William Hulme's Grammar School

Spring Bridge Road, Manchester, M16 8PR

New Specially Resourced Provision (SRP) Building

Design and Access Statement

Prepared for United Learning

by CoARC Ltd

Revision P03 - August 2024



CoARC

COLLABORATIVE ARCHITECTURE

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1. Introduction

This design and access statement has been prepared on behalf of United Learning by CoARC Ltd, and is in support of the planning application for the development of a new Specially Resourced Provision (SRP) SEND building at William Hulme's Grammar School. It is a priority project for Manchester City Council (MCC) in achieving the required growth as part of the local authorities wider education strategy.

The current ASD (Autistic Spectrum Disorder) Resourced Provision (RP) incl. specific language impairment accommodates 12 pupils and is to be expanded to cater for the increased need in EYFS, KS1 and KS2, in addition to the current KS3/4 cohort. The current RP is located in a temporary building that is not fit for purpose, both in terms of the facilities and the functionality of the spaces.

The brief for the new building is outlined below:
• SEND Area of Need (ref BB104 'Broad Areas of Need'): Communication & Interaction SLCN - ASD and Specific Language Impairment.
• Type of Educational Setting: SRP (ambulant) (ref BB104 Type of Education Setting). As broadly described, in SRP *pupils spend most of their time (usually >50% of their timetable*) in mainstream classes, attending the SRP facilities for support.*

**Note, it is recognised that the SEND code of practice descriptions in Building Bulletin 104 'BB104 Area guidelines for SEND and alternative provision', describe four areas of need, and there is wide spectrum of special educations needs (SEN) and many pupils have interrelated needs. For this reason the project brief and new building design has been developed with full input from the client and school in order to understand the nature of the setting and the particular educational approach.*

The new building will accommodate 30 pupils providing two Primary 'Group Rooms' (one EYFS) and three Secondary 'Group Rooms' plus associated learning resource rooms, staff & administration areas, toileting and personal hygiene facilities, storage, circulation and, outdoor spaces. To provide the new accommodation, a new dedicated SEND facility is to be built. In addition to the building new multi use games areas (MUGAs) are proposed to replace and enhance the existing outdoor PE and playground provision that will be lost as a result of the development.



Aerial view of site. Development area shown in red.

2. Site Context

Located approximately two miles southwest of Manchester City Centre, the original school building located in the northwest corner of the site was constructed in 1886. The school has developed significantly since, with the original Grade II Listed building extended in two phases during the early 20th Century. Additional buildings were added over the remainder of the 20th century and the past twenty years, the most recent development being the primary school in 2017. Refer to the Heritage Statement prepared by Donald Insall Associates for further detailed historic background information.

The existing temporary building, housing the current RP provision, was added around 2014. It is located in the central area of the school site, immediately adjacent to the main school buildings to the west and playing fields to the east. Immediately to the north is the existing two-court MUGA.

The new SRP building is to be located adcacent to the current RP temporary building and will replace the existing MUGA footprint. An area of grass playing field is to be reinstated between the new building and the playing fields. The location of the new facility has been established through site analysis and appraisal of the wider school site during the design development. A number of possible locations was investigated, factoring in the need to have the current RP remain in use during the build. The new location adjacent to the existing RP remains a central position on site and is close to both the primary and secondary pupils when they need to promptly access the facility. Following completion of the new building the current temporary RP units will be removed from the site.

To compensate for the loss of the MUGA / playground, new replacement MUGAs are proposed. A two-court MUGA to serve the Primary school, located immediately west of the Primary building plus, a new MUGA for secondary provision to the north. The new MUGAs will provide both hard-surfaced outdoor PE areas and be used as hard-surfaced playground ('hard outdoor PE' and 'hard informal social' areas respectively, as per DfE zone categorisation).

