



Design & Access Statement

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Staff room
Cleaners
Toilets and changing rooms
Storage
Typical storage needs
Toilets and changing facilities
Laundry
Changing rooms
Kitchen facilities

7. Accomodation Schedule

Appendix A: Architects Drawings

Chapter 1

The Project Team

CLIENT

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Chapter 2 The Project

INTRODUCTION

This report has been prepared by K2 Architects Ltd on behalf of ISG Construction Ltd who have been selected by the EFA as the preferred contractor to develop proposals for Eden BESD School. K2 Architects have been appointed to co-ordinate a multi-disciplinary team under the direction of ISG. All cost consultancy will be provided by ISG.

In accordance with the RIBA Plan of Work 2013 - Work Stage 4, this report pulls together the developed design proposals for the new building and associated landscape works and supersedes all previous reports and information supplied by the design team.

This report addresses the following project objectives:

- The schools strategic plan for delivering BESD category learning facilities.
- The project outcomes, derived from consideration of the Mini Competition Brief, and consultations with key stakeholder to the project.
- The Projects spatial requirements
- The site context, by undertaking site appraisals and collating site information including building surveys
- A developed design solution that co-ordinates architectural, structural and building services design.

NEXT STEPS

The completion of this report and associated cost plan (prepared by ISG) allow the project to:

- Make an application to the local authority for full planning permission for the project.
- Commence technical design.



Fig 1: Site Location Plan

Chapter 3 Project Appraisal

BACKGROUND TO THE PROPOSALS

Eden School will be located within the grounds of The Heights Alternative Provision (AP) Free School.

The Heights Free School opened in September 2013 (Fig 2) and provides alternative education for young people at risk of not reaching their potential. It works in close partnership with local schools, the local authority and external agencies to deliver highly personalised learning programmes with a strong focus on developing academic achievement through qualifications, vocational skills and personal and social development.

By strategically locating Eden School (BESD Special Free School) adjacent to The Heights Free School; SEN provision within the Blackburn with Darwen area will be greatly improved. It will allow provision for specialist BESD education for pupils who would currently otherwise be educated outside the borough. The school will cater for up to 60 pupils from Key Stage 2 to 4.

Eden Schools aim is to offer a turning point for the most vulnerable young people in the community, by providing intensive support that develops ability and inspires belief in the potential of education.

The school is supported by the Education Improvement Partnership (a limited company dedicated to improving the outcomes for young people through schools within the borough) and the Local Authority.

The vision for Eden school and The Heights Free School is that they will stand together to form a campus approach to alternative specialist provision with resources and provision being shared between the two schools.



Fig 2: The Heights Free School

SITE OVERVIEW

Eden School will be situated on the brow of a hill on the outskirts of Blackburn and enjoying panoramic views of the city and the beyond towards Longridge Fell (Fig 1)

To the north of the school is a largely un-maintained playing field which we understand is still under the ownership of the local authority. Beyond the playing fields to the north and west are residential 1960-70s housing comprising a mix of what appears to be private and social housing. A newer strip of 90s housing runs along the south perimeter. The eastern side of the school overlooks agricultural farmland.

The site is highly exposed to the elements and suffers from driving wind and lower than normal ambient temperatures. The main problems with driving wind prevail from the exposed northern and eastern sides of the site. Access to the site will be gained from extending The Heights Freeschools existing circulation layout, so that access will be from the north western corner of the site adjacent to the existing construction hub.

BLACKBURN WITH DARWEN COUNCILS LOCAL PLAN

Fig 6 shows an extract of Blackburn with Darwen Councils Local Plan. The overall site of the Heights Free School and the playing field to the north (which is still under the ownership of the local authority) is designated as Protected Open Space (shown as green diagonal strips). The Blue boundary line indicates that the site sits within the Authorities Urban Boundary Policy. The countryside to the south and east is greenbelt land (shown solid green), whilst to the north and west of the site, land is designated as Primary Residential Areas (shown in brown cross hatching).

POLICY TRL1 - PROTECTION OF OPEN SPACE AND PLAYING FIELDS

Development will not be permitted on land identified as Protected Open Space or Playing Fields (including school playing fields) on the Proposals Map, or on any unidentified or newly created areas of Public Open Space unless

1. the development is of demonstrable community benefit; or
2. it is ancillary to the use of the site as open space; or
3. it can be accommodated without loss of the function of the open space and would result in enhanced provision; or
4. the loss can be compensated for by equivalent and equally convenient provision which is of equivalent community benefit. Replacement sites must be identified and in place before the original facility is lost, and must not be on a site which is already fulfilling a recreational function; or
5. a commuted sum can be negotiated to improve an alternative area of open space which is equivalent in size and equally accessible.

Development on smaller sites not identified on the Proposals Map, but included in the Council's Supplementary Guidance: The Open Space Gazetteer, will be permitted where there is no unacceptable loss of visual and recreational amenity.

Relevant policy: LNC4. The Open Space Gazetteer should be read in conjunction with this policy.

Fig 3 Blackburn with Darwen Local Plan Policy TRL-1

The development supports Local Plan Policy TRL1 because:

- The development is of demonstrable community benefit - The Education Improvement Partnership has identified that there is currently no BESD school within the local authorities jurisdiction and that children with such needs are placed in schools outside the borough at the councils expense. The school will therefore provide a valuable and locally based SEN learning environment for children with behavioural, emotional and social difficulties which prevent them from otherwise being taught in the mainstream school environment.
- It is ancillary to the use of the site as an open space - Eden School is proposed to be sited within the site boundary of The Heights Free School and not on the playing fields to the north. The portion of land allocated to the school is a piece of undeveloped scrub land with no recreational use. Furthermore there is no evidence the site has ever been used for recreational purposes. The site is uneven slopes down 4m from south to north, thereby making it impractical and unsuitable for the type of organised sporting activities that the playing fields to the north are designed for. We therefore conclude that the site of the proposed school gives no loss of amenity to the current playing fields to the north or

The Heights Free School itself and is therefore ancillary to the use of the site as an open space.

- Furthermore the Education Funding Agency and the Education Improvement Partnership have carefully considered a number of other sites for the school within the borough. It was concluded that the benefits of the proposed location adjacent to The Heights Free School and the fact that both schools could cross share their facilities creates significant benefits for providing education for children with BESD at this particular location over the other sites given consideration.

In appraising the site within the context of Blackburn with Darwens Local Plan, we consider that the development is both appropriate and of benefit to the community and that there is no loss of amenity caused by the proposals.

The design and physical appearance of the school are considered in Chapter 7 where we demonstrate how the building will be sympathetic to its surroundings. In particular its relationship with the existing school and the strip of housing along Bank Hey View. Chapter 7 also considers how the proposals will benefit views to the north east of the site.



