



DESIGN & ACCESS STATEMENT

Olive Primary School
Cheetham Hill, Manchester
Report prepared by: Anita Chan

Job no. 22-037
January 2023
Rev. A

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Rev	Note	Date
A	Notes updated to Star & AV comments.	05.01.23

1.0 INTRODUCTION

1.01 BACKGROUND

Star Academies is a mixed Multi-Academy Trust that runs a diverse network of faith and non faith primary and secondary schools. They are a values-based organisation, committed to enhancing social mobility. All their efforts are geared towards raising the aspirations of children and young people in areas of social and economic deprivation, to improve their life chances and help them succeed at the highest levels of education, employment and professions.

Star Academies is one of the country's leading education providers, and their schools promote excellence in everything they do. In every school, the entire staff team (working in partnership with parents and the local community,) is committed to nurturing today's young people and inspiring tomorrow's leaders.

Their schools work together as Star Partnerships in five cluster areas – Lancashire, Greater Manchester, West Yorkshire, the Midlands and London. Schools within the Partnerships collaborate to share expertise and maximise opportunities and experiences for their pupils.

Star Academies employs the very best staff and invests heavily in their continuing professional development. Staff benefit from an extensive range of nationally accredited training provided by Star Institute.

Birth statistics and demographic information for the local area indicate a need for a 2 Form Entry school. There is an existing demand as well as increasing birth rates. The birth rate in Manchester is rising, significant housing developments are planned and good schools and transport links are attracting families to the area.

Economic factors are also contributing to the increased demand for places as families who may have accessed places in the independent sector are now seeking places in the state sector.

It is the intention of the Trustees and the staff to build on the school's well-deserved reputation and success in providing quality education, attracting pupils from varied backgrounds and a widespread geographical area, to this long established and highly respected Academy Trust.

It is proposed that Olive Manchester Primary School in Cheetham Hill, Manchester will provide permanent teaching accommodation for 2 Form Entry (2FE) / 420 pupils (age 4 -11). The site is approximately 2.5 kilometres north of Manchester City Centre and is currently a public park (Bignor Street Park).

The new build primary school will consist of:

- 2no. Reception classes
- 4no. Infant classes
- 8no. Junior classes;
- Library;
- Multi Media Resource (MMR) room;
- Groups support spaces
- Multipurpose hall and Studio

The development will also accommodate admin offices; associated plant; storage; wc facilities; recreation areas; Multi Use Games Area (MUGA); a mini football pitch; batting enclosure; car parking and associative landscaping.

The aim of this statement is to demonstrate:

- That the proposals have considered its context and its surroundings whilst at the same time introducing an appropriate modern design into a residential setting to attract new pupils.
- The design approach
- The level of consultation
- The evolution of the design
- The proposed development

1.02 SUPPORT FOR GOVERNMENT STRATEGIES

- It will respond positively to the Government's Schools That Work for Everyone agenda and effectively implement it's fair access and partnership plan.
- The National objective is to provide outstanding schools. This development will address both the current educational and accommodation shortfall. In doing so it will help sustain the School's reputation of meeting the pupils educational and developmental needs.



View of Site from
Tamerton Drive

1.03 SCOPE OF THE DESIGN and ACCESS STATEMENT

Throughout the pre-application process, the design team and Applicant engaged with key stakeholders; the design has evolved in line with the feedback received. It demonstrates that the proposals respond and contribute to their context in a positive and sustainable way. The document is set out as follows:

1. Introduction: Background to the submission; Design Team and Scope of this report
2. Summarises the primary benefits of the proposals.
3. Location and local context: site parameters; a brief description of the site and its parameters/ constraints.
 - Strategic context: sets the proposals within the wider context.
 - Site Description and Surroundings: describes the site, its location and existing buildings.
 - Approaching the Site: provides a contextual description of the site and the primary approaches to it.
4. Key aspirations and design drivers of the School
5. Involvement and Consultation: describes the pre-application process and summarises feedback received.
6. Planning Policy_cf. Planning Statement
7. Design Layout: Site Arrangement, Scale, Form and Massing in relation to the overall site and buildings.
 - Proposed plans
8. Design_Appearance: Architectural language and façade development; describes the evolution of the proposals in terms of architectural character proposals for the elevations and materials.
9. Design_Landscaping: describes the design strategy
10. Sustainability: landscape; building and services strategy
11. Accessibility

1.04 PROJECT TEAM

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The application is being submitted by Bowker Sadler Architecture on behalf of our client, Star Academies.