The new building is proposed to be single storey to best serve the needs of the pupils, both in terms of using shared support rooms, but also to easily access the dedicated outdoor social / play and learning spaces Being low-scale and in a cental positon means the new building has no significant effect on any neighbouring housing. The adjacent school buildings to the west are of varying scales, with the single story 'Zechonis' and 'LRC' buildings rising to the three storey 'Donner' building. To the north is the two-storey science block, behind which is the original Grade II main hall listed buiding.

Adjacent buildings are predominantly finished in red facing brick, with both pitched tiled and flat membrane parapet roofs.





1. Original Grade II Listed Building (background beyond).
2. Science Building.
3. Donner Building.
4. LRC Building.
5. Zochonis Building.
6. Primary School (background beyond).
7. Existing Resource Provision (RP) Temporary Building.

The primary vehicle access into the site is off Springback Road, the main entrance accessing a car park leading on to the site access road. This branches off to run alongside the playing fields by the the existing RP and proposed new SRP building and services the wider site and car parks, plus provides emergency vehicle access across the site. A vehicle entrance is also located off Montcliffe Crescent to the North of the site and leads to a parking area west of the sports hall. The existing parking provision for cycles is unaffected by the development. The hard standing area to the North of the all-weather pitch, currently used for some parking, will be lost due to the new MUGA, with the parking need relocated to the undersused car park west of the sports hall. Refer to the Transport Statement and Travel Plan prepared by Rodgers Leask for further detailed information.

As a result of the development, alterations to the playing field and sport pitches are required and pre-application consultation with Sport England has been undertaken during the development of the design. The changes to playing fields and pitches (including the net area change) are illustrated on the playing field provision drawings submitted in support of this application.



Existing Site Aerial Plan.



Proposed Site Aerial Plan.

3. Proposed Design

The diagrams and information below represent the building concept design developed during the initial feasibility stage of the project. The rationale has provided clear direction and a framework for making decisions and methodology as the design has progressed.

BUILDING EXTERNAL APPEARANCE / DESIGN APPROACH

'**SEND STUDENTS** ARE THE MOST **DIVERSE**, THEY HAVE A **WIDE SET OF NEEDS** AND DESERVE TO BE **FULLY ACCOMMODATED**' (NAC ARCHITECTURE)

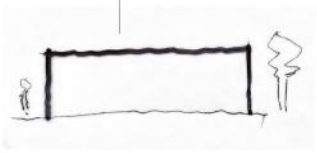
AVOID SEPARATION FROM PIERS AND DRAWING **UNNECESSARY ATTENTION TO THEMSELVES**

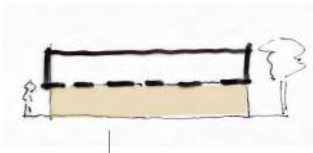
A 'STANDALONE' RESOURCE PROVISION BUILDING PROVIDES PARTICULAR CHALLENGES IN ACHIEVING THIS

CONCEPT DESIGN

NOT A 'BEACON'

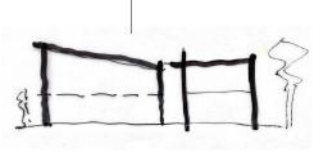
SINGLE STOREY: low SCALE (CLOSE TO ADJACENT BUILDINGS)

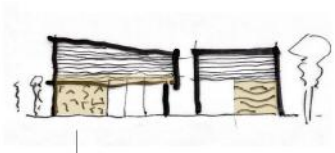




'**TOPdown**' CONCEPT =
FOCUS **ON LOCAL (EYE) LEVEL DESIGN**

DESIGN MINDFUL OF PRINCIPLES OF
DfE BASELINE DESIGN STANDARDS
ARTICULATE DESIGN





SENSORY / FEATURES IDEAS (EXT & INT)
THAT CAN **INFORM THE DESIGN CONCEPT**

'ASD TOYS & GIFTS':
SENSORY INTERACTION + RAINMAKER.....