Fig 4: Looking east across the site



Fig 5: Looking north across playing fields

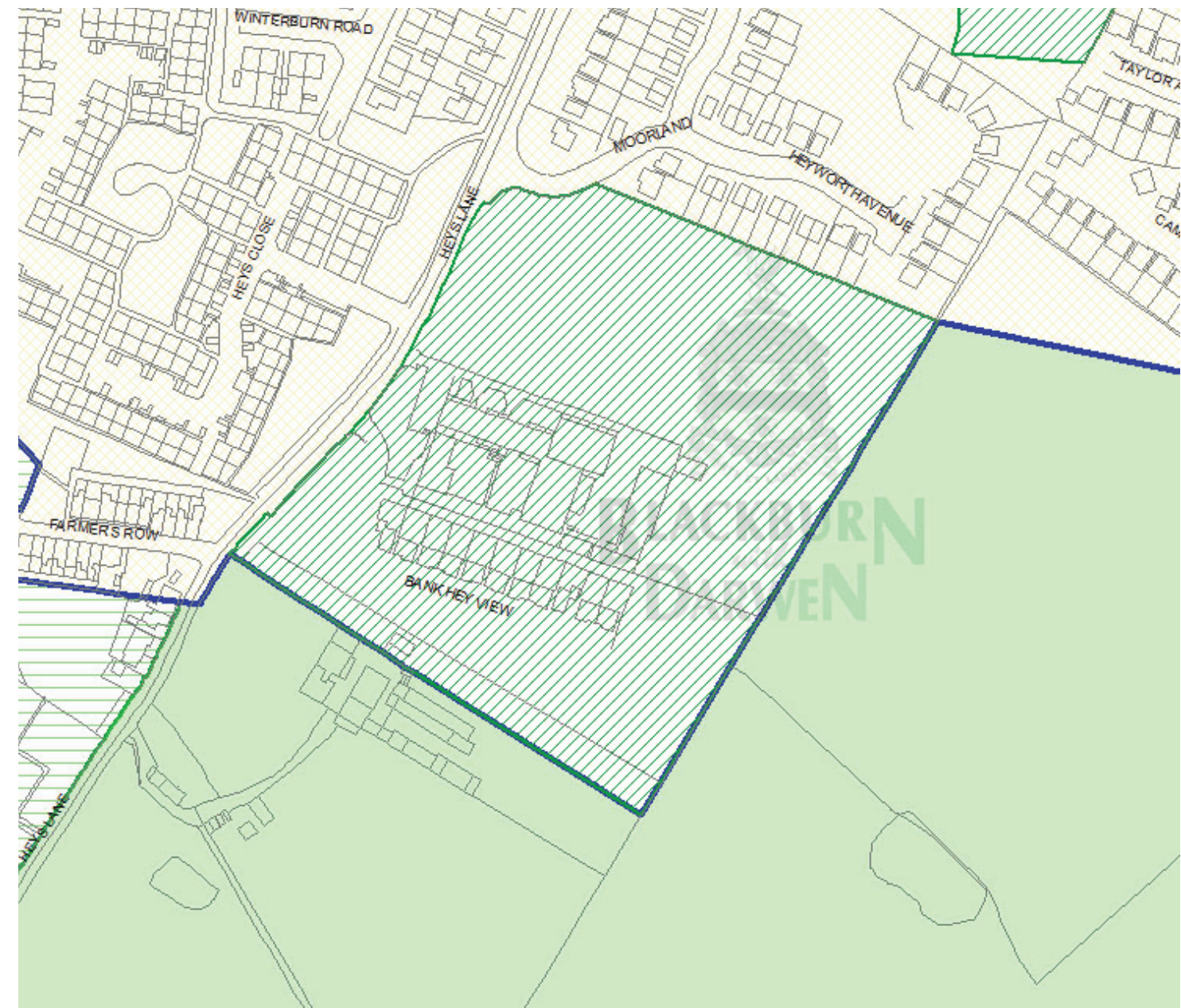


Fig 6: Extract from Blackburn with Darwen Councils Open Space Gazetteer

SEN CODE OF PRACTICE 2001: BEHAVIOURAL EMOTIONAL AND SOCIAL DIFFICULTIES (BESD)

As part of the design proposals, we consider it essential to give include an overview of the BESD condition so that its interpretation within the design can be better understood.

Behavioural, emotional and social difficulties (BESD) is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people. Also known as SEBD or EBD, recent English government figures suggest that around 150,000 children in mainstream and special schools are suffering from BESD.

The special education needs (SEN) code of practice describes BESD as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as:

- Being withdrawn or isolated
- Displaying a disruptive and disturbing nature

- Being hyperactive and lacking concentration
- Having immature social skills
- Presenting challenging behaviours arising from other complex special needs

The term behavioural, emotional and social difficulties (BESD) covers a wide range of special educational needs. This includes children and young people with emotional disorders and conduct disorders/hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD).

BESD also covers children and young people whose behavioural difficulties may be less obvious. For example, those with anxiety, who self-harm, have school phobia or depression and those whose behaviour or emotional wellbeing are seen to be deteriorating

Children who suffer from BESD struggle to overcome trust issues which makes forming relationships with peers and adults incredibly hard. The nature of BESD means that those who suffer from it face barriers in their educational and social development, and as such, in legislative terms, are classed as having 'learning difficulties'.

Learning difficulties can arise for children and young people with BESD because their difficulties can affect their ability to cope with school routines and relationships.

Pupils with BESD cover the full range of ability; however their difficulties are likely to be a barrier to learning.

Learning difficulties and behaviour difficulties are often in a two-way relationship with each other.

For some pupils, behaviour problems may frustrate access to the curriculum, for example, if aggressive behaviour leads to exclusion from some classroom activities or from the school. For others, a learning difficulty may lead to or worsen behavioural and emotional difficulties, for example, a child who has difficulty in grasping the basics of literacy or numeracy may withdraw from lessons or try to divert attention away from the learning difficulty by disruptive behaviour.

Underlying reasons for BESD can encompass both 'within child' factors and external factors. There is not an automatic link between BESD and a specific social factor, however there is evidence that prevalence varies according to sex, age, health and income. Incidence of BESD is higher in socially deprived inner city areas and affects more boys than girls. Children who have other learning or development difficulties, such as speech and language problems, are also more at risk.

Early childhood experiences can have a major impact on later development, with the lack of a positive attachment to an adult being seen as particularly detrimental to some children. Whilst social circumstances can also impact on development, parents are the biggest influence on a child's development. Children who experience family difficulties, including parental conflict, separation, neglect, indifference or erratic discipline, are more likely to develop BESD.

Many children and young people with BESD are also covered by the Equality Act 2010. There is a broad definition of disability in the Act:

someone has a disability if they have 'a mental or physical impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Children who have SEN needs associated with BESD often require a structured learning environment away from a mainstream school environment. Currently there is no provision for this within the borough and so EDEN school has been conceived to address this need.



Fig 7: The precepts of BESD learning

Chapter 4 Stakeholder Involvement & Consultation

INTRODUCTION

In order to develop a design brief that is consistent with the schools aspirations and those of other key stakeholders to the project the design team have carried out a series of consultation exercises. These exercises targeting the following stakeholders:

- The client's project team and representatives
- Head teachers of similar teaching establishments
- Local planning officers

Stakeholder involvement and consultation is critical to the ultimate success of the project. It helps us to:

- Find out how people will effectively use the school and its surroundings
- Identify current areas of concern
- Learn what ideas people might have about improving established SEN teaching practices and how they might improve the design of the school
- Create information that will release funding
- Demonstrate community support for the proposed works
- Identify risks to be managed

CLIENT PROJECT TEAM & REPRESENTATIVES

Eden Schools project team is made up of a number of representatives from the school and the Education Improvement Partnership supported by construction management consultancy Turner and Townsend.

The Design team initially met with the project team on 08.07.14 at The Heights Free School. The purpose of this initial meeting was to establish delivery objectives and review the design teams proposals submitted during the mini-competition stage. The meeting was attended by:

- Kevin Horton, Design team coordinator, K2 Architects
- Peter Hall, Managing Planner, ISG Construction
- Belinda Logan, Executive Head, The Heights Free School & Eden BESD Schools
- Rob Brocklebank, Head of School, Eden School
- Sharon Roscoe, Chief Executive of the Education Improvement Partnership
- Des Callaghan: Chair of the Education Improvement Partnership Head Teacher, St Bede's RC High School
- Peter Cohen, Head Teacher, Oak Bank School, Leighton Buzzard
- Raj Beghal, Senior Project Manger, Turner & Townsend

The meeting discussed the relative strengths and weaknesses of the design team proposals and identified a way forward for developing the clients strategic design brief, which at that particular stage was light on detail. It was agreed that as an initial backdrop for structuring discussions about the potential design of

Eden School and enable the development of a strategic design brief, K2 Architects review the principles of Building Bulletin 102: Designing for disabled children and children with special educational needs which provides non-statutory, no-prescriptive design guidance on accommodation for children with SEN and disabilities for special school and mainstream school projects.

