to outside steps where there are more than 3 risings and where needed. All steps with 3 or more risings should have handrails fitted on both sides.	C	Not inhibiting	September 2026	Jason Thomas/Brian Quinn	
10.2.6	External Areas (physical disabilities)	Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the	B	Not inhibiting	September 2027	Jason Thomas/Brian Quinn	

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
		first sign of wear.					
10.2.9	Internal movement – Stairs and Lifts (physical disabilities)	Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps.	C	Not inhibiting	September 2025	Jason Thomas/Brian Quinn	
	Internal movement – Stairs and Lifts (physical disabilities)	Ensure all internal stairs have clear nosings.	A	Not inhibiting	September 2025	Jason Thomas/Brian Quinn	
10.2.10	Accessible Toilets (physical disabilities)	Ensure each accessible toilet is fitted with a flashing alarm for a hearing-impaired person.	A	Not inhibiting	September 2025	Brian Quinn	
		Install coat hooks (at an accessible height) and a shelf for personal belongings in each accessible toilet.	B	Not inhibiting	October 2025	Jason Thomas/Brian Quinn	
		Ensure a good contrast in colour between the fittings and the walls.	B	Not inhibiting	December 2025	Jason Thomas/Brian Quinn	

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
10.2.13	Internal Signage (learning disabilities, e.g. dyslexia)	Review signage and ensure it is all in both uppercase and lowercase lettering.	B	Not inhibiting	Ongoing	Anthony Hough	
10.2.18	Doors (physical & visual disabilities)	Change non-compliant door handles to the D style of handle:	C	Not inhibiting	September 2025	Jason Thomas/ Brian Quinn	
10.2.19	Doors (physical & visual disabilities)	Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:	B	Not inhibiting	September 2026	Jason Thomas/ Brian Quinn	
		Ensure that all classroom doors are fitted with vision panels.	A	Not inhibiting	September 2026	Jason Thomas/ Brian Quinn	
10.2.19	Door frames (physical and visual disabilities)	Door frames to be painted a contrasting colour to walls (to be completed as part of general decoration programme across the College)	A	Not inhibiting	September 2028	Jason Thomas/ Brian Quinn	
10.2.20	Furniture and Teaching Equipment (physical disabilities)	Provide at least 1 high backed chair in the main staff room.	A	Not inhibiting	September 2025	Brian Quinn	

## 2. Refurbishment & development improvements

Project	Accessibility Improvements	Target Date	Ownership	Date Completed
New Health & Wellness Centre	1. New building to replace current Medical Centre and counselling suite, to comply with Part M.	Feb 2026 (TBC)	Anthony Hough	Date TBC,



### Curriculum Accessibility Plan 2025-28

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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 Disability Access 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.
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, this is also noted on the College academic and pastoral dashboards. 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 and/or dashboards is emphasised in Academic Staff Handbook.
  - 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, or using different coloured paper) 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. This is also made clear in the Academic Staff Handbook (republished to all teaching staff annually).
  - 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 Teams messaging/assignments 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, 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.

## Current Need

- **Current Need (figures from June 2025)**

## Pupils:

Year	Pupils	Year	Pupils
Faulkner’s	36	Lower Sixth	61
Shell	60	Upper Sixth	70
Fifth form	67	Current total identified as SEN	294

35% of the population has an identified special educational need.

**Requirement by gender and year:**

<b>SEN Identification</b>	<b>Year Group</b>	<b>Total Number</b>	<b>Boys</b>	<b>Girls</b>
<b>ADHD 127</b>	<b>9</b>	10	6	4
	<b>10</b>	20	10	10
	<b>11</b>	16	10	6
	<b>12</b>	31	18	13
	<b>13</b>	27	20	7
<b>Dyslexia 166</b>	<b>9</b>	18	6	12
	<b>10</b>	35	21	14
	<b>11</b>	33	24	9
	<b>12</b>	31	16	15
	<b>13</b>	35	16	19
<b>SPLD 64</b>	<b>9</b>	5	3	2
	<b>10</b>	11	7	4
	<b>11</b>	14	8	6
	<b>12</b>	13	5	8
	<b>13</b>	14	11	3
<b>Autism 11</b>	<b>9</b>	3	2	1
	<b>10</b>	3	1	2
	<b>11</b>	3	2	1
	<b>12</b>	2	0	2
	<b>13</b>	0	0	0