IDEAS TAKEN FROM AUTISM TOYS & OBJECTS TO REDUCE SENSORY OVERLOAD OR PROVIDE A SENSORY RICH EXPERIENCE

MAYBE NOT SO MUCH ABOUT ASPECTS / ASSISTING DAILY STRUCTURE OR COMMUNICATION, BUT MORE:-

CALMING, RELAXATION, FAMILIARITY

PLAY & STIMULATION (SENSORY RICH)

SENSORY INTEGRATION



Areas of wall / surfaces

SENSORY TEXTURED MATS



Walling / areas of wall

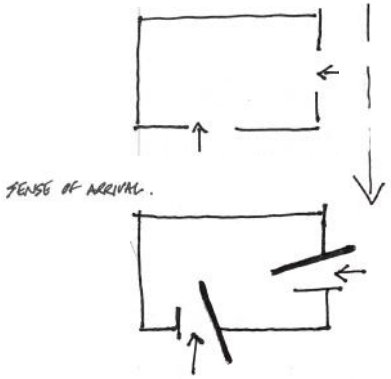
The Bridge, London precedent

CUDDLE BALL

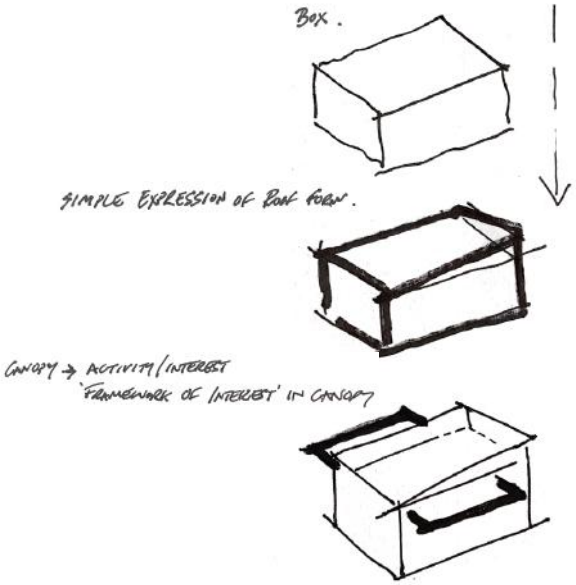


Deep & calming pressure to the sensory system
Hung from covered areas of building

