

Design and Access Strategy (Inception to Completion)

Inclusive design places people at the heart of the design process and acknowledges human diversity and difference. It offers choice where a single design solution cannot accommodate everyone's needs and provides for flexibility in use. Above all inclusive design is about the provision of buildings and environments that are safe, convenient, equitable and enjoyable to use by everyone, regardless of their age, ability or gender.

This Access Strategy should be submitted as part of the Planning and Building Regulation Application. The completed document is to be included in the building users/occupiers manual.

Essential information in this document should be repeated on the plans to ensure that contractors adopt the inclusive design principles you have detailed in this statement.

Site	Moorlands Primary School, Reading	TMS Code	E03153
Project Name	1FE Expansion and Refurbishment		
Project Officer	Helen Daymond		
Consultation (Planning/Stage D)	Kim walsgrove	Date	25.01.18
Consultation (Building Control/Stage F)	ACCESS OFFICER TO SIGN	Date	
Consultation (Final Design/Stage J/K):	ACCESS OFFICER TO SIGN	Date	
Revision dates:			

1) Project summary

Summarise the project regarding the access for disabled people and inclusive design principles.

The overall brief of the project is to expand Moorlands Primary School from a two Form of Entry (420 pupils) to a three Form of Entry (630 pupils) school. An additional 30 pupil places are required for September 2019. The School has already taken on 'bulge' classes in 2012 and 2013.

The project seeks to tie in with the level of quality achieved on the projects delivered across previous RBC programmes. The brief has been developed with the school and will draw from similar previous projects from the recent RBC schools expansion programme.

The proposals consist of a number of development zones to facilitate the expansion for teaching and staff accommodation.

Two stand-alone buildings are proposed for the main teaching accommodation. The locations of the new teaching accommodation maintain the existing continuity of year groups moving through the school and are situated near to existing classrooms and playground spaces. The buildings will have level access, with the site benefitting from minimal changes in levels.

It is proposed to utilise off-site construction methods for the two stand-alone teaching blocks. The proposed Key-Stage 2 block is two-storey with the intention to reuse, refurbish and re-clad two existing double-stack modular buildings. The proposed single-storey Key-Stage 1 block is a new off-site construction building.

A single classroom extension, to the front, will allow the three Year R classes to be grouped together and linked internally, with a shared outdoor area, forming part of an overall Early Years external environment.

It is proposed to locate all staff facilities in one area and improve staff accommodation including areas of refurbishment. A new main entrance is proposed to create an entrance lobby, increase the school reception to cater for the increased pupils/ parents, and create a clearly identifiable entrance in an enlarged entrance forecourt. Additional parking is also proposed, including 3no. accessible parking bays.

2) Sources of advice and consultation

Planning Officers, Conservation Officers, Access Officers, historic buildings advisors, highways department.

Evidence of consultation with existing/planned building users.

The extent of input from local Access Groups or local organisations reflecting the views of disabled people.

Please confirm that an equality impact assessment has been carried out in relation to this project and any equality issues identified have been included in the project design.

Advice has been sought from Hampshire County Council's Access Team.

A regular series of meetings are held with the School and RBC client department to agree the brief and develop the proposals. All meetings are minuted.

Pre-planning consultation has been held with RBC Planners.

3) Design standards and guidance -

X	Approved Document M
X	BS8300 (2009)
	BB102 designing for disabled children and children with special educational needs (DFES website)
	BT Countryside for all
	English Heritage easy access to historic buildings/landscapes http://www.english-heritage.org.uk/publications/easy-access-to-historic-buildings/
	Other, please detail below:

4) Pedestrians & cyclists travelling to the site

Describe the accessibility/safety of the journey to the site for pedestrians and cyclists in the local area. What reasonable measures are included within the design to improve this (include people using mobility scooters/ wheelchairs, parents with pushchairs, cycle storage) Critical issues: path widths, surface materials, gradients, dropped kerbs, tactile paving, lighting, safe crossing routes, seating) May need to reference back to Green Travel Plan

The local area is residential, with a good network of footways. The main pedestrian route to the school is along Church End Lane. There are three pedestrian accesses into the site from Church End Lane and from a footpath connecting Church End Lane with Calder Close. There is also a pedestrian route from Teviot Road linking into the footpath between Church End Lane and Calder Close, however this is an 'unmade' path.