This statement should be read in conjunction with the following documents:

- Planning Statement
- Transport Assessment
- Travel Plan
- Arboricultural Report and AIA
- Flood Risk and Drainage Strategy
- Construction Management Plan
- Environmental Standards Statement
- Crime Impact Assessment
- Noise Assessment
- Preliminary Ecological Assessment and Protected Species Surveys
- Geo-Environmental Phase 1 Report



2.00 THE TRUST VISION

2.01 STATEMENT FROM STAR ACADEMIES TRUST

“We want to create outstanding organisations that promote educational excellence, character development and service to communities – organisations that encourage our pupils, their families and the local community to look upward to a better future and a brighter tomorrow. We want our staff to believe that the sky is the limit in terms of their career goals, and that we will invest in them to ensure that they have the skills required to become stars in their own right.”

_Extract from the Star Academies website

As mentioned previously, Star Academies is an outstanding Multi Academy Trust.

Star Academies Trust Vision:

- Transform the educational achievement of the nation’s young people, schools and academies.
- Elevate the life chances of young people in areas of social and economic deprivation – from all backgrounds – to help them succeed at the highest levels of education, employment and the professions.
- Lead a national drive - based on rigour and high expectations designed to improve school standards.
- Provide more choice for parents by offering them the chance to send their children to an inspirational school.
- Ensure ambition and high aspirations are rewarded through all their schools.
- Make a demonstrable impact on social mobility and equality in communities that have called out for change for so long.
- Create a diverse network of faith and non-faith schools, ensuring every child has access to a first-rate education that embodies opportunity for all.

Star is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. The purpose of the network, therefore, has to be to celebrate the importance of society, and to require all pupils (and all staff,) to make explicit and generous-hearted contributions to society, especially to those least well-off within it. Consequently, Star will instil curriculum awareness and personal objectives in pupils that reflect the importance of these values. All pupils will be encouraged to get involved at a local level.

2.02 ACCOMMODATION:

A standard accommodation schedule has been proposed based on a funded gross internal floor area for a 2 Form Entry school and *Building Bulletin 103*, a document which describes the Government Design area guidelines for school buildings.

2 Form Entry (420no. children)
Proposed Site Layout_nts



Site Aerial Photo_nts



3.00 SITE

3.01 LOCATION

- The site is located in Cheetham Hill, Manchester which is approximately 2.5 kilometres north of Manchester City Centre and is currently a public park (Bignor Street Park) - part of a park land network.
- To the north, the site is bound by an adopted highway, Brentfield Avenue, (no-through road). Bellot Street dog park lies beyond this road.
- Tamerton Drive lies to the west and south (the northern section of which is unadopted),
- The New Testament Church of God Faith Tabernacle is located to the north west of the site.
- Hillcity Day Nursey and residential properties lie to the west.
- To the east, the site is bound by Heywood Street and residential properties.
- The site currently comprises of open grassland and a basket ball court.
- A welded mesh fence currently runs around the perimeter of the park (the entire site excluding the road along the northern boundary), and access to the park is provided to the north near the MUGA. Sections of this fence have been vandalised and removed in places to create alternative access points.
- The main entrance to the site is via Heywood Street at the northeast corner of the site onto Brentfield Avenue which is the only vehicular access point. Vehicular access to this road is currently only from the east, via Heywood Street. There is an existing pedestrian crossing located to the southwest corner of the site.
- The development site is approximately 1.2 hectares in size.

