

Design and Access Statement (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:	Riders Infant School Kingsclere Avenue Havant Hampshire PO9 4RY	VALID APPLICATION 17 JUN 2013
Project Name:	Provision of Modular Building.	COUNTY PLANNING HAMPSHIRE COUNTY COUNCIL
Project Officer:	Duncan Cumming	
Consultation (Planning): Access Officer:	NOT YET COMPLETED	Date
Consultation (Building Control): Access Officer:	NOT YET COMPLETED	Date
Consultation (Detailed Design): Access Officer:	NOT YET COMPLETED	Date
Revision dates:		

(1) Project summary

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

Hampshire County Council are proposing to provide a new pre-school nursery modular building within the boundary of the School. An area is to be cleared on an unused section of school land to accommodate the new building. The modular building is pre-fabricated and manufactured off site and complies with current building regulations.

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.

Several meetings have been held with the school, head teacher, school governors, children's services and representatives of the School.

Access Team: Kim Walsgrove/Shona Forsyth

3) Design standards and guidance -

	Approved Document M:
	BS8300 (2009)
	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
The pre-school nursery is being sited in a location which will have access directly onto the pre-school playing surface and will be accessed from a new 1800mm wide tarmac pathway.
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 current school travel arrangements remain unchanged.
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 is no change to the existing arrangements. There are no plans to amend or change the existing approach to the site at this time. There is parking on site for staff and visitors.
Pedestrian and vehicular movement on site is managed at present by the school and any changes will be risk assessed where there is a need.
7) Pedestrian approach to the site
Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been considered?
There are no plans to amend or change the overall existing approach to the school site at this time. Pedestrian entry to the site is as existing, level access and clear signage will be provided where appropriate. Dropped kerbs will be applied where appropriate.
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.
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. Dropped kerbs will be installed as necessary and footpath gradients although existing will be 1:21 or less. Where there is a level change that cannot be overcome though a shallow gradient footpath steps will be provided.
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.
Access to the modular building is by steps and ramps to comply with current building regulations and DDA compliant, handrails will have a colour contrast as will the step nosing's. Steps - minimum width 1200mm wide, rise 150-170mm, going 280-425mm, circular handrail to both sides, terminating 300mm horizontally beyond the top and bottom of the steps. Contrasting nosings will be provided to the steps 55mm wide to the rise and going. Ramps - the surface width between walls, up stands or kerbs will not be less than 1500mm as in accordance with part M. Landings at the foot and head of the ramp will be at least the width of the ramp and no less than 1500mm

long clear of any door swing. (Part M 1200mm).

Intermediate landings will be 1500mm long as in accordance with part M.

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

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.

Fencing and access gates will be erected to divide the pre-school nursery and the school site.

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?

There is level access to the main school provided either by the main entrance or by an alternative accessible entrance. This is an existing situation and outside the remit of this project.

The main and rear entrances to the modular building via steps and ramps as described in 9 External steps and ramps. The entrance door will have a clear width of at least 1000mm.

The main and rear entrance doors will operate manually with an opening force of 30 Newton's or less.

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.

Not applicable to this project.

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.

Door weights as section 13, the finish and style of all handles types will comply to part M building regulations.

14) Lobbies & lobby doors

Detail dimensions of lobby and door details, also barrier matting, lighting/glare.

The entrance lobby will have barrier matting with no mat well, a suitable transition strip will be fixed between the barrier matting and the carpets to avoid the risk of trip hazards.

15) Ironmongery

Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)

Height, finish and style of all handle types to internal doors will comply with part M of the building regulations.

16) Reception Area

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

The reception area has a low level counter to accommodate disabled users which allows for knee space, seating arrangements have been considered in the overall strategy for the building.

17) Additional spaces i.e. office, kitchen, meeting rooms etc.

Consider furniture types, chairs, work tops heights, induction loops, colour contrast, rise and fall equipment.

Not applicable for this project.

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.

The layout of the modular building is a standard pattern with circulation minimal and mostly leading into main teaching areas and toilet provisions.