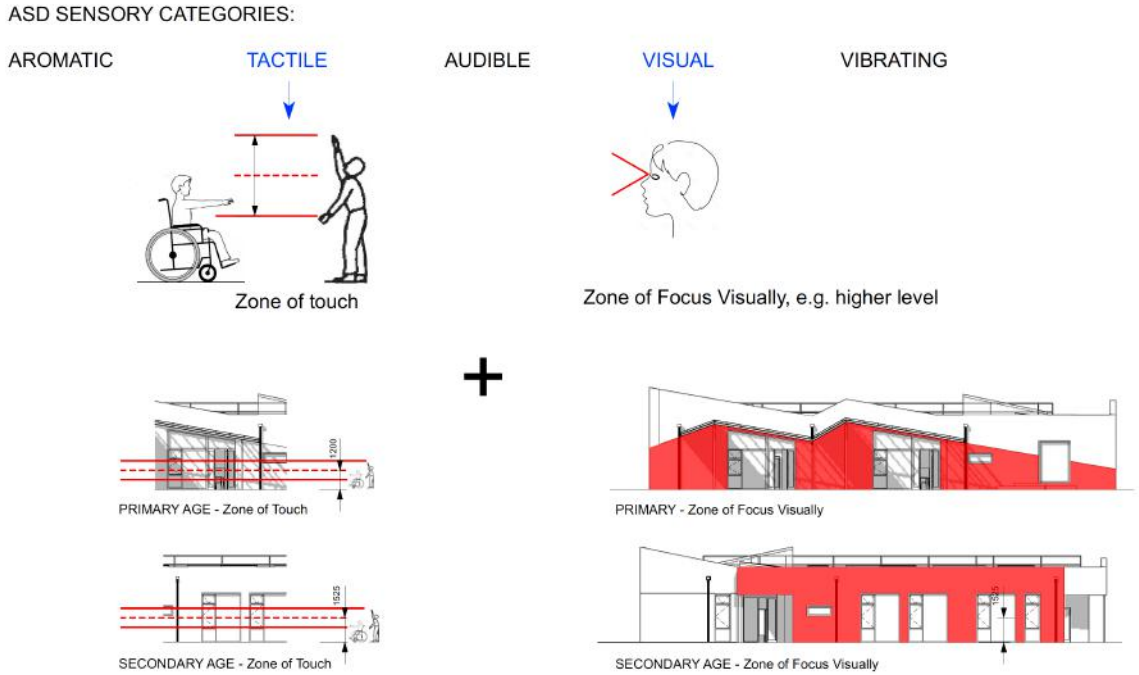
Concept plan sketches



Concept 3D sketches



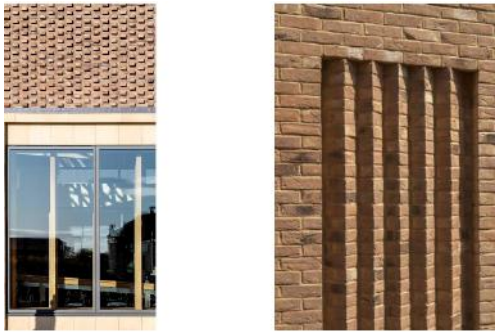
The materials proposed for the exterior of the building reflect a deliberately limited palette, consisting of facing brick with areas of tile. The brickwork provides a durable and proven material fit for purpose for a school environment. As part of the design brick feature detailing has been incorporated into the facades as a 'nod' to ASD senses (tactile and visual senses) and as a contemporary reference to the Victorian (Gothic style) brick detailing present on the Grade II Listed building. This extra level of masonry detailing has been focused in specific areas as demonstrated in the diagrams below.