Church End Lane, around the school has a 20mph speed limit, with parking restrictions and speed humps. Pedestrian barriers are located outside the school.

There are footpaths both sides of the road and are in generally good condition, with dropped kerbs. Footpaths are at least 2000mm wide (and between 3500mm-4000mm wide around the school). Street lighting is provided. Signage for the school is located on the junction of Church End Lane and The Meadway, to the South.

A Travel Plan will be submitted as part of the Planning Application.

5) Public Transport
Describe the distances and accessibility of routes from bus stops and other major public transport modes to site (consider regularity of public transport services, low-floor buses etc pedestrian routes as (4)) May need to reference back to Green Travel Plan
There are several bus routes within the local areas serving central Reading, including routes along The Meadway, to the South, and Norcot Road, to the North. Bus stops are located within 250m at the junction with The Meadway, and within 450 metres away at the junction with Norcot Road.
6) Vehicle approach & parking
What approach has been taken to parking on site; for staff, visitors etc? Type of gate? If electrical is there audio/visual warning? Describe controls? How many designated parking bays provided for disabled persons. Size of bays? What are the travel distances from these to relevant entrances? How is vehicular traffic versus pedestrian movement managed? Have dropped kerbs been provided? Are there drop-off zones for cars/taxis/mini-buses?
Approximately 16 parking spaces are currently provided on the school site, one of which is accessible; only 5 of these spaces are marked out. Additionally, vehicles park in tandem on a grass area behind this car park, which has limited use, particularly in winter months. The vehicular gates, off Church End Lane are kept open throughout the day. All vehicles, including deliveries, emergency access etc. use this entrance. Parents are not permitted to drop-off or park on the school site. The accessible parking bay is within 10m of the front entrance, which is level. It is proposed to provide a total of 22 formal parking spaces on the school site (bays of size 2.5m x 5m) including 3no. accessible parking spaces adjacent the new proposed entrance. A further 24 spaces are proposed off-site, accessed off the rear of a public park, at the nearby playing fields.
7) Pedestrian approach to the site
Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been considered?
The School serves the local catchment area. Pedestrian approaches are generally from the North and South, and are described under section 4, above.
8) Pedestrian routes within the site
What measures are included within the design to provide safe, independent and dignified access for people with mobility, sensory impairment? Describe widths of paths, passing places, gradients, dropped kerbs and materials used, lighting, seating, signage. Where hazards such as the swing of doors project onto access routes are unavoidable then barrier protection should be provided.
It is not proposed to make any changes to the existing pedestrian entrances, as they all currently have good access and are all separated from vehicles. Level access is provided throughout the school site with no gradients steeper than 1:21. Visitor access remains via Church End Lane, with a footpath within the site to the new front entrance, separated from vehicles with fencing. An enlarged entrance forecourt, with paving, signals the new entrance area.

9) External steps and ramps

Steps: Detail the use of tactile paving (corduroy), step nosing, handrails and rise and going.

Ramps: Detail the use of colour contrast between ramp surface and level landings, gradients, handrails. **Note:** when providing ramped access, complimentary steps are beneficial.

No external steps or ramps are proposed and there are none existing currently. All level changes within new tarmac or paving are dealt with using gradients no greater than 1:21.

10) Landscaping features

External steps to play areas: detail the use of step nosings, handrails, tactile paving, seating, Type of surface, planting, fencing & play areas.

There are a number of landscaping elements as part of the proposals and opportunities will be taken to make improvements to the landscape around the school, to create play spaces, facilitate movement around the school site, improve security, replace diseased and dying trees, and to provide additional parking facilities for cycles, scooters, powered two wheelers and cars.

A variety of surface materials are proposed, appropriate to the context and use, including asphalt, paving and artificial grass. New parking spaces are proposed to be on a porous geocell surface filled with gravel.

The relocation of the nursery and the removal of a small temporary classroom will enable the early years outdoor area to be updated. Small changes to the layout of fencing, gates and paths will improve the security of the area and at the same time allow for the tarmac surface over the roots of existing trees to be replaced by a porous surface of artificial grass.