Site GIS Co-ordinates: 53.503467, -2.240361

▲ Current Access Point

▲ Fencing removed (currently used to access the site)

〰 Possible noise pollution

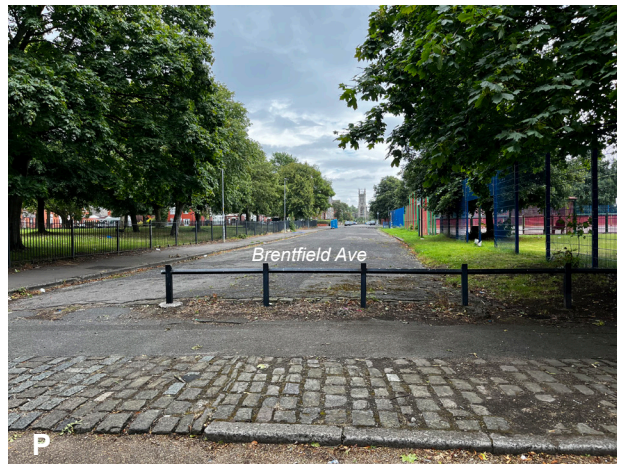
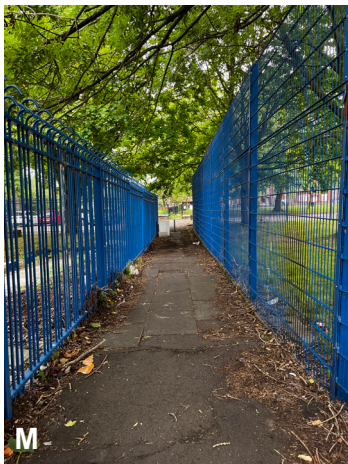
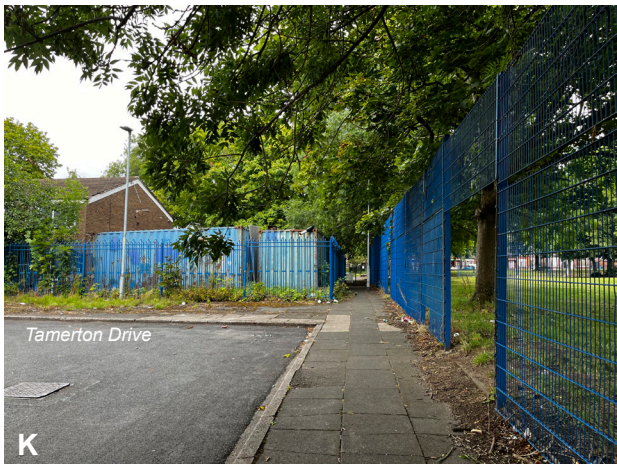
■ Privacy / onlooking restrictions:
• 25m between habitable rooms
• 12m between habitable rooms & blank elevations



Site Aerial Photo_nts
Photo Location Key



Existing Site Photos





Site Aerial Photo_nts



1. New Testament Church of God Faith Tabernacle, Bellot St (0.3miles away)
2. St Luke's Church, Cheetham Hill Road (0.2miles away)
3. Woodlands St (0.5miles away)
4. Greek Orthodox Church, Rigby St (0.5miles away)
5. St John the Evangelist Church, Scovell St (1.2miles away)
6. Jewish centre, Leigh Street (0.5miles away)
7. Welling Street East (0.9miles away)
8. Woodlands St (0.5miles away)

3.02 LOCAL MATERIALS

- The character and materials of the properties in the immediate vicinity, are a mix of red / buff / mix of coloured brickwork or stone buildings with punched window openings, dormer windows and bays. There are also some rendered buildings (a mix of colours,) with masonry bases and pebble dashed finishes.
- Roofs are either pitched with tile and slate coverings or flat, single ply/asphalt or pressed metal.
- The immediate surrounding buildings are 2-storey largely residentail with some larger 2-3 storey commercial, education, secular and civic properties of varying heights.
- Many of the civic and secular buildings are a sandy, buff yellow colour which defines them as a different building type to the surrounding domestic venacular.
- The existing site boundary treatment comprises of blue or green welded mesh. Other fences in the vicinity consist of stained timber hit and miss panels, red brick and black iron fences.
- External floor finishes vary between black tarmacadam, concrete paviours and grass.