Use of BB102 allows the design team to propose a typical schedule of accommodation and layout, appropriate to the needs of a three form entry 'all age' BESD school. The design team would then invite key stakeholders to challenge and debate the relative merits of the design team's initial proposals so that they could be individually tailored to meet Eden School's specific needs and aspirations. This exercise was carried out at The Heights Free School between 16.07.14 and 07.08.14 between Kevin Horton, Belinda Logan and Rob Brocklebank. The outputs of this brief are described in Chapter 6.



Fig 8: Newbridge Learning Community, Wigan

RESEARCHING SIMILAR BESD SCHOOLS

As part of the researching and developing the strategic brief, K2 Architects, ISG and Rob Brocklebank visited two similar BESD schools in the region on 15.07.14 and were given a guided tour by their respective head teachers. These were:

- Newbridge Learning Community, Wigan
- Hope School, Liverpool

The two school demonstrated how flexibly BB102 could be interpreted to meet BESD requirements and represented two diametrically apposite design responses.

NEWBRIDGE LEARNING COMMUNITY

Newbridge school (Fig 8) was a predominantly single story building, with a cellular layout that demonstrated a literal and unimaginative approach to interpreting BB102. Rob Brocklebank felt that this created an unpleasant and far too restrictive approach when compared with his own teaching philosophy. The overall size and sprawling nature of the building gave visitors the impression that it was predominantly unoccupied and lacked any sense of community. It was generally agreed that in design terms Newbridge Learning Community represented everything that Eden School did not intend to be.

The school also demonstrated a poor response to creating a healthy and supportive environment. Windows were too small to provide sufficient natural light and needed backup from artificial lighting.

Overall from the designers point of view, the lack of a creative response to space planning demonstrated how the construction budget could be easily wasted. Many of the specialist areas were redundant and underused.

HOPE SCHOOL LIVERPOOL

By contrast Hope School (Figs 9-10) represented an imaginative approach to interpreting BB102. Whilst both schools had similar pupil intakes and curriculum needs, Hope School had taken a more flexible approach to spatial planning that allowed the school to evolve with the teaching program over time. The schools ethos also encouraged an community atmosphere.

The building was a two story structure where class bases were arranged around a central heart space where children could eat,

socialise and indulge in a range of activities from reading books to playing pool.

Passive observation was a key tenet of the layout and had the unique feature that the head teachers office was situated on the first floor. This helped him to manage the entire school more effectively from the first floor balcony. Rob Brocklebank was generally impressed with the school which he felt matched his own philosophies on teaching. It was agreed that many of the ideas seen at Hope School will be included in the design of Eden School.



Fig 9: Hope School, Liverpool

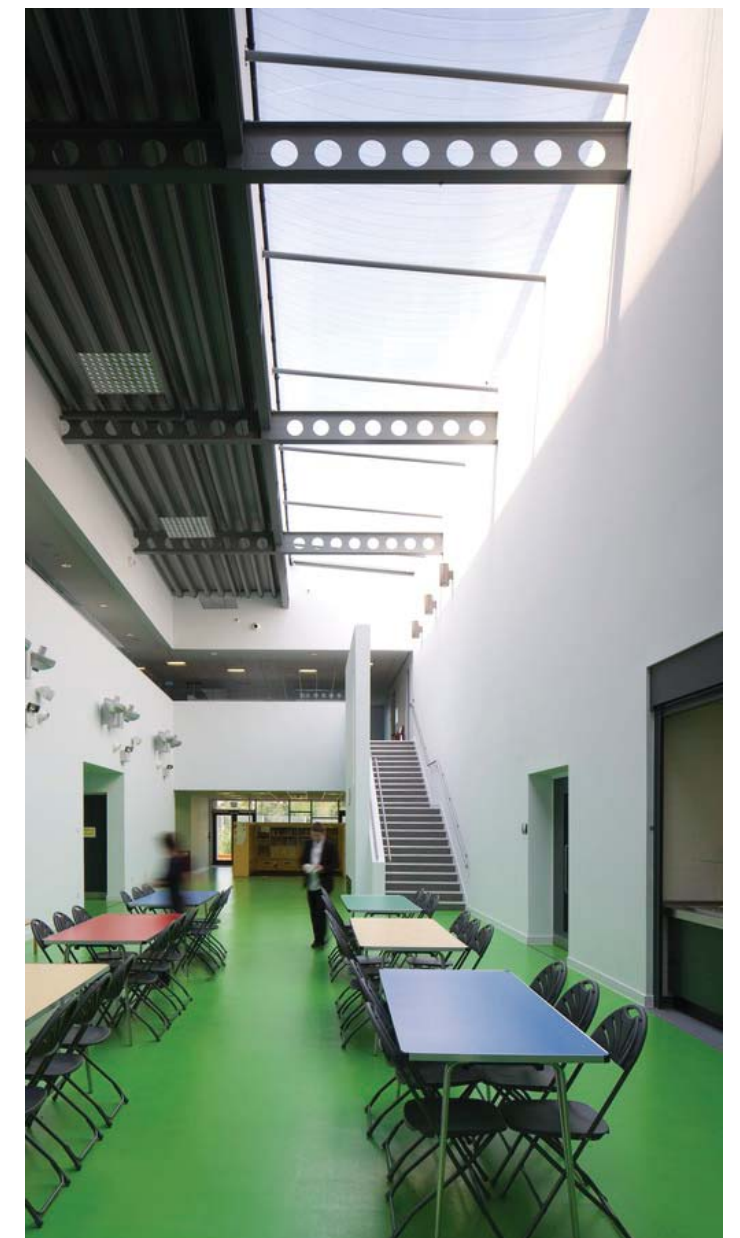


Fig 10: Hope School, Liverpool

Chapter 5 The Strategic Design Brief

BACKGROUND, MINI-COMPETITION BRIEF

The following key facts relevant to this report have been extracted from the Client's original mini-competition brief:

- Eden BESD (Behavioural, Emotional and Social Difficulties) Special School is a new build project which has received funding from the Education Funding Agency to commence procurement and construction. This consists of permanent space and facilities for approximately 60 pupils aged 8-16, requiring an area of 1,810m².
- The school is currently operating from within The Heights Free School.
- Planning consent is to be sought and all associated actions/timescales must be allowed for. It is anticipated that planning approval will be achieved before 10th December 2014.
- The final 'go ahead' for the scheme to progress to construction phase is subject to EFA decision following production of a Site and Buildings Report after the planning application has been submitted.
- The EFA advised construction budget is £2.8 million which reflects the Construction Cost including preliminaries, ICT passives, design fees/surveys, overheads and profit; and constructor partner risk and contingency for converting from a target cost to a fixed price contract.

Further development of this design brief has been carried out by the design team in conjunction with the project team, including identification allocation of key spatial requirements.

SUPPORTING INFORMATION

The design team have built upon the initial design brief through a number of sources including:

- BB102: Designing for disabled children and children with special educational needs.
- Consultations and design workshops with the client's project team and the contractor
- Researching similar educational establishments in the region and learning from their successes and mistakes
- Good practice guides from the department of education.

The rest of this chapter sets out the spatial requirements that the design team have established for Eden School, based on the information supplied in the mini-competition brief, which has been researched and developed through stakeholder involvement consultation and supporting information supplied by the design team.

BB102

As an initial backdrop for structuring discussions about the potential design of Eden School, K2 Architects have applied the principles of Building Bulletin 102: Designing for disabled children and children with special educational needs; which provides non-statutory, non-prescriptive design guidance on accommodation for children with SEN and disabilities for special school and mainstream school projects.

Adherence to BB102 was not a requirement of the mini-competition brief, however the use of BB102 allowed the design team to propose a typical schedule of accommodation and layout, appropriate to the needs of a three form entry 'all age' BESD school. The design team then invited all key stakeholders to challenge and debate the relative merits of the design team's initial proposals so that they could be individually tailored to meet Eden School's specific needs and aspirations. These are noted where applicable in the commentary below.

