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:	Alverstoke Community Infant School Ashburton road, Alverstoke, Gosport. PO12 2LH		
Project Name:	Provision of Modular Temporary Classroom		
Project Officer:	David Wakelin		

Consultation (Planning): Access Officer:	Shona Forsyth	Date	07/06/11
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 providing an extra classroom in the form of a modular temporary building from September at Alverstoke Community Infant school to meet the authority's statutory responsibility to provide a school place.

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.

Discussed with DFE & the school's Head Teacher and Governors.

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

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 site is existing and the School travel plan has be consulted.

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
N/A

6) Vehicle approach & parking
What approach has been taken to parking on site; for staff, visitors etc Type of gate steel non automated there is no audio/visual warning. . 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 no .Are there drop-off zones for cars/taxis/mini-buses yes main entrance
There are no plans to amend or change the existing site conditions at this time however any and all new paths / roads associated with this project will be tarmac or paving slabs depending on site conditions. All paths will be level & smooth as recommended in BS 8300

7) Pedestrian approach to the site
Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been considered?
Level access and clear signage will be provided where appropriate. Dropped curbs will be applied where appropriate, there are no plans to alter approach routes at this time.

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.
There are no plans to change Measures will be included within the design to provide safe, independent and dignified access for people with mobility, sensory impairment. Widths of paths, passing places, gradients, dropped kerbs and materials will be considered in the design process including the use of lighting and signage. Where hazards such as the swing of doors project onto access routes are unavoidable then barrier protection 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.
Initially, no ramp is to be provided to the temporary classroom as the school will manage the classes run in this building to ensure that access is not an issue. If in the future a ramp is required, the temporary building is being set back to leave room for one to be added. Steps - minimum width 1200mm wide, rise 150-170mm, going 280-425mm, handrail to both sides.

Contrasting nosing's will be provided to the steps. 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.
N/A
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 entrance and within the main school buildings, additional buildings and entrances should be step-free (level access), where site conditions allow, if stepped alternative entrances/routes in will be identified and explored.
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.
N/A as part of 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.
Main entrance doors to the unit should have a minimum clear opening width 1000mm. Door weights should not exceed a Max 20 Newtons if this cannot be achieved it should be powered, Automatic door control options will be provided at design stage, Thresholds; if unavoidable a max height is 15mm., barriers will be provided where appropriate. Manifestation if required will be used to provide a Visual contrast. Vision panels where necessary will be provided and in accordance with industry standard.
14) Lobbies & lobby doors
Detail dimensions of lobby and door details, also barrier matting, lighting/glare.
N/A for this project
15) Ironmongery
Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)
Not applicable for this project
16) Reception Area
Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements.
N/A with regard to this project.
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.
N/A
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.
N/A as a double classroom
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)?
No ramps or steps are within the building.

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)
N/A
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 are provisions within the proposal for standard 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 school should already has an accessible toilet there are plans to add accessible toilets to each unit.
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/
N/A
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 unit is a single storey building with emergency push bar release on the fire exit doors / door leading to a place of safety and assembly points, the doors and door furniture shall be visually contrasted in accordance with the appropriate standard.
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).
N/A
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 be 70 point difference between lettering and board background and 70 point difference between board against wall or surrounding area (BS 8300 2009) where required.
27) Colour contrast

Door furniture – LRV difference15 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.
Where there is a colour contrast requirement and identified the requirements will be added to the detailed 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.
N/A to this project.