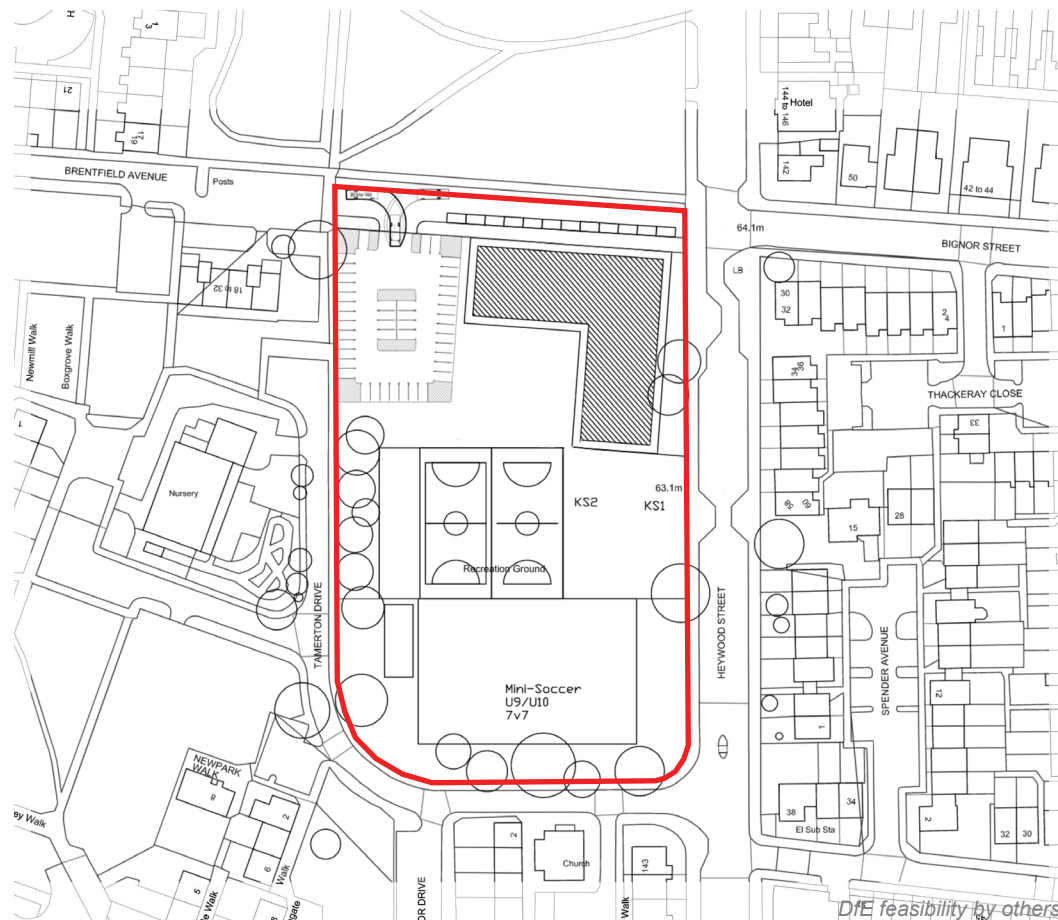
3.03 FEASIBILITY

A feasibility was initially carried out to explore the best arrangement of building, hard and soft landscaping on the site. See Options 2 and 3 below:

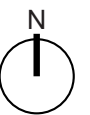
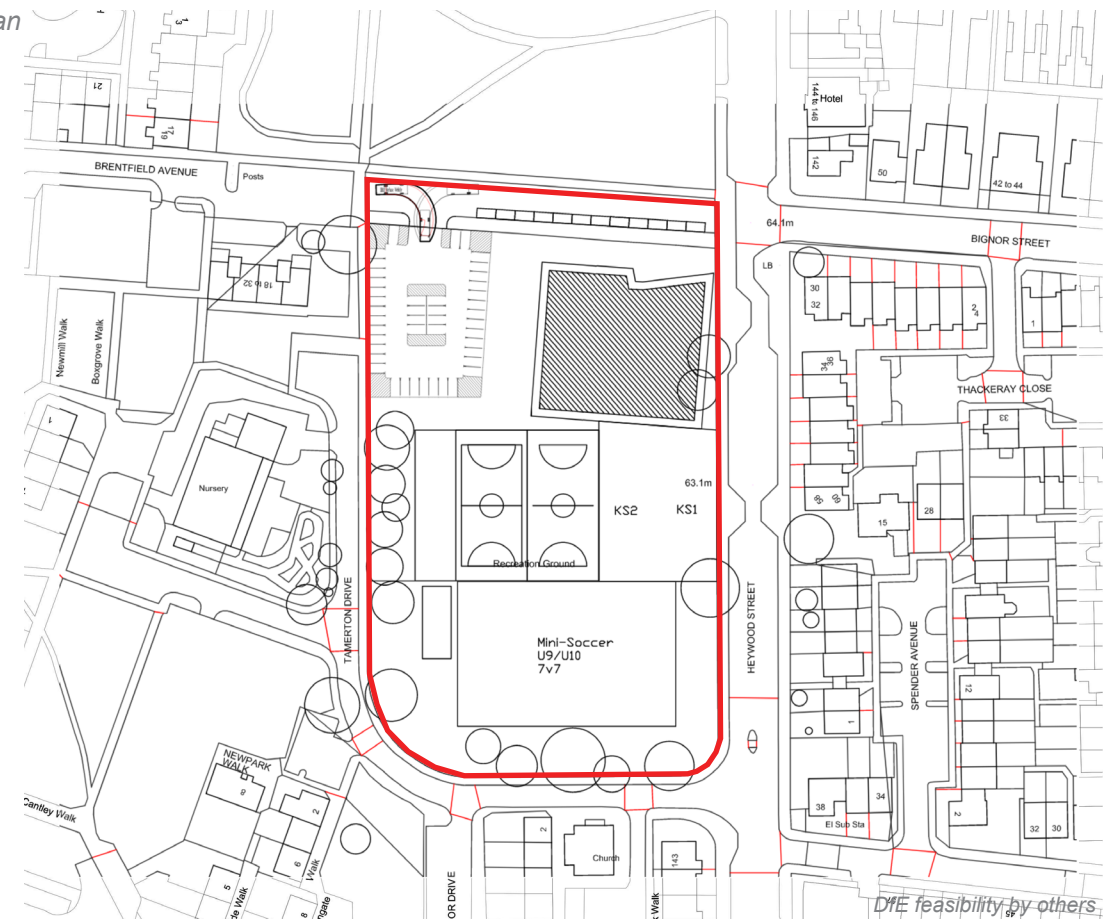
The planning proposal results in

- A more sheltered recreation space arrangement due to the parking being separated at the top of the site and from the building being pushed back from Haywood Street.
- The front entrance is also pushed further from the Haywood Street boundary to avert any groups overspilling onto the pavement.

Option 2 Site Plans



Option 3 Site Plans



Option 2:

The internal layout has been organised to create two wings roughly equal in length.

- The frontage faces Heywood Street.
- The area between the building and the fence line is reduced leaving little opportunity to create an entrance plaza. This also creates the risk of an overspill of pupils and parents onto Heywood Street during drop off and pick up periods which is a potential safety issue.
- Due to the limited space at the front of the main school building, there is no opportunity to provide bike storage and instead this is all proposed to the rear of the building and in the play areas.

- This option still provides direct access to the external spaces from all infant and reception classrooms, in line with Trust's requirements and wider education vision.
- The additional parking provision does pose a potential safeguarding issue regarding the interaction between the car park and the courtyard to rear of the school. It is likely that fencing will be required to clearly separate the two areas and to restrict line of sight.
- The dedicated service access at the front of school on Brentford Avenue ensures no service vehicle access to car park.

Option 3:

Adopts a 3-storey 'superblock' structure, leading to a much smaller building footprint.

- This limits the area available for PVs on the roof.
- As with Option 2, the increased parking provision presents little opportunity to deal with the topography using embankments and requires a retaining wall between the proposed MUGAs and grass pitch area, and potentially between the proposed parking and the MUGAs.
- The entrance plaza area is to the north of the building, facing into the car park rather than the main pedestrian entrance on Heywood Street. Having the entrance on this side may result in additional interaction between vehicles and

pupils in this area, causing a potential safety issue. However, the dedicated service access at the front of school on Brentford Avenue ensures no service vehicle access to car park.

- The main disadvantage with this option is multi-storey arrangement limits direct access to external spaces from infant and reception classrooms, which is not in line with Trust's requirements.
- The resulting internal room adjacencies did not work for how the Trust wanted to run the school.
- In order to get sufficient daylight penetration, a courtyard would be required in the centre of the floor plan. This would be extremely small and unuseable as a space however.