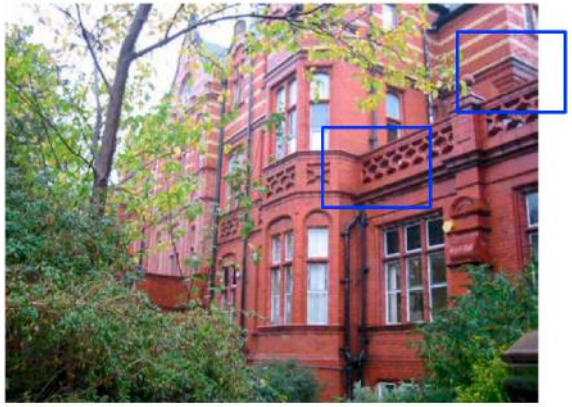
Feature brickwork areas of interest



Facing brick feature brick detailing

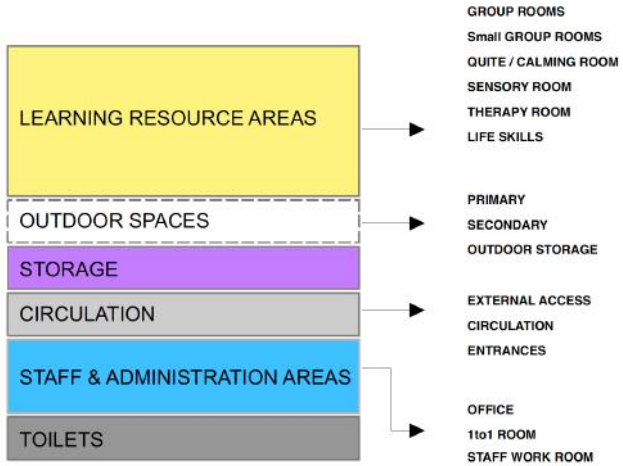


Brickwork detailing precedent images

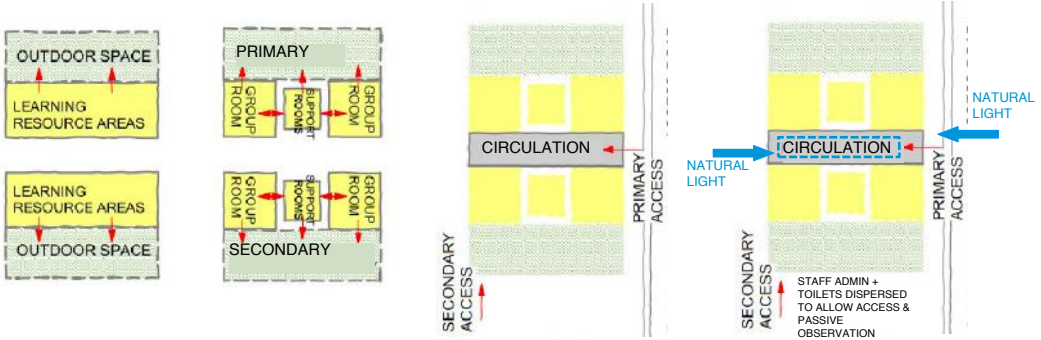


Grade II Listed Building brickwork detailing

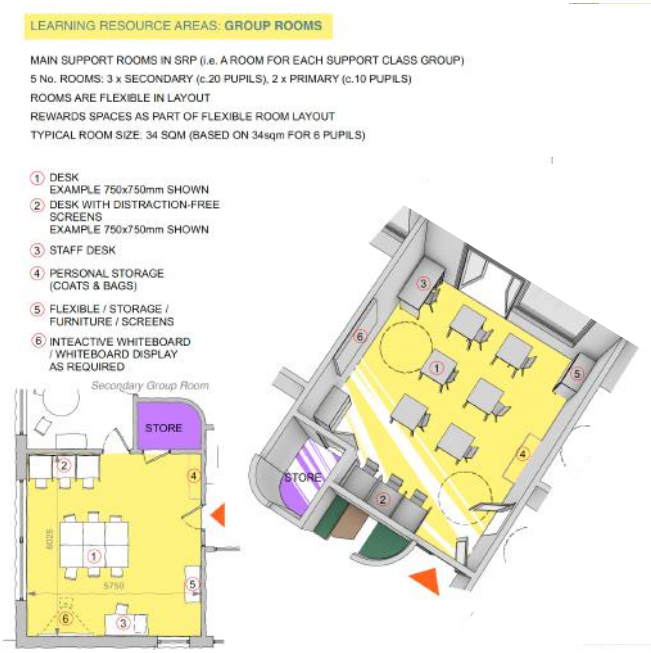
The building has been designed as single storey, with clearly set-out Primary and Secondary learning resource areas served by a central shared space. This circulation area is a usable part of the building for curriculum based activities and the supporting use of the SRP. It is an integral part of the building design. The sensory and therapy rooms, the living skills area, quiet / calming rooms plus staff facilities are located off this central core. Limiting the design to a single storey allows efficient direct access to shared spaces, plus access to external spaces.



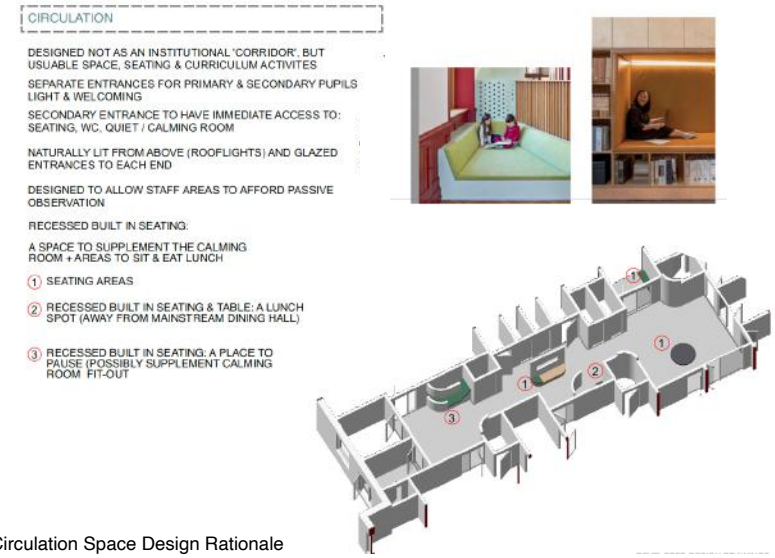
Key Spaces: Specially Resourced Provision (SRP): ASD & Specific language Impairment (Communication & Interaction)