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 changes of levels within the unit.
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)
Not applicable for this project.
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.
There is a provision within the standard design for the inclusion of wc's including a disabled wc's this particular unit will be provided with 3no 14" wc's and 2no 12" wc's.
22) Accessible wc's
Overall provision & location. Please detail dimension of space, layouts, colour contrast, emergency alarms, 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.
The design of the building has be adapted for the use of ambulant, disabled persons as well as standard layouts. All pupils will be supervised by an adult, the disabled WC suite is designed to meet DDA and Part M building regulations.
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/
It is not proposed to provide a changing facility for this project.
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)
The entrance door is a designated fire route and emergency escape, the assembly is as per the existing arrangements. The two side doors are also a fire escape route and comply to current building regulations.
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).
Not applicable for this project.
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 signage is provided.

27) Colour contrast

Door furniture – LRV difference 15 points: Grey external door with silver handle, beech veneer internal doors with blue handles.

Wall to floor LRV difference 30 points: Cream walls and dark carpets and vinyl.

Skirting to wall same LRV: Blue skirting and cream walls.

Door and architrave different LRV to wall: Beech veneer doors with blue architrave

Signage – Letters to sign & sign to back ground LRV difference 70 points: N/A

Light switches: White on cream

Please ensure this information is detailed on plans.

Colours to the walls are proposed to be an off-white, doors, floor coverings and door coverings will provide a suitable contrast to conform with BS 8300;2009.

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 to the end user which will detail any requirements for maintenance to include technical literature on specified products. A training provision for the end users will be provided.

Transport Information Checklist for new Education Applications

Information required to support the planning applications for the installation of Modular classrooms

School Application	Info required.	Notes to aid filling in the information
New School / School Extensions > 500 sqm		The school should provide information on the cream sections of the form. For the majority of questions, this will simply mean recordign responses within the @info Required column. The Travel plan should be attached as a PDF or Word Document. If this is not available please state this (Children's Services will provide a generic statement for the Planning Dept).
Transport Assessment / Transport Statement (in line with DfT 'Guidance on Transport Assessment')		
Minor School Applications < 500sqm		
Existing Conditions : Before the installation fo the Modular building		
Location of School (with plan)		If the school does not have a plan this can be provided by the Modular building Team.
Plan showing catchment area of school		School to provide Catchment plan as PDF or word document.
Number of staff (FT / PT)		13 Full Time and 34 Part Time
Number of pupils		175
Number of classrooms / teaching spaces		6 Classrooms and 4 Teaching Spaces
Number of car parking spaces for staff		40
Number of car parking spaces for visitors / parents		2 Disabled and 13 Car Park Spaces
Number of cycle parking spaces		5
Current school times / term-dates		9.00am-3.00pm - 3/9/12-21/12/12 (Autumn) - 7/1/13-28/4/13 (Spring) - 15/4/13-23/7/13 (Summer)
Percentage of existing staff travelling by car / walking / cycling / bus (Information from the Travel Plan)		90% Car - 5% Walk - 5% Cycle
Percentage of existing pupils travelling by car / walking / cycling / bus (Information from the Travel Plan)		75% Walk - 20% Car - 5% Cycle
Existing Public Transport provision		Buses
Existing access to walking and cycling facilities		Two main pathways into the two schools
Any known access or transport issues in the vicinity of the school		Conjestion outside main gate at peak times
Extent of any community use of school buildings		4 communuity groups use the school in the evenings

Future Conditions : After the installation of the Modular Building		
Number of new staff (FT / PT)		15 Full Time and 39 Part Time
Number of new pupils		30
Number of new classrooms / teaching spaces		1 Temporary Block for Phoenix Pre-School
Number of new car parking spaces for staff		n/a
Number of new car parking spaces for visitors / parents		n/a
Number of new cycle parking spaces		n/a
Traffic impacts during construction (incl arrangements for managing construction traffic, parking, turning areas)		These plans will be provided by the Modular Building Team
Plan showing extent of any works (identifying any impact on highway)		These plans will be provided by the Modular Building Team
Copy of the school Travel Plan to be attached.		School to provide Travel plan as PDF or word document.