Design and Access Strategy
(From 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 Statement form 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:	Riverside Community Special School		
Project Name:	Modular Double Classroom		
Project Officer:	Andy Withers		

Consultation (Planning): Access Officer:		Date	
Consultation (Building Control): Access Officer:		Date	
Consultation (Detailed Design): Access Officer:		Date	
Revision dates:			

(1) Project summary

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

Hampshire County Council is providing additional classroom spaces in the form of a modular temporary building to meet the authority's statutory responsibility to provide school places. The building will be required for approximately 7 years.

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.

Headteacher and Children's Services.
Access Team: Kim Walsgrove/Rhodri Dean/Shona Forsyth

3) Design standards and guidance -

Y	Approved Documents K & M:
Y	BS8300 (2009)
Y	BB102 designing for disabled children and children with special educational needs (DFES website)

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

No change to the existing - this site is existing and the school travel plan should be consulted.

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
No change to the existing - this site is existing and the school travel plan should be consulted.

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?
The school currently has parking for 48 number cars, including 1 number disabled space. 3 additional car parking spaces will be added as part of this project. These will be accessed from the existing car park Pedestrian and vehicular movement on site is managed at present and any changes will be risk assessed.

7) Pedestrian approach to the site
Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been considered?
No change to the existing.

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.
A pedestrian pathway will be created to link the new classroom to the existing pathways within the school site. The path will be at least 1800mm wide, constructed of Tiger-Mulch and provide level access to the main entrance and from the fire exits of the new modular building. The the existing strategy for lighting on site will be extended to give appropriate lighting to the modular building, wall mounted lighting is provided at the building entrance.

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.
There will be level access to the front entrance and one of the fire exits of the modular building. The second fire escape to the modular building will have a ramp that connects to the existing pathway. The ramp will be 1500mm wide with circular edged handrails terminating 300mm beyond the bottom of the ramp. The ramp will have a maximum gradient of 1:15 and will have a level access platform outside each external door which is 1500mm x 1500mm. The ramps surface will have an anti-slip coating with contrasting edging denoting the perimeter of the ramp. The landing at the top will be 1200mm clear of any door swings and will be flush with the finished floor level of the building.

The ramp will be fully compliant with the requirements of Approved documents K and M as appropriate and will provide level access to all external doors. All purchased buildings will have BS8300 compliant metal ramps.

The new unit will have external lights to enhance visibility to the building for the building users.

10) Building Entrance
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?

A level threshold will provide the approach to the main entrance of the new building.

All external door frames and leaf will have LRV values a minimum difference of 30 points to the immediate surroundings.

The main principle door width is 960mm. This is less than the recommended clear opening in ADM. The modular will not be accessed by the general public as it purely for teaching and still gives a reasonable clear opening for any disabled pupils or staff

The opening force of the doors will not exceed 30N from the closed position to 30 degrees open, and 22.5N from 30 to 60 degrees open.

The entrance doors will incorporate vision panels which provide a minimum clear zone of visibility between 500 and 1500mm above floor level. Door furniture will have LRV values that will contrast by at least 15 points.

The doors will be located so that there is a space no less than 300mm next to the leading edge on the pull side of the door.

For buildings occupied by children in Key Stages 1 & 2, finger guards in accordance with BS7036 (Part 4:7.1) will be fitted to all doors.

The external doors will not be powered.

Barrier matting will be provided in the lobby with a minimum of 30 LRV points difference to its surrounding walls.

11) External doors other than the entrance (inc Emergency Exit 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.

All other external doors will be fire exit doors with a clear opening in excess of 825mm. Door frames and leaves will have LRV values a minimum difference of 30 points to the immediate surrounding wall. Door furniture will have LRV values that contrast by at least 15 points.

The opening force of the doors will not exceed 30N from the closed position to 30 degrees open, and 22.5N from 30 to 60 degrees open.

The doors will be located so that there is a space no less than 300mm next to the leading edge on the pull side of the door.