It should be noted that current funding mechanisms do not make it possible to achieve a fully compliant BB102 standard school in terms of floor area as currently published by the DoE. Current budgets and spatial requirements are 15% lower than those prescribed in BB102 and this is reflected in the design of this school. BB102 is a non-statutory document which allows the design team the flexibility to adapt to the EFA's construction budgets and the school's teaching practices.

Chapter 6 The Design Proposals

BASIC ASSUMPTIONS

The following assumptions are taken as given, as essential to the design of Eden School:

- **Adaptability:** It is clear that the success of the project will be its ability to be flexible enough to adapt to the highly impermanent nature of education curriculums and the fluctuations in demand caused by the school timetable.
- **Inclusive:** The facility should encourage interactivity and inclusiveness between all social groups. The school needs to break down old outdated local perceptions of its image, the facility should be available for everyone from the community and further afield to use for their own needs. The more flexible the building is, the more use it will be to everyone.
- **Viable:** True success and commercial viability will be in the schools ability to understand its market. Therefore all concessions must have a realistic chance of delivering additional revenue and in turn the school must be given the best possible chance of marketing their concessions by the use of carefully thought out design and planning.
- **Practical:** The school will be designed in a practical hard wearing maintainable fashion suitable for the harsh exposed environment of the fells. However design quality should not be compromised by these challenges.

The external form of the building and the public spaces that surround it shall have dual functions:

- They shall be designed in a modern, inspirational creative and sustainable style that is characteristic of schools 21st century aspirations and which will help market the school as a successful modern learning environment
- The design shall engender a sense of community ownership that encourages local residents to visit the school and use facilities.

LIFECYCLE OF BUILDING ELEMENTS

Whilst the building itself is conceived as a permanent structure. The organisations and activities within it have the potential to be continuously adapting and changing. To allow for maximum flexibility throughout the buildings life cycle the following requirements have be set as a minimum standard of quality:

- **The building shell:** The structure and enclosure of the building shall be designed to last 50-75 years. The functions within have the capacity to change many times over.
- **Building Services:** The heating, ventilation and cabling infrastructure of the building shall have a maximum life span of 15 years before the technology becomes obsolescent.
- **Scenery:** The fitting out components of the building, such as ceilings, lighting and finishes and which adapt the building to a specific organisational requirement shall have a life-span of 5-7 years.
- **Setting:** The day to day re-arrangement of the furniture and equipment to meet changing needs. The life cycle for these items are a management issue for the manager of the school and are not covered in the remit of this brief.

Throughout the briefing and design process. The nature of the building location in a highly exposed moorland environment and the effect this will have on the material design of the building has been taken into account.

USER SATISFACTION HEALTH & COMFORT

User satisfaction is an elusive thing and is dependant on the particular user in question. The design of The Heights Free School attempts to satisfy organisational needs at reasonable cost, providing its inhabitants with a pleasant comfortable environment. Four features have been incorporated into the design that address user satisfaction health and comfort:

- **Adaptability to meet a range of space and servicing requirements.** The building should not make it difficult for occupants to do what they want.
- **Contact with the outside world.** People like being near a window with clear glass. Consultations with the staff have led us to believe that students expect that the views and natural landscape of Blackburn afforded to the north east elevaton should be enjoyed from inside as well as outside the building. Conversely the building will be perceived as more successful and inviting if people outside of the building can see the activities going on within. The balance between delivering a robust and durable building capable of withstanding the rigours of a winter storm has been carefully weighed and considered against the need to provide what will be perceived as a bright cheerful permeable building that optimises the magnificent views of the moors.
- **A healthy and productive internal environmental quality.** In all its aspects: heat, light sound, colour and air quality. This last is the most difficult as natural ventilation is more psychologically acceptable than any mechanical system. The design has considered the issue of dealing with the predominantly high winds of its hilltop location.
- **User control:** Psychologists have observed that the human factor - for example, the openable window - is disproportionately significant to the perceived wellbeing of the person. The reasons may include social as much as design and health issues. Not enough is generally known about the behavioural aspects of both simple and environmental control systems in buildings, however careful consideration of the relative qualities of such systems against human behaviour has been recognised within the design.

BUILDING FORM

Appendix A Contains all plans sections and elevations required as part of this planning application.

The external appearance of the proposed new school needs to serve two operational functions in that it must identify itself as part of a larger educational campus that includes The Heights Free School next door yet also have the look, feel and sense of identity of a school in its own right.

The school grounds and entrance will be accessed using the current road layout within The Heights. A transport statement has been supplied as part of our submission to support this approach.

The proposed school is two story, rectangular in form and positioned towards the front of the site along an east-west axis. The front of the building (along the north elevation) has been set out along the existing northern building line of the Heights. This ensures that the school can be seen from the main entrance on Heys Lane, making access to the site intuitive and straightforward.

In addition to this positioning the building along an east-west axis makes best use of the site levels. There is a 4m drop in natural ground levels from south-north of the site, with the shallowest gradients along the northern end. By positioning the schools external play spaces, car parking and main entrance along the northern edge of the site:

- Accessibility issues are resolved without recourse to complex Part M compliant ramps. The play area, car parking and main entrance can be made level and provide level access into the building.
- Areas of high and noisy activity are positioned along the northern side of the building. The building acts as a sound

barrier ensuring that residents on Bank Hey View south of the site are not disturbed.

- Because of the steep gradient to the southern edge of the site; residents of Bank Hey View will perceive the building as single storey rather than two.
- The relatively shallow gradients along the northern edge of the site mean that cutting into the site to create a level platform for the building (thereby ensuring complete accessibility for disabled users inside) is no greater than 1.4m. This means that all class rooms will enjoy views of the surrounding countryside.

In order for the school to fit in with the recently refurbished school next door, we have proposed that Eden School uses a similar pallet of massing, materials and form as The Heights Free School. The upper floor is rendered white whilst the lower is grey engineering brick to match The Heights facade. The level of the roof parapet is designed to match that of The Heights Free School.

The language of the fenestration is designed to be similar to The Heights. The colours used in the fenestration of The Heights Free School reflect the schools brand colours. Eden School turquoise coloured panels reflects its own brand colour, thereby signalling its own sense of identity within the wider campus.

The Entrance to Eden School is strongly articulated by the use of coloured rendered panels in varying shades of turquoise at first floor. This is another signal of the schools sense of identity. It also strongly identifies the school's main entrance when accessing the campus from Heys Lane.

All areas to the south of the site near the residential properties of Bank Hey View are to grassed and retained as existing. This will ensure that there is no loss of amenity to the housing.

ACCESS & CIRCULATION TO & FROM THE MAIN ENTRANCE

ACCESS, ARRIVAL & DEPARTURE

Arrival and departure take time and resources, which calls for careful operational planning. The approach from gate to entrance doors will have:

- Vehicular circulation that allows for parents, mini buses and taxi services to set down and drop off without congestion with a turning circle at the entrance drop off area that also makes provision for emergency access and maintenance.
- Designated safe pedestrian routes, both into and out of the campus and in-between the two schools.
- Easily accessible level slip resistant and well drained surfaces that enable level access to the school main entrance and potentially the individual year groups, without trip hazards and with accessible stepped route nearby to allow for choice.
- Suitable car parking, with accessible parking bays near the entrance in accordance with the Transport Statement.
- Good quality external lighting for routes, clear legible signage, visual contrast and sensory wayfinding that encourages a clear structured external environment.

ENTERING THE SCHOOL

Children enter the school through the main entrance. The main entrance should be easily identified from a distance by its design, location, lighting and signage and have:

- A level threshold with a safe, level drop-off zone that has level access into the main entrance of the building with a gradient of not more than 1:21
- A covered access to the pavement for children transferring to or from taxis or buses.
- Sheltered, accessible waiting spaces for parents

- Easily operated doors compliant with Approved Document M and BS 8300 in a safe secure position.
- Sufficient circulation space for people to gather inside the building at the start and finish of the school day, avoiding congestion – safety is paramount as this can be a particularly stressful time for some children.
- A good visual link between inside and outside, so that reception staff can oversee and supervise easily (CCTV cameras shall be discreet and not detract from the welcome).