4.0 CONSULTATION

4.01 INVOLVEMENT

A separate Planning Statement has been prepared to support this application. This will cover

- Feasibility/Scheme evolution
- Consultation process / meetings
- Responses to comments made during the Public Consultation



5.0 PLANNING POLICY

A separate Planning Statement has been prepared to support this application. It demonstrates how the proposal accords with national and local policies.



6.0 DESIGN_LAYOUT

6.01 PROPOSED SITE ARRANGEMENT

- Proposed pedestrian access to the site is via 2no. entry points off Haywood Street. These have been located at the existing widened sections of the footpath to avert pinch points.
- Proposed vehicular access to the site is via the junction of Haywood Street and Bignor Street which terminates in the car park. This is not a major change to the existing arrangement.
- An automatic sliding gate to the car park will be operated by an intercom to the reception staff. This gate will be recessed into the site so that a waiting vehicle does not hold up traffic by overhanging onto Haywood Street.
- Access for service/maintenance and emergency access will be from the car park to segregate vehicular and pedestrian traffic movement.
- A vehicle tracking survey has been carried out to check the access to/in/around the parking area.
- The bins will be positioned to the rear of the car park, near the Kitchen but away from the building to reduce any fire risk.
- The main entrance/visitor entrance gate to the new build is via a footpath off Haywood Street. This gate will be operated by an intercom to the reception staff.
- The building has been arranged in a L-shape configuration to create a sheltered Reception/KS1 and KS2 play area. This also provides direct access to the external spaces from all infant and reception cloakrooms, in line with Trust's requirements and wider education vision
- Positioning the building further back from the boundary ensures that privacy distances to the residents on Haywood Street are respected.
- Setting the building back from Haywood Street also reduces the risk of an overspill of pupils and parents onto the road during drop off and pick up periods which is a potential safety issue.
- A habitat area has been indicated towards the rear of the site where a quieter, more contemplative education space from Haywood Street can be provided.
- Passive supervision and the safeguarding of children within the site, has been an important consideration in the design of the fence types/height/location.
- The 2no. Batting Enclosure lanes (inclusive of 2no. cricket wickets and nets,) have been positioned at the south of the site and will be accessed from the public side of the fence.