Proposed Building Design Layout: Key spatial adjacency principles

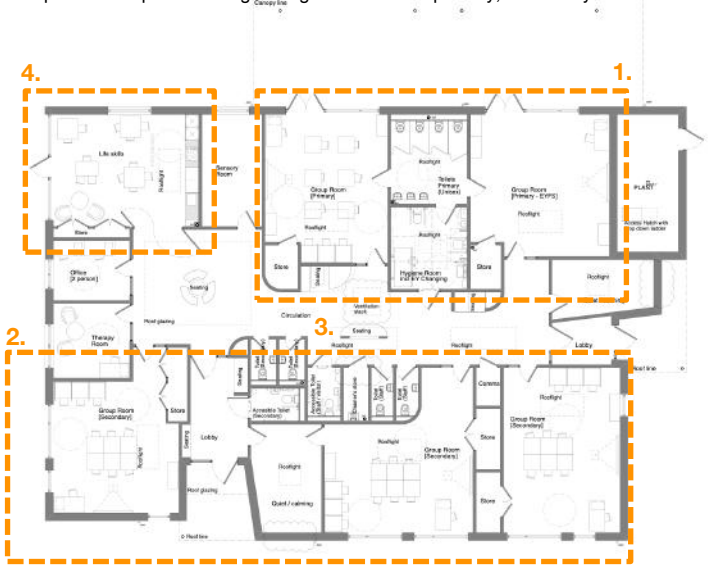


Typical Group Room Layout



Circulation Space Design Rationale

Proposed floor plan showing arrangement of main primary, secondary and life skills rooms



Proposed site plan showing key areas



1. Primary Group Rooms & associated accommodation
2. Secondary Group Rooms & associated accommodation
3. Circulation Space, incl. shared Accommodation
4. Life Skills Room

5. Primary entrance
6. Secondary entrance
7. Primary external social / play & learning
8. Secondary external social / play & learning
9. Sensory Garden
10. Life skills external area

Landscaping including sensory garden indicative only, to be developed by landscape architect

External view showing the main Primary elevation facing the playing fields



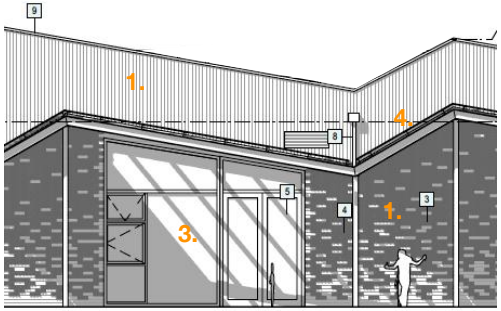
The brick detailing takes the form of dispersed array of pressed / extruded bricks on the two main elevations, the intensity designed to diminish as a vertical pattern. An subtle upper band of vertical stack bricks also provides interest to the elevations. To define the Primary and Secondary entrances a change in material to glazed wall tiling provides a visual way-finding reference, both the Primary and Secondary entrance points are covered by articulating the upper wall / roof line, creating a sense of arrival and place on approach the the building.