RECEPTION/LOBBY/ENTRANCE

The reception should be attractive, friendly and welcoming, with:

- A secure, draught-free, convenient and welcoming lobby, with outer and inner doors and security controls giving reception staff better access control.
- An easily identifiable reception counter, facing onto the secure lobby, with a sliding window or glazed screen at an accessible height, a lower section and knee recess for wheelchair users, and a hearing loop.
- Waiting area with sufficient space for wheelchair users or people with buggies.
- Visual and tactile signage sited where users can take time to read it.
- Appropriate good quality lighting
- Well organised safe display of children's work to promote a sense of achievement and belonging.
- Safe secure storage of personal belongings including contraband items that the children may bring to school.
- Accessible toilets within the waiting area
- A parent's room adjacent to the waiting area.

OUTDOOR CIRCULATION

Outdoor circulation needs to have a clear rationale and provide a variety

of accessible routes for accessing entrances and play areas. There should be:

- Safe and easily navigable hard surfaces for wheelchair users, with safe changes in level or transitions between surfaces – both ramps and steps required where level access is not possible.
- Good sightlines for overseeing children's safety.
- Potentially noisy routes, kept away from quiet sheltered spaces
- Level access threshold into and out of the building
- Wide wheelchair accessible gates
- Wide paths with well defined edges, well away from outward opening windows (1200mm, preferably 1500mm wide with passing places as required).
- Sheltered seats every 50m on long pedestrian routes.

INTERNAL CIRCULATION

Internal circulation spaces should have a light, airy uplifting ambience to encourage positive behaviour:

- Displays and children's work can help with this.
- Changes in colour texture or proportion can be used to help children orientate themselves and identify with their year group.
- The layout should be simple, easily understood and relate to the movement patterns dictated by the curriculum activities.
- All circulation areas should be wide enough for wheelchair users to pass safely in different directions and that avoids long narrow corridors (race tracks). Doors should be sufficiently wide enough with good sightlines both sides and suitably positioned to create safe secure environments and avoid congestion.
- Bays off circulation routes can be provided for children and teachers to sit and talk, clam down and provide passing

places for wheelchairs – but they need to allow clear sightlines and passive supervision, since hidden spaces can encourage inappropriate behaviour.

- Any open plan spaces should allow for circulation routes that minimise distraction.
- There should be outdoor access for curriculum and social activities and for means of escape but it should be controllable for safety and security, particularly where there is a possibility that children might try to run out of school.
- Clear signage should be provided with easily understood contrast, signs and symbols at an appropriate height.
- Fixtures and fittings must be tamper proof, robust and easily maintained
- Ramps, steps, stairs and lifts need to be designed to meet Approved Document M and BS 8300.

LEARNING AND SOCIAL SPACES

The Eden School is conceived as an 'All Age School' for ages 7-16 covering Key Stages 2-4. This allows the facilities to be shared by all age's groups. However it is important to establish that the younger children within Key Stage 2 will have specific needs that differentiate them for the older children in Key Stages 3-4.

KEY STAGE 2 LEARNING AND SOCIAL SPACES

Key Stage 2 is covers children between the ages of 7-11 years when they receive a primary education where children are grouped in classes in a class base and are taught most of the time by their class teacher, with teaching assistants working across the class. The curriculum covers English, mathematics and science as core subjects, together with art science, music, design and technology (including food). Learning activities are wide and varied, ranging from formal class work to imaginative and constructive play and practical activities.

Spaces for primary special schools are broadly similar to those for

mainstream schools but with certain additional considerations. In particular more space is needed because of the higher number of children using learning aids and the greater number of staff needed to support them.

Typical Key Stage 2 learning and social spaces are:

- Classrooms (or bases with shared areas) for whole group work
- Separate areas for practical activities such as cooking (which can take place in a class base if large enough and suitably equipped). Separating noisy, quiet, wet and dry activities easily will help to meet the children's needs.
- Small rooms for individual and small group work
- Library/resources space
- Larger spaces (likely to be used by the school and wider community out of school hours) for activities such as drama and movement and physical education, dining and assemblies
- A range of easily accessible outdoor spaces (a useful learning and teaching environment and invaluable for recreational, social, extended school community use)

These are supported by more non-teaching spaces such as toilets, cloakrooms, stores, kitchens and admin areas some of which may be shared with the Key Stage 3 & 4 year groups.

KEY STAGE 3-4 LEARNING AND SOCIAL SPACES

Key Stages 3-4 provide for a secondary education typically between the ages of 11-16. At secondary level, children progress to a more wide ranging and specialised curriculum, and accommodation can be correspondingly diverse. Rather than spending most of their day in one classroom as they do in primary school, children move around the school to spaces with specialist facilities for different activities.

Key Stage 4 covers 14-16 year old's and incorporates GCSE's and other exams such as NVQ's and so therefore some of the children may need to be prepared for vocational training and work experience.

The design of KS 3-4 should reflect the older age of the children and help support their progress to independence and participation in the wider community. Children are entitled to be taught the same statutory curricular subjects as in mainstream schools adapted to suit their needs. Since the range of needs may fluctuate over time, it is important that the accommodation provides enough flexibility and adaptability.

Typical Key Stage 3-4 learning and social spaces are:

- General teaching spaces
- Larger spaces for a range of practical specialist and performance subjects
- Small rooms for individual and group work
- Resource spaces, including library and ICT facilities.
- Large spaces for physical education and assemblies
- Dining and social spaces

These are supported by more non-teaching spaces such as toilets, cloakrooms, stores, kitchens and admin areas some of which may be shared with the Key Stage 3 & 4 year groups.

LEARNING SPACES

KEY STAGE 2 CLASSROOMS

Because of the high level of support they require, children with severe and complex needs are usually taught in small groups or one to one in a class base, by one teacher with teaching assistants. Eden Schools KS2 classes will number between 6-8 children each and will be 52m2.

Classrooms or bases are laid out and equipped for primary curricular activities, differentiated for the range of need.

KEY STAGE 3-4 GENERAL TEACHING SPACES

General teaching spaces are used for a variety of activities, including as tutor bases. Similar to KS2 classes will number between 6-8 children and will be 52m2

PRACTICAL SPACES

At both primary & secondary level in special schools, children have an entitlement to be taught a full range of practical subjects

KEY STAGE 2

Art, science, food technology should be taught either one to one or in small groups or by joining together. There may be typically one teacher and one assistant for a small group of between two and four pupils.

Practical activities may take place in the classroom, in shared areas adjacent, in specialist bays or rooms, or in large group rooms.

Practical areas in open plan spaces need to be easily identified so as not to impede circulation, distract children, or enable them to wander away

It is recommended that there are two practical spaces: one for art, science, design and technology and one for food technology. KS2 pupils could use the secondary specialist spaces used by KS3 & 4, however this may necessitate adjustable height benches and separate rooms may be more practical in this instance.

ART, SCIENCE, DESIGN & TECHNOLOGY

This particularly diverse space will need to accommodate a variety of activities and will typically comprise of:

- Low-level work tables or benches for small children, a worktop for the teacher, some storage units for equipment and tools and a sink.

- Space for storage trolleys and trays.
- Floor and wall finishes for wet and dry activities.

FOOD TECHNOLOGY

This room could be situated next to the life skills room so that the two spaces mutually complement each other. It should be equipped for demonstrations by the teacher and hands-on activities for children, with:

- Worktops (standard height for demonstration by the teacher, low level for small children, including at least a section of adjustable height)
- High and low-level storage units and cupboards
- A sink, mini-oven, or hob on wheels and a fridge.

KEY STAGE 3-4

Most special schools require one specialist space for each practical subject, including science, art, design and technology (including food technology).