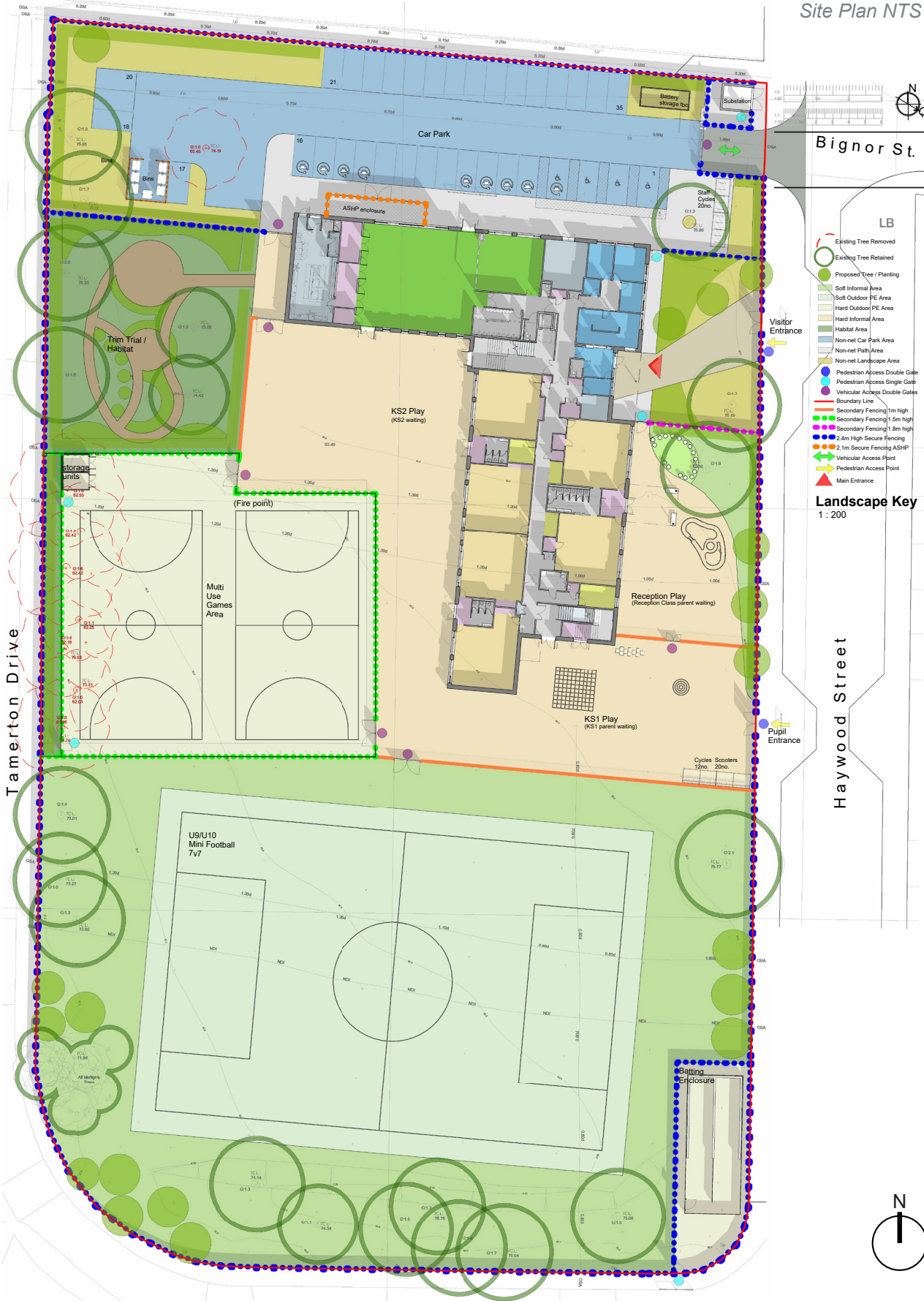
6.02 PARKING

Parking is an important issue for local residents and a separate report has been prepared by Eddisons which should be read in conjunction with this submission and the Green Travel Plan.

- 35no. parking bays (8no. EV charging points; 1no. EV accessible charging points)
- Storage for 20no. staff/visitor cycles are available off the main car park
- Storage for a further 12no. cycles and 20no. scooters will be available off the pupil entrance. We note that scooter use is becoming more popular at schools so this provision can be reviewed with the Green Travel Plan in the future.
- The parking bays are set away from the building to prevent 'heat islands' adjacent habitable rooms.

