

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	Emsworth Primary School, Emsworth	TMS Code	P11226
Project Name	Emsworth Primary School		
Project Officer	Anthony Hobbs		
Consultation (Planning/Stage D)	Shona Forsyth	Date	16/09/2016
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 project comprises a new 0.5FE (Form of Entry) Primary School extension to an existing 1.5FE Primary School, creating an additional 60 places. The existing primary school is located on a brownfield site within an existing residential housing area of North Emsworth. The proposed extension comprises a new single storey two classroom extension with a supporting shared teaching space.

The proposal includes for internal refurbishment: The existing staffroom to become a new classroom, the existing SEN teaching area to become the new staffroom and the conversion of the existing Children Centre into the new SEN teaching area. 2no. existing offices/stores into SEN group rooms. 2no. Pupil Toilets and 2no. relocated staff toilets will be provided within the existing primary school.

The external areas: An extension to the existing car park by 8no. car parking bays (inc. 1 Accessible bay). Widening of the existing 2no.accessible parking bays to HCC standards. A new improved pedestrian access by moving the fence line to the SEN play area, to alleviate the inherent health and safety issue of walking on the road at the front of the site. A new pedestrian footpath from new car park, with crossing point to lead to the main entrance to the front of the existing primary school. An extension to the footpath to the Yr R drop-off is proposed for improved parent waiting. An extension of the hard-play courts and new provision for hard informal play areas.

All aspects of the proposed site and building design have been developed from a best practice approach. Also to address existing conditions to provide level threshold connectivity between the existing and new build elements to comply with Building Regulations Part M.

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.

Through the design development stage, consultation has been made with HCC Planning Officers, HCC Highway Officers, HCC Property Services Technical team and HCC Landscape team.

Senior officers from HCC Children's Services have met with the design team, the school Governors and head teacher to agree the project brief and provide feedback on design development.

An equality Impact assessment has been carried out on the proposed extension.

3) Design standards and guidance -

☐ Approved Document M

☐ BS8300 (2009)

BB102 designing for disabled children and children with special educational needs (DFES website)

☐ School inclusion design brief <http://www3.hants.gov.uk/pbr-propertyprocedures-access>

BT Countryside for all

Other, please detail below:
BB103 Design and Area Guidance for schools.

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

A safe network of dedicated cycle routes and pavements/footpaths are located within the existing residential area and school travel zones. The proposed development aims to improve the existing conditions of pedestrian access to the school.

The site will be accessible for pedestrians from the East, South and West of the school via Victoria Road and the existing Public Right of way, to the southern boundary of the site. Access points will be as existing from the East from Victoria Road, with an electronically controlled Gate being installed to ensure security of the main entrance. An extended footpath is proposed to the SEN group areas to improve the existing access conditions and reduce the risk of pupils crossing carpark areas.

The school main entrance fronts the main vehicular routes into the development site. A new pedestrian crossing is proposed from the south pedestrian footpath to the main entrance. A bus stop is currently positioned in close proximity to the school site.

Havant Borough Council are undertaking highways and signage improvements outside of the school boundary. This is to include improved highways to the school entrance with a table top access point and school signage. Lighting provisions are proposed to the Public right of way under the nearby subway link.

Drop-off and collection locations will be as the existing school condition and parents will be encouraged to combine journeys, cycle to school and walk within 1km of the school. Given the distances and network of foot and cycle paths car journeys to and from school are expected to be low to these areas. Additional new cycle and scooter storage parking is included as part of the proposed development. The site is relatively flat and accessible.

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

HCC Highways consultants have prepared a Transport Assessment in support of the planning application for the proposed development. Details of proposed bus routes are detailed within HCC Transport Assessment Report.

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 existing school has 25 staff plus 2 accessible bays. The new build will provide for 6no. additional Parking bays for the use of staff on site, which includes 1no. additional accessible bay. The total parking allowance will have 35 staff parking bays, inclusive of 3no. designated accessible parking bays. The 3no spaces for ambulant disabled could be used by visitors subject to appropriate management by the school. The existing 2no accessible bays will be remarked out to appropriate dimensions of 2.5m wide by 4.8m long with a 1.2m transfer margin at the rear and side. Dropped kerbs will be provided at the head of the hatched areas to allow easy access to the footpath.

Informal pick up/ drop off of disabled school children close to the entrance as existing condition, or within the accessible parking bays. Parking is located within 50 metres of the main entrance to the school building.

Pedestrian entrances to the site are separated from the vehicle areas for health and safety reasons. New footpath extension to the front entrance and a widening of the path to the pupil drop off adjacent to the Yr R play area. An improved Footpath from the cycle stores to the main entrance is proposed to reduce the existing risk of vehicular and pedestrians crossing.

A new electronic vehicular/pedestrian gate will be provided with controls linked to the main reception with audio/visual warning.

7) Pedestrian approach to the site

Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been considered?

It is anticipated that the majority of pupils will come from this local area. The site is accessed via an existing Public Right of Way, located to the south of the site with gated access points to the west, south and east of the site. The main access is from Victoria Road for both pedestrian and vehicular access.