**Exam Access Arrangements:**

<b>Arrangements</b>	<b>Number of Candidates</b>
Extra time	240
Word processor	199
Prompter	146
Computerized reader	47
Rest breaks	187
Dictation software/spellcheck	9
Separate invigilation	14
Alternative Rooming	1

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

**History: 2022-2025 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, and better access and illustration of this via the Academic Dashboard 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.
- Extensive use of OneNote and other platforms for teaching and learning.
- Introduction of an enhanced programme of reporting including an extended self-evaluation by the student.
- 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.
- Significant expenditure on IT technology and training, in particular around the Microsoft suite of platforms to ensure that the classroom experience is diverse, multi-media and engaging. An extensive programme of INSET associated with the technology was provided – both internally by the ICT Support team and by external agencies as required.
- A move to all prep work being set on Teams Assignments to allow ease and continuity for prep management, particularly for pupils who are less organised. Feedback, reminders, and calendar functions/notifications (to help with deadlines).
- Use of a fleet of College cars to move students with mobility issues around the campus.
- The College has developed its use of audio feedback and instructions. 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.
- Use of AI platforms (Notebook LM) to summarise extensive documents and convert written documents in podcasts to allow for audio learning (INSET Summer 2025).
- 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 support programme in houses where senior Students help those with organisational or academic issues in the lower school.

Period	Target	Strategy	Responsibility	Resource	Timeframe
Summer 2025	Increase teaching staffing in SSSD	Education – growing numbers of pupils with an SEN profile in the College. These numbers also forecast to increase (via Admissions data)	DHA / SENCo	People – medium financial resource	Completed by September 2025. Two teaching appointments made in SSSD for September 2025
Summer 2025	Increase in administrative resource in SSSD	Education – significant increase in administrative demands created by access arrangements and Admissions processes requires more resource.	DHA / SENCo	People – medium financial resource	Completed by September 2025. Two administrative appointments made in SSSD for September 2025
2025-2026	Increase in bespoke teaching staff INSET' around supporting SEND pupils – use of pupil testimonies.	Education – using whole staff training to further embed understanding and strategies.	2M/DHS/ SENCo	Time – small/medium	2025 and 2026 INSET' sessions. April 2025 – academic completed
2025-2026	Increase in bespoke staff INSET' around supporting neurodiverse pupils in the Co-Curricular environment,	Education – using whole staff training to further embed understanding and strategies.	2M/DHCC/SENCo and Talking Therapies Team	Time – small/medium	Planned for January 2026.
2025-2026	Review and consider changes to the programming of learning support for Year 9 (consideration of 1:1 support).	Education – the size and changing needs of our SEND pupils requires us to re-consider our current position and provision for Year 9 pupils.	DHA/SENCo	People – medium / large financial resource.	Academic year 2025-2026

2025-2027	Explore transition opportunities in Year 9 for pupils identified as SEN	Education – consideration of acclimatisation visits for in-coming new pupils with certain profiles. Resourcing considerations required.	Admissions/SENCo	Time – medium resource.	Academic years 2025-2027
2025-2027	Expansion of the physical size of SSSD, to accommodate more space for staff and pupils.	Education – potential expansion into Bradfield Society Offices and/or Flat D.	COO/2M/SENCo	Estates – medium financial resource	Academic years 2025-2027
2025-2027	Neurodiversity Group for Pupils and Staff	Education - inclusive staff and pupil neurodiversity group to act as another voice for these areas of the College	DHA / DHP / SENCo	Time – small/medium	Academic years 2025-2027
2025-2027	Development of structured supervised study programme for select pupils identified as SEN	Provide targeted behavioural and organisational support/oversight to selected pupils identified as SEN with complex profiles that require support above and beyond what is available in general supervised study periods.	DHA/DHP/SENCo	Time- Small/medium  People Small/medium	Academic years 2025-2027