In certain circumstances it may be possible to combine more than one practical subject in the same space as long as the activities are compatible and health and safety requirements are met (e.g. design technology and art), however they should still be separated within the room to allow for separate timetabled use.

ART

KS3-4 level teaching should have a fully equipped specialist art room providing for all aspects of two and three dimensional art. The space should be light and airy, with a relaxed atmosphere and an uplifting, inspiring setting.

Generally a space of 60m2 is recommended. Stores should be provided for resources and work in progress. If a kiln is to be provided, it should

be in a separate space. For a suitable standard layout, reference may be made to BB89 however a typical art room will have:

- Sturdy loose tables-some may have sloping boards
- A large layout surface for group or project work or for textiles or screen printing
- Fixed perimeter benching, with storage above and below
- Two sinks, one for paints, one with a clay trap.
- ICT will be needed in the space or nearby resource area, possibly shared with design technology
- Daylight is essential, north light being traditionally preferred.

SCIENCE

A typical science space of 60m2 is large enough for one teacher, support staff and 6-8 children. A preparation room will be required of around 15m2 will be needed nearby for storing chemicals and equipment and preparing material for practical work. For a suitable standard layout, reference may be made to BB80, however a typical lab will have:

- Loose standing-height tables,
- Fixed perimeter benching
- A wash-up sink
- Three service hubs that contain gas and power as appropriate.
- Three laboratory sinks, either as part of the service hub or as part of the benching
- A fully equipped demonstration bench
- A fume cupboard

Safety features of an inclusive laboratory include emergency cut off points for services with easy access for staff, visual as well as auditory alarms.

DESIGN & TECHNOLOGY

Generally 65m2 is adequate for a design technology space. If specialist

equipment is needed to meet the standards of a mainstream curriculum, the area may need to increase to 90m2. Alternatively advantage could be taken of the facilities within the construction hub in The Heights Free School. Generally though, the Construction hub is considered to perhaps be too large and intimidating for a child with BESD to use. Therefore a dedicated space will be provided within Eden School.

There needs to be an adjacent room for the preparation and storage of materials, work in progress and secure storage for hazardous substances.

The workshop should be light and airy and suitable for children to carry out practical tasks ranging from simple ones requiring no more than hand tools, card and scissors for model making to those needed specialist equipment or large standing floor machines such as a lathe. Reference may be made to BB81, but a typical layout may include:

- Interactive whiteboard or similar with space around for group work
- Perimeter benches with bench mounted machines, storage underneath.
- Two sinks housed in the benching
- Floor mounted machinery at the perimeter
- Free standing work benches providing access to a vice for each child
- Areas for safe display of children's work to celebrate their achievements
- Consideration should be given to health and safety if any hot works equipment is envisaged.
- Safety and security measures include:
- Emergency cut off points for electrical services and an emergency stop button for each machine
- Visual and auditory alarm signals carefully positioned in space for visibility
- Safe distances around all machines with appropriate floor markings.

- Design for active and passive supervision, encouraging positive behaviour
- Provision for security of tools and materials

FOOD TECHNOLOGY

A specially equipped room of 60-65m² will be suitable in most situations for up to eight children, with one teacher and one teaching assistant. There should be stores for food and resources. Reference may be made to BB81, but a typical layout may include:

- Worktop space for each child with access to a cooker, sink and drainer (generally one between two pupils)
- Specially adapted fittings which support life skills and independence training.
- A layout that is appropriate for the children, teaching approach and supervision requirements – for instance whether cookers and sinks are all around the perimeter or arranged in a series of bays.
- Clear sightlines and easy access around kitchen units for supervision.
- Storage at high or low level
- A refrigerator

Safety and security measures include:

- A hygienic environment
- Easy access to emergency cut-out controls for services
- Sufficient circulation space for children to be able to work individually assisted, in pairs or small groups

PERFORMING ARTS – MUSIC, MOVEMENT AND DRAMA;

The Heights Free School has spaces dedicated to performance and recording of music and will be used by Eden School. Therefore these spaces are not required within the new building. However some provision

for performing arts will be provided. It is intended that any spaces provided for this purpose within Eden will be part of a multifunctional offer rather than dedicated spaces within their own right.

With suitable acoustic treatment a range of spaces may be used. The most typical is a specialist music/drama teaching and/or therapy space of 55-65m², which will accommodate most activities for small groups or a class group together. A smaller room of 15-20m² is useful for one-to-one therapy, with equipment such as a keyboard and some limited space for a child to move.

A store room should be provided for equipment and props with suitable security for different users.

LEARNING RESOURCE SPACES

These are useful for cross-curricular work and individual support. Small group rooms are an invaluable resource for all key stages in the school and have the added advantage of providing space for visiting professionals and managing behaviour whilst avoiding disturbing other classes.

Positioning group rooms between two classrooms allows flexible use by each class with the entrance situated off the corridor.

- Key Stage 2: An area of 9-12m² is suitable for accommodating small groups.
- Key Stage 3-4: 12-15m² is suitable for small groups of older children

LIBRARY

The library space should be light, airy, quiet, calm and orderly, where books and ICT can provide an interactive environment. A particularly impressive example of a good library space was demonstrated at Hope School, where it was conceived as an open plan arrangement connected

to the main heart space. Whilst this may be considered challenging when attempting to resolve issues such as fire, security distraction and disruption, the head teacher described this as a particularly successful space in which children engaged with its resources far more successfully than they perhaps did when books were stored within the classrooms.

A space of approximately 30-45m² is appropriate for a library with a 3m² store.

ICT

ICT will be used throughout the school. There is also a dedicated facility for small groups and one-to-one work. A suitable size for this resource is between 30-40m² and should ideally be located next to the library.

SEN RESOURCE BASE

A base of around 30m² could be useful for small groups of three or four children – for example to provide extra support for children with ASD

MULTIFUNCTIONAL HALL & PE

A hall of 100-120m² will provide a space for PE for KS2, assembly and large performances for all ages. With any multi-functional space one needs to consider the impact of changing between functions efficiently, especially when moving furniture and equipment. Consideration should also be given to whether or not children assemble in the hall at the end of the day before buses and taxis arrive for departure.

Assembly is an important time when all children and staff come together as a whole school community, so it is crucial to create an ambience that reflects the schools ethos, public status and community role. The scale, proportions and height should be appropriate to its use. It would also be advantageous for it to be suitably secure for its use after school hours.

There should be an even distribution of light. Side lighting at high level is

preferred as end glazing creates glare. Curtains of blinds will be needed for full blackout facilities but they must not hamper ventilation.

Good quality acoustics are particularly important in a multi-functional space as is effective sound separation.

The minimum recommended space to accommodate PE activities in KS2 special schools is 100m², meaning that the multifunctional hall is could be suitable for younger children to do PE. Should the school require an indoor PE facility for older children, then increasing the size of the multifunctional space to 140-180m² is advised. Also an equipment store of 10-15m² (increased to 20-30m² for trampolines and goals and nets) would be a useful addition to the multifunctional hall. A ceiling height of 6.1-7.6m may be preferred for some sports such as badminton.

Alternatively for KS3-4 year groups, the school has the opportunity to cross share with The Heights Free Schools facilities in this respect, however some form activity space within Eden school may be desirable.

A schedule of equipment to support the full range of activities will be drawn up by the school.

If the Multifunctional Hall is to be used by the community, then the following should be considered:

- Additional separate toilet facilities
- Access to refreshments is useful
- Access control, so that users cannot enter other parts of the school

DINING

Dining together can promote a sense of belonging and inclusion, however some children may need further assistance in managing their behaviour as part of their curriculum and progress to independence and they may need to be able to focus in a quiet, sheltered space away from

distraction.

Generally multiple sittings for dining are not practical for most special schools because of the limited time available and the high level of support required. However consideration has been given to ensure that the space is not too constricted or busy so as to cause stress to some of its users.