Havant Borough Council are undertaking highways improvement to the main entrance of the site to Victoria Road with a new table top access point and new school signage.

Existing school ahead signage and crossing patrols are currently provided in line with best practice. Dropped kerbs and crossing points within the residential area exist. New dropped kerbs have been incorporated in the proposed extended carpark as agreed with the HCC Highway Officer.

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.

Paths around the site will have a minimum width of 1.8m and these will all be set at gentle gradients where there is a change in level. Surfaces will contrast where a distinction of use is required, for example between footpaths and extended car park. Surfacing will also be mute in colour to reduce reflectivity and glare.

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.

Corduroy tactile paving will be provided to the top and bottom of the steps where required. If a ramps has a steeper gradient than 1:20 a handrail will be provided to both sides with a contrasting surface to the sloped

area.
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.
Proposed new seating will be located so as to provide places of rest, assembly and social discourse. They will also be positioned to help define and protect particular areas, such as planting beds, play areas and mature trees within the informal play areas, screening to the building and extended play areas/parent waiting to the north of the proposed teaching block. Outdoor teaching environments are encouraged underneath the extended canopy of the proposed teaching block.
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?
A new entrance canopy extends over the new classroom block entrance lobby and provides a protected educational area for pupils. Entry in to the classroom block is via a double glazed door as existing condition. These will be designed to provide a nominal 1500 wide clear opening. Manifestation will be provided to the glazing along the façade of the proposed building including the entrance doors and side glazing panels. Barrier matting will be specified to avoid limiting manoeuvrability for wheelchair users. Visual contrast between external walls and glazing/door systems will be provided as existing.
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.
Access into the site via Victoria Road will be via an electronic gated system. Communications will be via an audio/visual intercom link which is controlled from the main reception. Access from the Public Right of Way to the site is available via manual operated gates that are managed and locked by the caretaker.
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.
External classroom and lobby doors are all to be metal framed and fully glazed. These will be pivoting type with an integral overhead closer and anti finger trap stile. The closer will be calibrated to be within the opening pressures specified in BS 8300 and Part M of the Approved documents. Visual contrast will be made between door, frame and ironmongery.
Where doors are fully glazed, manifestation will be provided in line with BS 8300 and Part M of the Approved documents. Achieve LRV contrast between doors and their surroundings. Substantially glazed doors and glazed screens should have manifestation provided at two heights (850-1000mm, and 1400-1600mm affl). Manifestation should be in solid colours with manifestation on the door (e.g. school logo) more prominent to help distinguish the door from the adjacent glazed screen.
Thresholds will be level and where exposed be protected by heel guard slot drains.
14) Lobbies & lobby doors
Detail dimensions of lobby and door details, also barrier matting, lighting/glare.
See description under item 11.
15) Ironmongery
Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)
For reasons of durability door furniture is to be brushed stainless steel. Pull handles will have through fixings and be used for doors which do not require a latch. Depending on their application these will be either

straight or cranked and contrast with the door to which they are fixed. Door furniture will be fixed at standard heights.

Door handles to be in compliance with Approved document M and BS8300:2009 requirements and that the handles can be operated with a closed fist, and that they have a contrast with the door.

16) Reception Area

Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements.

As existing. No works being undertaken to the reception area.

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.

Additional specialist SEN rooms will be designed to the relevant standards and in close consultation with Children's Services.

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.

Corridor widths are generally 1.8m clear. Corridor doors will generally be held open with automatic release devices so they will not need to be opened on a daily basis by staff and pupils.

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)?

The site is generally level, with a gentle slope which gradually slopes downward in a southern direction from the building level position. The internal accommodation is all arranged on a single level.

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 the call buttons located? Have you considered alternative means of escape for wheelchair users? (see section 24 - Egress)

There are no lift or stair requirements within the existing or proposed school buildings.

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.

All WC's/AWC are in close proximity to all the classrooms.

22) Accessible wc's

Overall provision & location. Please detail dimension of space, layouts, colour contrast, emergency alarms, door furniture. Specialist areas, e.g. 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.

2no. existing AWC and a Hygiene room is available within the existing building. An accessible WC is located to the SEN room entrance for out of hours/after school/ breakfast club usage.

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 who 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/
An existing hygiene room is available within the existing building. An additional hygiene room is not to be provided as part of the Children Services brief.
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)
All exits to have flush thresholds and safe accessible routes externally. Details of escape door ironmongery etc. to be developed during the detailed design stage. New classrooms and corridor doors to be provided with appropriate fire escape ironmongery as required.
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).
Consideration to be given to providing a mobile hearing loop. Note that anticipated flexible use of spaces may compromise the effectiveness of a fixed system. Teaching facilities and all circulation spaces will receive acoustic treatment as BB93.
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)
To be developed during the detailed design stage.
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.
To be developed during the detailed design stage.
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.
To be discussed with Children's Services Client for the project development and reviewed by the school's management team.

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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