

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	Blessed Hugh Farringdon	TMS Code	E03174
Project Name	Asperger Resource Base, Expansion		
Project Officer	Chris James		
Consultation (Planning/Stage D)	Shona Forsyth	Date	30/09/16
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 Asperger Resource Base, known as the Base, is a specialist unit that educates students identified with Autism Spectrum Disorder (ASD), at Blessed Hugh Farringdon Catholic School and Sixth Form Centre, Reading. The school is a voluntary aided school in the Catholic Diocese of Portsmouth and caters for 740 secondary pupils and a further 130 Sixth Form pupils. The Base was set up over twenty years ago and operates alongside the mainstream school, within a separate building.

The unit currently serves the needs of 15 full time pupils from Years 7-11 with ASD statements. In addition to the 15 full time pupils there are over 30 further students on the autistic spectrum in the school (diagnosed and undiagnosed) who have access to the Base facility.

The Base is currently the only specialist unit for pupils with ASD within Reading and is operating at full capacity. A need has been identified to increase the capacity of the Base to 30 to cater for additional ASD pupils coming through the primary education system into secondary.

The Base is currently located in a temporary modular building adjacent to the main school. The proposal is to remove the existing Base building and provide a new single storey permanent facility, which will cater for an increased capacity of 30 ASD pupils from Years 7-13 for September 2017 (Capacity based on 4 pupils per year group and 2 spare places). The expansion would be gradual, with the facility being full in 2022.

The project also requires the demolition of the existing Health and Social Care bungalow, whose facilities will be re-provided within the new building, and a relocation of two existing cycle shelters.

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, including research into Aspergers.

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. The main pedestrian routes to the school are along Fawley Road and Aldworth Close, with pedestrian and cycle access also, off the main Bath Road, to the North. Fawley Road and Aldworth Close run either side of the school site and have a 20mph speed limit. Both are no-through roads and terminate in a vehicle turning circle.

There are footpaths both sides of each road and are generally in good condition, with dropped kerbs and are c. 1800mm wide. Street lighting is provided. Signage for the school is located on the junction of Fawley Road and Alworth Close and is proposed to be enhanced as part of the Base project.

The school has a Travel Plan. It has been agreed with RBC Transport Officer that it does not require updating as part of this project.

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 Bath Road, to the North, and Southcote Lane, to the South. Bus stops are located approximately 400 metres away on Bath Road, and 200 metres away at the junction of Fawley 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?
There are 65 marked out car parking spaces and two school mini-bus spaces. The vehicular gates, off Fawley Road, are kept open throughout the day, all vehicles, including deliveries etc. use this entrance. There are no formal markings for disabled bays though an area for parking is allocated for disabled visitors, adjacent a set of double doors, into the school, access to the to the main reception is then c. 51m along a level corridor. An additional 5 parking spaces are proposed as part of the Base expansion and will be located adjacent the vehicular entrance gates. It is not proposed to provide any drop-off areas. Vehicles and pedestrians are kept separate with three pedestrian gates into the school site.
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, although pupils for the Base may come from a wider catchment area. Pedestrian approaches are from the North and South, and described 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.
Access to the Base for pupils is via a dedicated pedestrian entrance off Fawley Road. This is open at the beginning and end of the day for drop-off and pick-up. The existing gates will be replaced with a new set of double gates, slightly further North along Fawley Road, due to the location of the proposed building. A new area of hardstanding around the new building provides level access to the entrance door, c. 30m from the pedestrian gate. All gradients are shallower than 1:21. Visitors to the Base would come in via the main school entrance, off Aldworth Close. Level access is provided to the main reception. Access to the Base is then via an internal level route, c. 94m, and across the new hardstanding to the entrance door, c. 24m. The main pedestrian route to the school entrance remains as existing.

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. All level changes within new tarmac are dealt with using gradients no greater than 1:20.

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.

External works surrounding the Base will provide external play and learning spaces, and include a raised pond and planters, a learning space with a trellis, loose tables and chairs, and a seating area with potential water feature and an artboard/ mosaic feature.

The project incorporates the usual standard types of paving for school projects. Slab paving is located under the canopy, along the Eastern side of the Base building, signalling the entrance to the Base and the learning space. An area of artificial grass is proposed to the seating area. The remaining area is laid to asphalt.

Areas of soft landscaping are proposed along the boundary to enhance the space, provide privacy and help soften the building from the road view and to also deal with level differences along the Aldworth Close boundary. Soft landscaping is also proposed along the edge of the existing school buildings, to enhance and soften the building edges, and to also signal the 'entrance' into the Base's external space.

Existing fencing and gates are proposed to be relocated.

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 Base has level access, and slip-resistant barrier matting flooring in the lobby and will be kept free of tripping hazards.

The new entrance has a single-leaf, manually operated door, with a clear width of 1000mm.
A canopy is provided over the entrance and extends along to other external doors in this elevation.

The glazed door 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 not proposed to be provided, as all visitors to the Base will come in via the main school entrance and escorted.

Provision for a future intercom system from the pedestrian gate to the new office will be included.
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.
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 lobby is proposed, with barrier matting. The function of the lobby is to provide storage for coats/bags and act as an acoustic and draft barrier to the main open-plan dining and social space.
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.
No new reception area is proposed as part of this project.
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 Base building includes office/ meeting type spaces, a kitchen/life skills space and changing rooms.
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 new Base building, all rooms/spaces are accessed off the central open-plan social and dining space. The WC's and changing rooms are accessed off the central space via an opening of 1600mm width, leading onto a larger lobby-type space, including locker provision.
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 new Base building is single storey and therefore has no vertical circulation.
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.
Three individual WC's with sinks are proposed, two for male pupils and one for female pupils. 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 alongside the three standard WC's and will be provided to meet the requirements of Part M. This WC will also double for staff.
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.

Exits from the Base are off the central social and dining space, as well as the entrance door, and directly from the Health and Social Care classroom. 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.

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