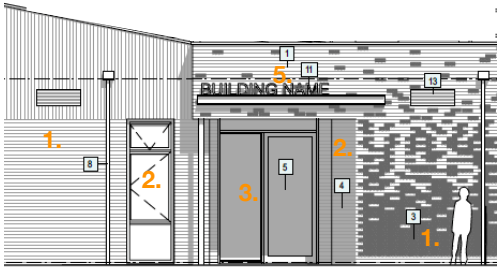


External view showing the main Secondary elevation and entrance adjacent to the access road



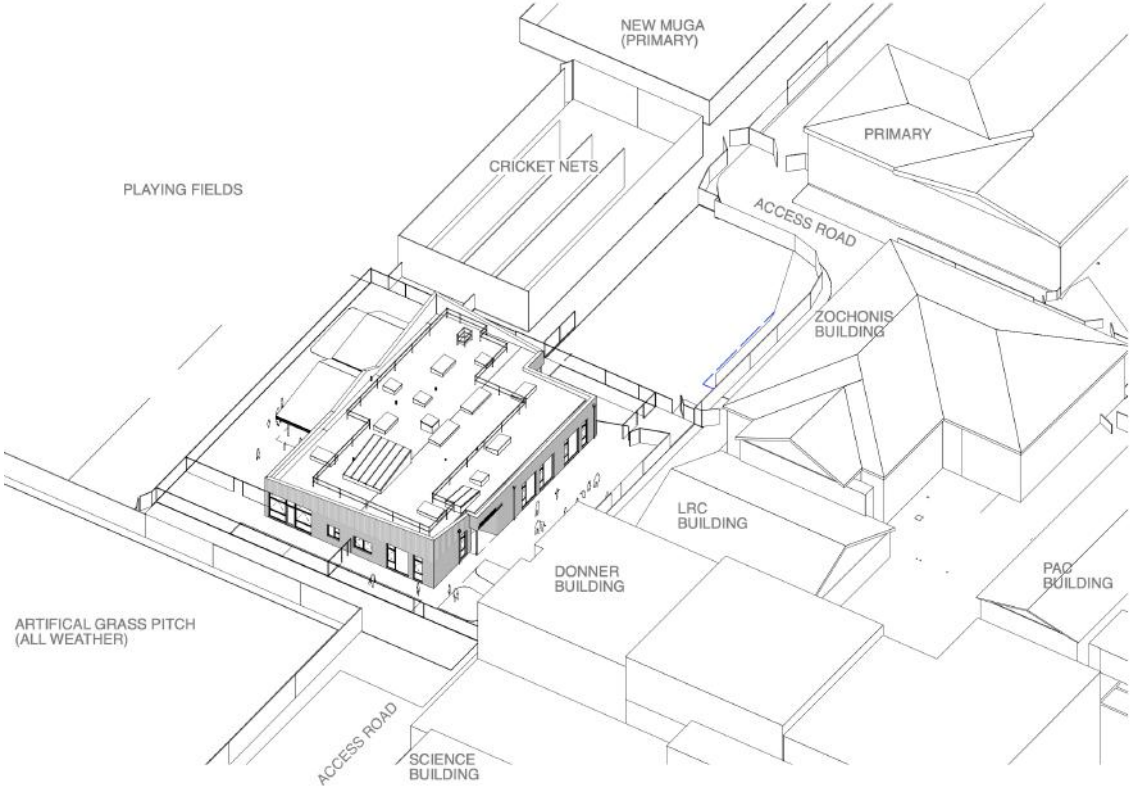
External view showing the approach to the Primary entrance





Elevation Extracts:
1. Facing brick, including stack bond, feature brick & glazed brick
2. Glazed tile.
3. Windows & doors
4. Canopy
5. Building signage (name to be confirmed)