Areas which suffer from high levels of wear and tear around the edges of paths will be covered with artificial grass and a performance space with associated seating will form a focal point between the buildings on the West side of the school.

11) Main entrances to buildings

Are entrances step-free (level access), if stepped what are the alternative entrances/routes in?
Type of door (minimum clear opening width 1000mm). Door weight (Max 20 Newtons) if this cannot be achieved it should be powered? Thresholds; if unavoidable max height is 15mm. Is a canopy provided over the entrance? Automatic door control options? Barrier matting? Manifestation? Visual contrast?

The new entrance to the school will have level access, and slip-resistant barrier matting flooring in the lobby and will be kept free of tripping hazards.

The new entrance is proposed to have automatic sliding doors with an opening clear width of at least 1000mm. A canopy is proposed over the entrance.

The main door and side screens will be appropriately identified with manifestation at the required dual height, with a combination of light and dark colours to ensure visual contrast in all lighting conditions, both from inside and outside.

12) Security & entry phone systems

Ensure these are accessible to deaf and hard of hearing people and people who cannot speak. Height of control should be easily reached by all. Should be clearly visible to all. Position should be 1400mm clear of leading edge of door.

A door entry system is proposed to be provided. Further details will be developed in the next design stages, and will ensure the requirements of Part M are met.

13) External doors
Provide details of door weights, clear opening through single leaf, automatic door control options, manifestation of glass, door handles, barrier protection. Thresholds as (11). Detail of vision panels.
Single leaf external doors, or a leaf as part of a double door, which are not the main entrance will have a minimum clear width of 825mm. New doors are proposed to be fully glazed to give maximum light, with manifestation as required. The ironmongery will be developed in the next design stages and will contrast in colour with the doors.
14) Lobbies & lobby doors
Detail dimensions of lobby and door details, also barrier matting, lighting/glare.
A large, secure, entrance lobby is proposed, with barrier matting. Further details will be developed in the next design stages.
15) Ironmongery
Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)
The ironmongery will be developed in the next design stages and will ensure the requirements of Part M are met.
16) Reception Area
Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements.
A new reception desk is proposed in the new entrance space. The desk will be developed in the next design stages and will ensure the requirements of Part M are met.
17) Additional spaces i.e. office, kitchen, meeting rooms, prayer rooms etc.
Consider furniture types, chairs, work tops heights, induction loops, colour contrast, rise and fall equipment. Consider hand and feet washing facilities for prayer rooms.
The expansion includes offices, meeting type spaces and a staffroom in the admin extension. These spaces will be considered and developed in the next design stages.
18) Horizontal circulation
Circulation routes around building; corridor widths (pinch points); fire doors; 300mm to leading edge of manual doors, corridor doors – widths and weight.
There are no corridors in the proposed teaching blocks/ extension, only lobby areas serving the classrooms and WC spaces. The admin extension has an enlarged corridor at 1800mm wide serving the office spaces, WC's and staffroom. All manual doors will have 300mm to the leading edge.

19) Internal ramps & steps

How are changes in level on circulation routes and into unique facilities dealt with? Internal ramp surface should contrast visually with level landings. Step nosings should be highlighted. Provision of handrail (if more than 2 steps)?

There are no internal changes in level on circulation routes.

20) Vertical circulation (inc lifts)

Lifts & stairs: handrails, contrasting nosings, rise & going. Any unique facilities not wheelchair accessible? Is there a lift, is it accessible? What size is the lift? Where are call buttons located? Have you considered alternative means of escape for wheelchair users? (see section 24 - Egress)

The Key Stage two block has 2no. existing stairwells, serving general teaching spaces only. The handrails, nosings, rise and goings will meet the requirements of the Building Regs. Further details will be provided in the next design stages.

21) Standard wc's

Provision for ambulant disabled people, larger cubicle, urinal heights, lever taps, colour contrast, door furniture. If the building is extended/altered with WC provision please provide an explanation if it is not to include ambulant cubicles.

