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## 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:                                            | Emsworth Primary School, Emsworth | TMS Code: | PO9163   |
| Project Name:                                    | Two Classroom Extension           |           |          |
| Project Officer:                                 | Claire Cockburn                   |           |          |
| Consultation (Planning): Access Officer:         | Kim Walsgrove                     | Date      | 13/12/12 |
| 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.

The school is located on a level site in Emsworth. The site is bound to the north by a railway track, to the south & west by residential properties and to the east by allotments. Emsworth is currently a 1FE Primary School with a capacity of 210 pupils and it is being expanded to a 1.5FE, with a capacity of 315. Two new classrooms are being added to the east wing of the school, which will cater for Reception & KS1. These will connect to the existing classrooms via sliding/folding partitions. There is in addition some internal re-organisation to create a new library.

The original school was designed as a 2FE Mark 2A Scola Junior School. It has subsequently been extended and internally re-organised. The existing entrance is very obvious at the front of the school and has level access with dropped kerbs. The pedestrian footpath and car park routes are safely defined. Disabled visitors may enter the school and the extension and alterations have been designed with these visitors in mind.

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### 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.**

This access statement has been prepared in consultation with a Hampshire County Council Access Officer.



### 3) Design standards and guidance -

|     |                                                                                                                                                                                                                                                   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes | Approved Document M                                                                                                                                                                                                                               |
| Yes | BS8300 (2009)                                                                                                                                                                                                                                     |
| Yes | BB102 designing for disabled children and children with special educational needs (DFES website)                                                                                                                                                  |
| No  | School inclusion design brief <a href="http://www3.hants.gov.uk/pbr-propertyprocedures-access">http://www3.hants.gov.uk/pbr-propertyprocedures-access</a>                                                                                         |
| No  | BT Countryside for all                                                                                                                                                                                                                            |
| No  | English Heritage easy access to historic buildings/landscapes <a href="http://www.english-heritage.org.uk/publications/easy-access-to-historic-buildings/">http://www.english-heritage.org.uk/publications/easy-access-to-historic-buildings/</a> |
|     | 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

This is an existing property and the proposed extension will not change the current arrangements. The schools Travel Plan is being updated as a part of this 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

This is an existing property and the proposed extension will not change the current arrangements.

### 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?

This is an existing property will not change the current arrangements. Despite the increase in pupil/staff numbers, there will not be any increase in car parking as there are already more than are required including the extension from BB99.

There is a designated disabled bay approximately 23m away from the main entrance, on the level with dropped kerbs.

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**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.

**14) Lobbies & lobby doors**

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

**15) Ironmongery**

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

**16) Reception Area**

Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements. Reception area is to remain as existing.

Consider furniture types, chairs, work tops heights, induction loops, colour contrast, rise and fall equipment. Consider hand and feet washing facilities for prayer rooms.

In addition to the classrooms, it is proposed to create a new open plan library area at the heart of the school by removing partitions to stores.

**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.

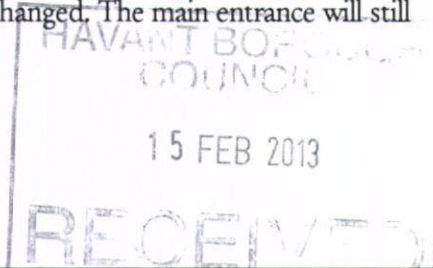
The proposed extension will occur off an existing circulation route. The new corridor will be approx 5metres wide. In addition it is proposed to have sliding/folding partitions between the existing classrooms and the new ones to facilitate free flow.

It is proposed that the doors to the new rooms will give a minimum clear opening width of 850mm( 1010mm openings and 926mm doors) This will facilitate a visitor wheelchair turning off the corridor. Door weights and closers will require a max 20 N force to operate. There is 300mm to the leading edge of all doors.

#### 7) Pedestrian approach to the site

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

This is an existing property and the proposed extension will not change the current arrangements. There are various manual pedestrian gates into the school site and this will not be changed. The main entrance will still be accessible along a path with a gradient less than 1 in 21.



#### 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.

This is an existing property and the proposed extension will not change current arrangements. The new extension will be accessed externally via level access from the play court with gradients no less than 1:21. The extension will have level access internally to existing ground floor spaces.

#### 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 are no external steps proposed as part of this project. A new paved terrace with gradient in excess of 1 in 21 will be constructed to give level access to all the new external doors on the south side. This deals with a change in level of approximately 250mm between the floor level of the extension and the existing level of the playground. Doors to the north and main exit doors to the east have level access.

#### 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.

It is proposed to fence off a new area of the playground for reception play and in this area to place a shed for storage of outdoor toys. To the south side, a terrace with planted banks deals with a change in level of approximately 250mm.

#### 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?

No new main entrances on this project. All new external entrances are step free as above.

#### 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.

The school has an existing entry system. There are no plans to change this as part of this project.

#### 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 in level on the proposed horizontal circulation routes. The level access in the school will be maintained.

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#### 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)

No stairs, ramps or lifts are proposed as part of this project and there are no unique facilities which will not be wheelchair accessible.

#### 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.

#### 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 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.

#### 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/>



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**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 extension is single storey with all spaces located at ground floor level. The proposals will also undergo a fire review to ensure compliance for escape in relation to existing locations and distances to a final exit. This information will be communicated to the school. In addition, the school will have management procedures in place to escort disabled visitors out in emergency via level thresholds to safety outside.

**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).

**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)

Signage will comply with the above and be confirmed in due course.

**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.

**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.

**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](mailto:accessteam@hants.gov.uk)

