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:	Parsonage Farm Nursery & Infant	TMS Code:	E1569
Project Name:	Community Room Extension		
Project Officer:	Steve Mathews		

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.

Proposed Community Room Extension (with associated WC and storage facilities) built at the 'entrance' to the existing Nursery and Infant School. The room is a collaboration between Hampshire County Council and Rushmoor Borough Council to benefit local users and the school. The room aims to be open and inclusive to all users.

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.

Sitting and access are from established routes and methods. Consultation with Access officer arranged. Location agreed between Hampshire County Council and Rushmoor Borough Council with associated Councillors.

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/property-project-procedures/property-project-procedures-practicenotes/pbr-propertyprocedures-access.htm

	BT Countryside for all
	English Heritage easy access to historic buildings/landscapes http://www.english-heritage.org.uk/upload/pdf/EAHL_tagged.pdf
	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
As the proposal is an extension it will utilise the existing access provision at the school. There are existing paths and level access into the existing school and main entrance, however the proposal will improve some surfaces and allow a sheltered entrance with a level threshold. A new link between the 'front' and 'rear' parking areas of the school is proposed. This will make the 'front' of the school more accessible from the rear car park and paths that access the school from this direction.

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 is a local bus service along 'Trunk Road' to the 'rear' of the school. The newly proposed link from the 'rear' to the 'front' of the school will make travelling by bus more accessible, however the local bus service is fairly limited (Nr 73).

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 no proposed changes to the existing parking provision.

7) Pedestrian approach to the site
Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been considered?
The newly configured main entrance area will improve the local access to the building. The link pathway will also improve access around the school, as well as security. There are no proposed wider considerations.

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.
All new access pathways externally and doors / corridors internally have been designed to maximise mobility, within the constraints of the site. Gradients will not exceed 1 in 21. The external 'link' path will be lit by low level bollards.

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.
Ramps will be 1:21 or less, hence there should be no requirement for rails or contrast. Where steps do occur (though it is not anticipated) there shall be adequate visual contrast to identify the step.
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.
As item 9. Landscape design to be developed. Further details will be discussed with the access officer and the school.
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 newly configured main entrance to the school will be wheel-chair friendly with automated access doors, low level reception counter with knee space. There will be level thresholds throughout. A new canopy is provided over the entrance. Manifestations will be contrasting (ie light and dark) to identify the glass both from inside out and outside in. Barrier matting will have a non-directional weave. The doors will contrast from the frame to identify the leaves. The main entrance door is proposed to be an automated type with a push button control.
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.
Confirmed, where installed.
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.
Clear width of 1000 to main entrance, 800 to all other doors. Manifestations as described above, level thresholds throughout. Full height vision panels, non directional weave to barrier matting, full height pull handles where not automated externally or escape pushbars.
14) Lobbies & lobby doors
Detail dimensions of lobby and door details, also barrier matting, lighting/glare.
Dimensions to be agreed and discussed at building control stage.
15) Ironmongery
Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)

Internal door furniture centred at 1m from the ground. All handles contrast with door (15 LRV).
16) Reception Area
Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements.
Knee space and low level reception desk. Use of induction loops to be discussed with school.
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.
Kitchenette to be colour contrasting. Wall / floor junction defined either with contrasting colour or contrasting skirting colour.
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.
All leading edges of doors to be clear - doors recessed. Widths of corridor to be as wide as possible to allow 2 wheel-chairs passing.
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)?
Not applicable internally.
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
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.
2 Nr. WCs included - accessible WC and standard WC.
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.

Full detail of Accessible WC to be reviewed at building control level review. Minimum 1500x2200.
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/
Not applicable.
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)
Escape through main entrance or via escape door to north of proposed room. Level access with push bar ironmongery.
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).
Reverberation to be to BB93 stipulation for a 'Multi-Purpose Hall'.
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, if it is required, to be to BS8300/2009.
27) Colour contrast
Door furniture – LRV difference15 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 incorporated in plans at Building Control level review.
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.
Although there is no provision to alter the parking at the school, parking spaces may need labelling as an accessible space. To be assessed at Building Control level review.

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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