WC's with sinks are proposed in the Key Stage one (5no.) and Key Stage two (13no.) teaching blocks. 3no. WC cubicles and wash hand basins are proposed in the Year R extension and 3no. WC's with sinks are proposed in the admin area for staff.

All toilet accommodation will be provided to meet the requirements of Part M.

22) Accessible wc's

Overall provision & location. Please detail dimension of space, layouts, colour contrast, emergency alarms and door furniture. Specialist areas, eg Hygiene Rooms, therapy rooms. If the building is extended/altered with WC provision please provide an explanation if it is not to include a fully accessible toilet. Please note: wheelchair accessible toilets should not be used for baby changing and should be provided in a separate room for all to use. Consider the need for RADAR locks as this will restrict the use of the facility for those who do not have a RADAR key.

An accessible WC is proposed in the Key Stage one block and 2no. accessible WC's proposed in the Key Stage two block, on the ground floor. An accessible WC is also proposed off the new entrance lobby. All will be provided to meet the requirements of Part M.

The Accessible WC's in the teaching blocks, will also double for staff use.

23) Changing place facility

BS:8300 2009 introduced a recommendation for changing place facilities. A changing place facility is a combined toilet, shower and changing room for use of people with complex and multiple disabilities that require the help of 2 assistants. The space needs to be fitted with a fixed track hoist system. Any larger building where the public have access such as major transport terminals, motorway services, sport and leisure facilities, hotels, museums, concert halls, art galleries, stadiums, shopping centres, key buildings within town centres, education establishments and hospitals are all suitable sites. These facilities are not to replace accessible toilets but to be provided in addition.

For more info <http://www.changing-places.org/>

A changing place facility has not been including within this scheme.

24) Egress

Means of escape from upper floors; refuge areas, evac lifts; evacuation chairs, audio visual alarm systems, communication systems.

Management procedures/staff training.

Exits from ground floor.

Emergency exits – explain & detail emergency door release furniture i.e. push bar, thumb turn etc do these visually contrast with door background? (Min 15 points LRV contrast)

A fire strategy plan has been developed and will be incorporated into the Building Manual on completion of the project, to help inform the School develop their management plan. The adopted plan should be developed to include involving the use of Personal Emergency Evacuation Plans (PEEPs) and where required be regularly tested.

There are two stairwells in the Key Stage two teaching block, with a link between the first floor spaces. The first floor provides for general teaching provision only, therefore refuge areas and a lift are not proposed.

Exits from ground floors spaces are either direct to outside, or are within accepted escape distances.

Details of emergency door release furniture will be developed in the next design stages.

25) Acoustics

Induction loops, soundfield systems, PA's, infra-red, passive acoustic treatment. Reverberation in teaching spaces. Sound absorption in corridors, entrance halls and stairwells. (Please refer to BB93 – Acoustic Design of Schools).

An acoustic strategy is being developed in line with BB93 as part of the next design stages.

26) Signage

Follow Sign Design Guide as best practice document. Distinguish between information signs and directional signs. Entrance signage: there needs to be 70 point difference between lettering and board background and 70 point difference between board against wall or surrounding area (BS 8300 2009)

Statutory fire signage will be provided. Any information signage will be developed in the next design stages. All signage will achieve colour contrast.

27) Colour contrast

Door furniture – LRV difference 15 points

Wall to floor LRV difference 30 points

Skirting to wall same LRV

Door and architrave different LRV to wall

Signage – Letters to sign & sign to back ground LRV difference 70 points

Light switches

Please ensure this information is detailed on plans.

Suitable colour contrast will be achieved between doors, walls and frames. Suitable colour contrast will also be achieved between doors and door furniture, signage, and between light switches and walls.

Details of all colours/ LRV will be developed in the next design stages with the school.

28) Local management issues

Building elements needing regular maintenance: e.g. transfer space in wc's, overhead door closers. Are there specific procedures for means of escape: from upper floors, use of portable induction loops, alternative entrances, marking of accessible bays, high level reception desks.

On completion of the project, a Building Manual will be handed over to the School which will detail any requirements for maintenance regimes, technical information on specified products and management strategies.

It is important that this document is completed in conjunction with the Access Team.

A final copy should be sent to the Access Team on submission to Building Control.

accessteam@hants.gov.uk