Appendix H Planning Stage Design and Access Statement

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:		TMS Code:	P9194
Project Name:	Cupernham Infant and Junior School		
Project Officers:	Tom Hetherington and Peter Taylor		

Consultation (Planning): Access Officer:	Davinia Glanfield	Date	14/02/12
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 project comprises the expansion and of Cupernham Infant and Junior school from 2FE [Form entry]] to 3FE.level. This will include new building extensions attached to the existing structures to house further classrooms and the provision of some new academic and recreational areas. The school will also be brought into line with modern IT teaching facilities. There is also some internal replanning of existing spaces to improve internal circulation routes and the existing pre-school classroom and support spaces are being moved to the east boundary to provide an independent entrance for pre-school only from the play area of the adjacent public recreation ground. Many of the interior spaces and the whole of the first floor area to the junior school will remain unchanged. The scheme includes for new landscaping works, enlarged staff car parks with wheelchair bays and wheelchair drop off / delivery vehicle bay immediately in front of the short footpath leading to the new covered link between the school entrances. Also provided are two new entrance gates from the Northwest and Southeast corners of the site to shorten walking distances and promote more diverse parking habits for parents bringing children to school by car. Within this context measures have been taken wherever possible to provide improved access and support facilities for children, teaching and support staff and visitors to the school.

2) Sources of advice and consultation

Planning Officers, Access Officers, highways department.

Consultation with existing schools headteachers at regular series of consultation meetings.

Input from local parent groups and local residents relating to the general and access aspects of the scheme.

3) Design standards and guidance -	
X	Approved Document M
X	BS8300 (2009)
X	BB102 designing for disabled children and children with special educational needs (DFES website)
X	School inclusion design brief http://www3.hants.gov.uk/pbr-propertyprocedures-access
	BT Countryside for all
	English Heritage easy access to historic buildings/landscapes http://www.english-heritage.org.uk/publications/easy-access-to-historic-buildings/
	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

For details see Travel Plan and Action Plan : appendix C.

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

See Transport Statement appendix B

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?

On site staff parking has been increased from 34 cars to 44 cars. This provides a 2:1 car : classroom ratio which is in excess of the 1.5 ratio recommended by Hants. This will ease the on-site parking situation and 2 bays are being provided (one to each school) to accessible standards which can be made available for wheelchair use under school management control. There is also the provision for further accessible drop off in the large drop-off parking bay immediately in front of the central footpath giving access to both schools, Extensive visitor parking is also available in the adjacent public car park (19 bays) Gates are normally left open during school opening and closing times and at other times during the school day the main gate is left closed but unlocked. The scheme will provide for a sign to the main gate to advise the school reception telephone number for people requiring vehicular access or general help at these times.

7) Pedestrian approach to the site

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

considered?
. For details refer to Travel Plan and Romsey Town Access Plan Details of travel plan scheme see appendix C. and Transport Statement appendix B
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.
New footpaths are being provided from main gate and secondary entrances, These will be of a smooth wheelchair friendly material and have dropped kerbs at proad junctions. A landscape quality smooth block surface with humps is being installed at the staff car park crossover to give a pedestrianised appearance and encourage vehicles to travel slowly at this crossing.
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 and ramps except to the new north west entrance where differences in level between street and playground make some steps necessary. The distances involved make a ramp at this location impractical. However this is quite close to the main entrance where level access is available so there is an easy nearby alternative route.
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.
None.
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 buildings are all generally at ground floor level except a small block of four classrooms to the junior school. There is no lift to this area and it is nor included in these building works but the classrooms have been divided such that there is always one classroom to each academic year at ground floor level so children with disabilities can be catered for.. The scheme includes for upgrading to a level threshold situation at all entrance doors and there are no internal thresholds to the buildings. This is also true of external landscaped areas. Existing sliding external doors are being replaced with hinged doors and level thresholds installed.. There will be entrance matwells to the new entrances to both schools. These will be of the close aluminium strip type with hard inserts suitable for wheelchairs.

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.
There will be entry phone systems to both school entrances with induction loop systems to the lobbies and reception areas. These to be made clearly visible from the entrance door positions. External signage will make it clear which is the direction to each school from the main entrance . Security is further augmented by the use of magna locks to the inner entrance doors to the main school area controlled from the reception desk.
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.
Details of interior fittings have yet to be issued but these will in all cases be fit for purpose and appropriate to a school including disabled persons in respect of weights, height of fittings, colour contrast, ironmongery, manifestations to glazed areas, vision panels etc. These will be selected from proven specifications based on experience of the many similar jobs undertaken by Hants Property Services Architects.
14) Lobbies & lobby doors
Detail dimensions of lobby and door details, also barrier matting, lighting /glare.
There are large lobbies to both schools of 10 x 3.2 M to Infant School and 15x4 M to junior school. External doors will be automatic glazed aluminium to external entrance with intercom. Internal lobby doors to be fitted with mag-locks and vision panels under security control from the reception area.. See also section 11 and 12 for entrance door and matwell details.
15) Ironmongery
Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)
Details of ironmongery have yet to be issued but these will in all cases be fit for purpose and appropriate to a school including disabled persons in respect of weights, height of fittings, colour contrast and general compliance with DDA standards.
16) Reception Area
Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements.
To be developed as part of Interior Design fit-out package. Details to follow.
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.
To be developed as part of Interior Design fit-out package. Details to follow.

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.
Horizontal circulation is based on existing corridor system. Basically this is 1600mm wide but existing intrusions by bookcases etc. are being cleared to use the full width for circulations. Access between some departments is being improved by new connecting corridors which will be same width of greater than existing. The fire strategy has been agreed in principle and has resulted in a review of the whole school compartmentalisation. The revised circulation routes have been considered in relation to fire escape distances and electronic hold open doors provided wherever permissible. Further measures include the replacement of existing sliding external doors with hinged. All doors Doors will be designed with setbacks etc, to comply with part M and other legislation with regard to accessibility. Actual specification yet to be issued.
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)?
Only steps are to 1st floor Junior School not included in these building works . Otherwise no internal steps or ramps.
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)
As 19
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.
Where new toilets are being provided one cubicle in each toilet is being provided to ambulant disabled standards. Details to be issued at detail design stage but will be to relevant standards for urinal heights, lever taps, colour contrast, door furniture. etc.
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.
New accessible WC's have been provided adjacent to both entrance lobbies for general/ visitors use and further toilets within each school for use by pupils. There is a further accessible toilet for use by the Pre-school facility. Details to be issued at detail design stage but will be to relevant standards for urinal heights, lever taps, colour contrast, door furniture. etc.

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/
A changing place has not been including within this scheme as it is not a large public building
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)
Fire escape strategy has been agreed with Hants technical officer and fire officer. Generally all features and materials to comply with Part B of the Building Regulations. In addition a management plan involving the use of Personal Emergency Evacuation Plans (PEEPs) will be developed, adopted and regularly tested.
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. An induction loop/sound field system is to be provided in the 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)
To be developed during the detailed design stage.

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 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 the Head Teachers and facilities manager 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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