In All-age schools, in order to provide an appropriate environment for younger children, all-age schools either stagger lunchtime or have two adjacent dining spaces with a sliding folding partition between that can be opened up for other school activities.

OUTDOOR SPACES

Experiencing the outdoor environment is an important part both of learning and leisure for children with SEN, so it is important that the outdoor spaces enrich learning, teaching and recreation. A range of spaces should be provided including:

- Outdoor PE facilities
- Informal social and recreational areas

In the case of EDEN School there is an opportunity to co-share with The Heights existing facilities. Typically Eden School will use The Heights sports hall and MUGA pitch.

One feature that will be of particular benefit to the school will be the inclusion of a Pump track as this will complement The Heights Free Schools cycling provision. These are man-made closed circuit cycle tracks that incorporate rollers and berms. They are designed to be ridden without peddling. The children will benefit from a full body workout as riders use their bodies to pump and push down the bike converting gravitational force and downward thrust into speed as they ride through the course.

A hard play area has been included at the front of the building adjacent to the primary school classrooms. Positioning the hard play area to the front of the building will ensure that the building acts as a sound barrier between the noisy play area and the houses on Bank Hey View.

SUPPORT SPACE

This section sets out the accommodation that may be to support children with SEN and the school workforce:

- Medical, therapy and other support
- Staff accommodation
- Storage
- Toilets and changing facilities
- Kitchen

MEDICAL ROOM

All schools must have a designated space for visiting medical staff and the treatment and care of children. There also needs to be somewhere for first aid emergencies and where a sick person can be closely supervised by a member of staff.

A space of 12-18m² may be suitable and may also be used for therapy, as long as first aid emergencies can be dealt with in a sick bay elsewhere.

The basic layout of the medical room will need to be:

- Window and door security (to protect medicines and confidential records) and secure storage within.
- Hygienic non-abrasive walls and floor
- Appropriate furniture and equipment such as desk and chairs, an adjustable couch, a treatment trolley, a filing cabinet and lockable drug cabinet/fridge, clinical wash-hand basin, soft furnishings and shelves.
- Visual privacy for general medical examination, with portable

screens, blinds & curtains.

- Good sound insulation
- Ceiling mounted or portable mobile hoists
- Enough length for vision testing
- Clinical waste disposal

EDUCATIONAL PSYCHOLOGY, PSYCHOTHERAPY AND COUNSELLING

A counselling room need a balance between privacy and quiet for confidentiality, and visibility for overseeing students, safety and security. A fixed glazed panel in the door shall be provided with an internal blind. 12m² is appropriate for the space.

Occasionally other visiting professionals can use the small group rooms, quiet room, interview room or SENCO office.

SOCIAL SKILLS TRAINING (LIFE SKILLS)

Schools for children with BESD have one or more rooms for social skills training. Typically there is one room of around 20-25m² per key stage, equipped with typical domestic furniture.

SOCIAL/RECREATIONAL ACTIVITY SPACE

A social/recreational activity space can be used on a structured basis or as part of a reward system for good behaviour. In a BESD school it is also a resourced provision.

A space of 50-60m² can be arranged for playing table tennis or snooker, table football and board games, with informal seating. Attractive robust finishes, fittings and furnishings should be easily cleanable and offer no opportunities for self harm.

CALMING ROOMS

These small rooms are used to help children calm down. Good sight lines, health, safety and welfare must be ensured. A pleasant calm space is needed. Materials, fittings and finishes should safeguard against self-harm.

PARENTS' ROOMS

A parents room is often provided near the reception area. A typical space is around 15m².

STAFF ACCOMMODATION

The quality of staff accommodation can affect staff performance as well as their recruitment and retention. A well designed environment can help to minimise stress and contribute to the effective and efficient running of the school.

RECEPTION & ADMIN OFFICE

A combined space for reception and admin is desirable, with sufficient space for between three and five members of staff to work comfortably, including clearances for circulation. It needs storage space, including for secure storage of records and the safe storage of flammable or toxic materials kept in this area, along with the main communications network, security, CCTV and alarm systems.

HEAD TEACHER

Traditionally the head teachers office is be located near the school entrance and the reception/admin office. However lessons learnt from Hope school suggest that locating the head teachers office on the first floor has more operational benefits in terms of managing behaviour within the school.

An office of 15-18m² will typically be sufficient to allow for general use and meetings.

SITE MANAGEMENT STAFF

The premises manager or caretaker will need an office and workshop facilities for undertaking small repairs. A centrally, electronically controlled environmental services system may be used, such as a Building Management System (BMS)

MEETING AND TRAINING ROOM

During the school day, teachers and support assistants must have unlimited access to their own meeting room. An area of 25m² will meet most of these needs.

STAFF ROOM

It is not the policy of the school to include a staff room. Teachers and assistants are expected to provide full support for the children at all times.

CLEANERS

In addition to cleaners store, cleaning staff should have access to lockers, accessible changing and toilet facilities and suitable spaces (such as a staff room for breaks and refreshments as appropriate. Assuming that the cleaners will be working out of hours, no specific spaces will be provided as cleaners can make use of the staff and child facilities.

TOILETS AND CHANGING ROOMS

There should be sufficient and suitable staff toilet and changing spaces. A unisex staff WC should suffice. All staff members should have their own secure locker in a staff changing area and a coat hook in the class store. The importance of staff changing spaces is open to debate

STORAGE

Having enough well placed storage space is vital to support teaching and school management because appropriate storage can help to reduce distractions in the class base and minimise movement of young people or furniture

TYPICAL STORAGE NEEDS

Storage for pupils belongings is required by the Education (School Premises) Regulations 1999. A centralised and secure storage area will be provided for all childrens belongings. Such a space will be locked down during the day. The space may be three separate spaces located adjacent to each key stage group or it may be a centralised space adjacent to the main entrance. Generally 2m² of cloakroom storage is required per classroom.

Dedicated storage for learning resources is set out within the accommodation schedule. This includes storage for dedicated learning spaces, classrooms, halls and dining areas.

Secure storage is needed for confidential papers, medical records and historical records or documents that may need to be retained in a safe place for a number of years. Fire resistant cabinets, cupboards or store rooms with special locking devices may be required.

Bulk storage is needed for stationary and admin supplies, general teaching supplies and dry goods.

TOILETS AND CHANGING FACILITIES

Toilet facilities will comply with the Education (School Premises) Regulations 1999 and shall have regard to the age, sex and numbers of pupils and any special requirements that they may have.

Individual enclosed toilets are preferred over communal toilet facilities Each WC shall be designed to ensure that only one child can reasonably gain access to the toilet at any time. This will ensure a reduction in anti-

social behaviour.

Each key stage area will be provided with one make and one female WC

A disabled WC will be provided with the entrance area of the building.

LAUNDRY

A self contained laundry facility is required. This could be 6-8m² depending on its use.

CHANGING ROOMS

For children aged 11 and above changing accommodation, including showers has to be provided (separate for boys and girls) for all children taking part in PE and school sports. The facilities should be adjacent or close to the hall and within easy travelling distance to outside sports and activity areas. Whilst there are changing facilities adjacent to the sports hall within The Heights Free School, which will be used by the Eden School, it will be appropriate to provide a changing area within Eden.

KITCHEN FACILITIES

The size and type of catering accommodation will depend on the numbers taking school lunches and the type of catering chosen. Allowance should be made for uses such as breakfast clubs and after school clubs. A 50m² kitchen will accommodate about 100 pupils.

The advice of a specialist kitchen designer should be sought. However at this stage for the purposes of the accommodation schedule some basic assumptions have been made as to the composition of the kitchen layout.