Aerial view showing the new building in context





External view showing the Primary elevation



External view showing the main Secondary elevation and entrance

4. Proposed Design: Access

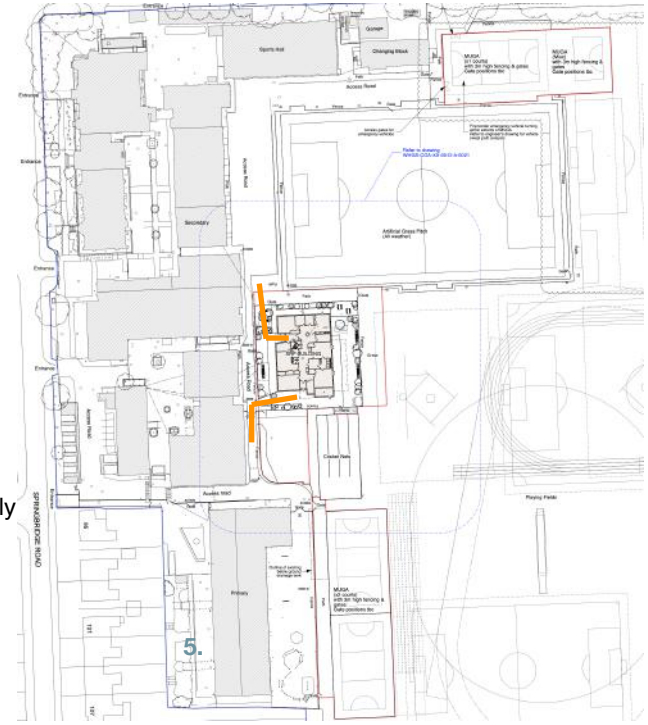
The design will meet all current regulations and good practice standards to provide a safe, secure and fully accessible environment to serve the building users, both the staff and needs of the SEND pupils.

Design Standards
The proposed accommodation has been designed to meet the requirements of the Building Regulations 2015 Part M (AD M) and BS8300:2018 to provide inclusive access throughout. There has been no need to vary from this guidance in the design of the development and put forward alternative solutions to meet the standards.

Building Approach
On site parking is provided nearby in existing allocated areas. The proposal is to retain the current arrangements for parking on site with the exception of the relocated parking to the North as described earlier in this document.

The new building is designed with pathways having 'level approach' as defined under Part M (AD M). The building has visually clearly defined entrances, both the primary and secondary serving as principle entry points, each having flush thresholds (without stepped access), and door leaf widths of suitable width to satisfy the needs of AD M. The entrances are clearly defined, and the entrance doors will either be powered or, be designed to require an opening force no greater than that permitted. External site lighting will be provided at lux levels in compliance with the requirements for safe access on approach to the building or exit. Manifestation will be provided on full height glass glazed units to assist the visually impaired.

Within The Building
The new entrance and external doors will meet the requirements of Part M (AD M) Section 2. Being single story no internal ramps or steps are required. All new doors/doorsets will have a minimum clear opening width of 800mm with the exception of the two main entrances which will have a wider minimum clear opening width of 1000mm. Any new glazed doors will have suitable manifestation at 1500mm and 800mm above floor level. New internal doors and those critical to access the main rooms and circulation spaces will have, as a minimum, vision panels in accordance with AD M. All lobbies will be designed in accordance with ADM 2.29. Ironmongery will contrast with the background colour/veneer of the door leaf. Internal surface finishes will have appropriate contrasting colours to comply with AD M. All areas have access to an accessible WC's in accordance with AD M Section 5. Extra accessible provision is also provided due to the SEND needs of the pupils.



Paved route to new building from within existing site (orange line).



1. Entrance, exit points.
2. Accessible WC
3. Hygiene Room

6. Conclusion

The proposal is for the development of a new SEND building to cater for an increase in demand and to provide modern fit-for-purpose facilities within the existing school site. It is an established use on the site and does not involve the demolition or alteration of any existing permanent buildings.

The proposal improves the schools educational provision and increases the number of urgently needed SEND school places, as discussed in the introduction this is a priority project for Manchester City Council (MCC) in achieving the required growth as part of the local authorities wider education strategy.

The proposal does not amend any of the schools pedestrian or vehicular entrance / exit points, changes to the parking provision are demonstrated / mitigated in the supporting Transport Statement and Travel Plans. Changes to the playing field / sports pitch provision is demonstrated in the supporting drawings showing the revised playing fields/sports facilities assessment.

The new building will be designed in terms of entrance locations, horizontal circulation, and sanitary provision to allow for inclusive access to all floor areas within the developed accommodation.

External view showing the Secondary entrance