Platforms will provide a level threshold to the building.

For buildings occupied by children in Key Stages 1 & 2, finger guards in accordance with BS7036 (Part 4:7.1)

will be fitted to all doors.

The external fire escape doors will not be powered.

12) Ironmongery
Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)
Where required all lever door furniture will be fitted at 900mm. Lever handle profiles will be closed style 'D' handles which comply with BS8300:2009 fig 15. All handles to have a circular profile, brushed satin stainless finish and be 19mm diameter. The door furniture will have an LRV contrast of at least 15 points to the door itself.
13) Additional spaces i.e. office, kitchen, meeting rooms etc.
Consider furniture types, chairs, work tops heights, induction loops, colour contrast, rise and fall equipment.
Classrooms will be equipped (by others) with furniture suitable for the pupils and staff using the rooms. All furniture will incorporate a 30 point LRV contrast with floor finishes as far as this is practical. Slip resistant vinyl floors will be fitted to the "wet" area which will comprise of a stainless steel sink and drainer on a base unit with one open shelf beneath. The taps to the sinks will have long levers to assist use by people with limited dexterity or grip. Worktop heights will vary depending on the age of the users as follows: Key Stage 1 700mm Key Stage 2 800mm Key Stage 3 & adult 900mm (with knee recess under drainer for adult users)
14) Horizontal circulation
Circulation routes around building; corridor widths (pinch points); fire doors; 300mm to leading edge of manual doors, corridor doors – widths and weight.
Doors in general use will: a. provide a minimum effective clear opening width of 800mm (or 825mm off a 1200mm wide access route). Opening widths will take account of projecting door furniture on the push side of the door where the door cannot open beyond 90 degrees and; b. have 300mm clear manoeuvring space adjacent the pull side of the door to allow for wheelchair users and those with a stick or cane to manoeuvre as they open a door towards them; All internal doors which are fitted with self closers will be fitted so as to achieve a max opening force of 30N from closed to 30 degrees open and 22.5N from 30 to 60 degrees of the opening cycle. All internal doors in general use will have vision panels fitted towards the leading edge of the door. Vision panels will provide a minimum clear zone of visibility of between 500 and 1500mm above floor level. For buildings occupied by children in Key Stages 1 & 2, finger guards in accordance with BS7036 (Part 4:7.1) will be fitted to all doors.
15) WC Facilities
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.
Fittings including taps, privacy bolts, toilet paper dispensers etc will be suitable for use by people with limited dexterity. The toilet pan height will vary depending on the ages of the buildings users as follows:

Nursery	305mm	*cubicle doors to be half height
Key Stage 1	355mm	
Key Stage 2 & above	400mm	

A minimum of 30 points LRV difference will be provided between the walls and the fitting, finishes and sanitary ware within all toilet areas.

The wheelchair accessible WC facility will comply with Approved Document M specifications including cubicle size, layout and visual contrast.

16) 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).

The recommendations in Building Bulletin 93 will be followed to reduce noise from both outside the building and from other spaces within the building.

17) 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)

Non- statutory signage will be designed to comply with the recommendations of the Sign Design Guide.

18) Visual Contrast

Building Regs + HCC Requirements

Surface 1	*LRV difference*	*Surface 2*
External door frame / architrave	30	External wall
External door	15	Door furniture
Internal door	15	Door furniture
Internal wall	30	Door frame/architrave
Internal wall	30	Carpet/vinyl/barrier matting
Internal wall	0 or similar	Skirting
Internal wall	30	Light or power switch
Internal wall	30	WC fittings/sanitaryware
Internal wall	70	Signs
Lettering/pictograms	70	Sign background colour

NB:

Light switches, sockets and other controls should only have a LRV contrast of at least 30 points in areas where adult members of the public are expected to operate switches or sockets.

Internal walls should be the same colour (or similar) as the skirting except in toilet areas where vinyl flooring has a coved skirting where it can then be omitted.

19) 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.

n/a