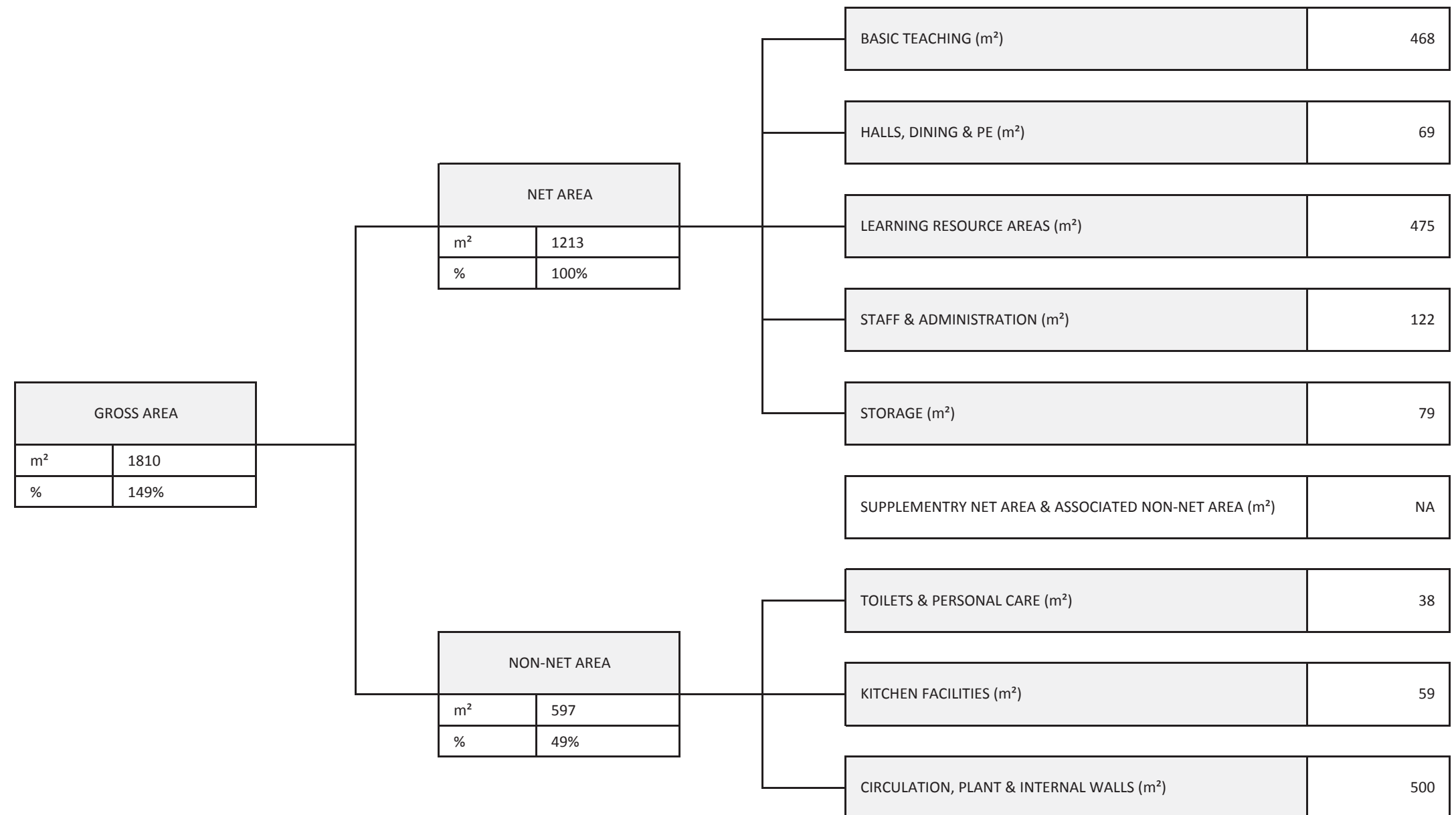
Chapter 7 Accommodation Schedule

This part sets out how to establish the floor area requirements for spaces within primary and secondary school buildings.

The accommodation schedule is in three sections:

- Net area, which is the usable area and comprises basic teaching area; halls, dining and PE spaces; learning resource areas; staff and administration; and storage;
- Non-net area, which supports the functioning of the building, and includes toilets and personal care, kitchen facilities, circulation, plant and internal walls;
- Supplementary area (including net and non-net), which is used for non-school or support functions such as specially resourced special needs facilities.

The gross area, or gross internal floor area, of the building(s) is the total of the net and non-net area. It is important to note that the gross area will usually be proportional to the net area. Generally, the gross area of new buildings will vary between 142% and 145% of the net area in primary schools and 140% and 145% in secondary schools, depending on the provision of areas such as circulation or the kitchen. In existing buildings this proportion may rise to as much as 150%. In single-storey primary schools where a full-service kitchen is not required (for instance where catering is cook-chill), 140% may be achieved. In the case of BB102 compliant schools, non-net area may be considerably higher owing to greater amounts of circulation space being required.



NET AREA														
BASIC TEACHING			HALLS, DINING & PE			LEARNING RESOURCE AREAS			STAFF & ADMINISTRATION			STORAGE		
ROOM REF	ROOM NAME	AREA m ²	ROOM REF	ROOM NAME	AREA m ²	ROOM REF	ROOM NAME	AREA m ²	ROOM REF	ROOM NAME	AREA m ²	ROOM REF	ROOM NAME	AREA m ²
G.25	KS 2 CLASSROOM	52	G.15	MULTIFUNCTION/PE/ASSEMBLY/DINING	69	G.21	FOOD TECH	40	G.02	ADMIN OFFICE	21	G.11	CL. STORE	6
G.26	KS 2 CLASSROOM	52				G.24	ICT	35	G.03	PARENTS/WAITING	13	G.13	PE STORE	12
G.28	KS 2 CLASSROOM	52				G.33	LIBRARY	45	G.04	COUNSEL	10	G.14	DINE STORE	7
F.09	KS 4 CLASSROOM	52				G.34	SOCIAL	92	G.05	MEETING	21	G.20	STORE	5
F.14	KS 4 CLASSROOM	52				F.02	DESIGN TECH	46	G.06	MEDICAL	8	G.30	SCHOOL CLOAKROOM	13
F.15	KS 4 CLASSROOM	52				F.06	ART	38	G.07	SLT/OFFICE	12	F.01	WIP STORE	9
F.20	KS 3 CLASSROOM	52				F.16	SCIENCE PREP	20	G.09	CARETAKER/LAUNDRY	11	F.05	PREP STORE	12
F.21	KS 3 CLASSROOM	52				F.19	SCIENCE	55	G.19	OFFICE	6	F.07	WIP STORE	8
F.23	KS 3 CLASSROOM	52				G.27	GROUP/CALM	17	F.24	HEAD	20	F.08	STORE	7
						F.12	SENCO/MULTIFUNCTION	29						
						F.13	GROUP	20						
						F.22	GROUP	20						
						F.26	GROUP	18						
TOTAL m²		468	TOTAL m²		69	TOTAL m²		475	TOTAL m²		122	TOTAL m²		79

NON-NET AREA								
TOILETS & PERSONAL CARE			KITCHEN FACILITIES			CIRCULATION, PLANT & INTERNAL WALLS		
ROOM REF	ROOM NAME	AREA m ²	ROOM REF	ROOM NAME	AREA m ²	ROOM REF	ROOM NAME	AREA m ²
G.10	DISABLED WC	4	G.16	SERVERY	26	G.01	ENTRANCE & RECEPTION	49
G.18	WC	5	G.17	KITCHEN	33	G.08	PLANT ROOM	12
G.22	WC	3				G.12	LIFT & STAIRWELL	24
G.23	WC	3				G.31	CORRIDOR	121
G.29	DISABLED WC	7				G.32	CORRIDOR	27
F.03	WC	3				F.11	LIFT & STAIRWELL	30
F.04	WC	3				F.25	CORRIDOR	185
F.10	DISABLED WC	4				F.27	STORE	4
F.17	WC	3					INTERNAL WALLS	48
F.18	WC	3						
TOTAL m²		38	TOTAL m²		59	TOTAL m²		500

Appendix A Architects Drawings

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