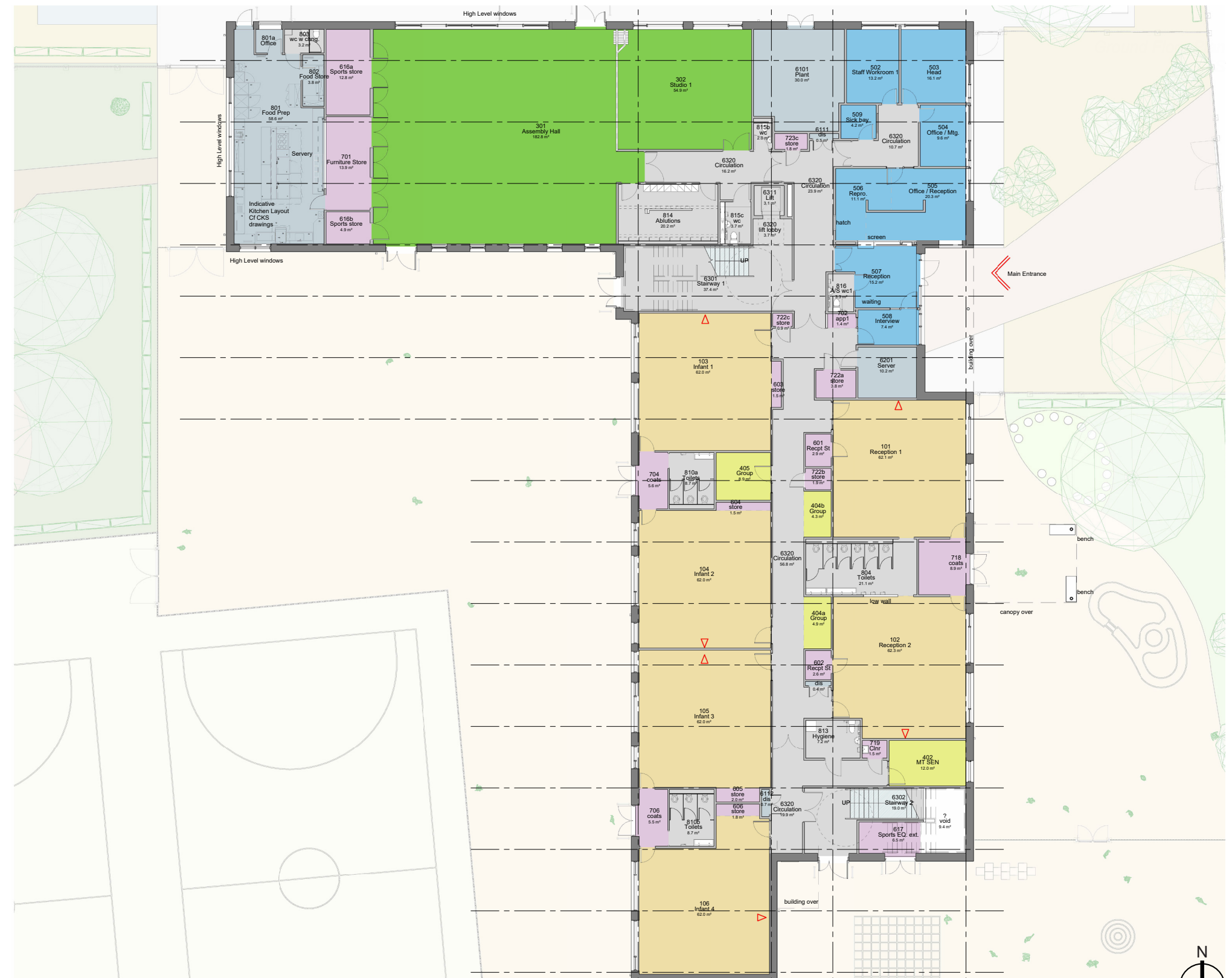
6.03 SOFT LANDSCAPING

- The scheme takes into account Greater Manchester's strategy to deliver Biodiversity Net Gain (BGN) and the Department for Education's (DfE) Urban Green Factor target (UGF). We are currently calculating a UGF score that is higher than the DfE's target requirement. Both strategies will counteract any loss in open green space and leave biodiversity in a better state than currently provided by the existing natural habitat/ecological features.
- Wildlife and biodiversity will be encouraged through the introduction of ornamental plant species that provide nectar sources for insects and berries/fruits for invertebrates and birds.
- Planting of trees, 'green screens' and hedges as a visible and acoustic barrier between the new building and adjacent properties on Heywood Street / Tamerton Drive will work in harmony with its natural surroundings creating an inspiring and healthy environment for children.
- Orchard (fruit trees), wildflower meadows and insect hotels will encourage wildlife and promote outdoor learning of the local flora and fauna.
- Raised beds for vegetables/ herbs create pupil connection to the external area and encourage learning/interest.
- 8no. trees will be lost as a result of the development (one of which is already dead.) Replacement of trees that have been removed to make way for the MUGA and car park will be on a 2-for-1 basis (plus additional trees for screening/ the UGF target)
- Sustainability - recycling of felled trees to make log piles, seating etc provides a diverse range of outdoor learning opportunities.



6.04 GROUND FLOOR PLAN:

- The ground floor accommodates:
 - 2no. Reception classes
 - 4no. Infant classes
 - Multi purpose Hall
 - Studio
 - SEN and Group support spaces
 - Associated wc/cloak areas and stores
 - Admin/offices
 - Plant rooms and server rooms
 - Kitchen and Servery
- The first floor overhang over the main entrance creates a protective canopy for visitors arriving at the building.
- The Hall and Studio are separated by a movable partition to provide more flexibility of use for the School.
- Administration Offices are positioned at the front of the School to provide passive supervision of the main entrance gates and those approaching the car park entrance.
- The Reception waiting area is within a secure lobby. An accessible toilet and Interview/ Meeting room can be accessed off this secure lobby without having to enter into the main school circulation areas.
- Access to external play areas is off a coats lobby between classrooms (to minimise heat loss from the classrooms)
- The Kitchen is positioned to the rear of the building so it can be serviced (deliveries etc) off the car park and away from the main entrance.



Ground Floor Plans

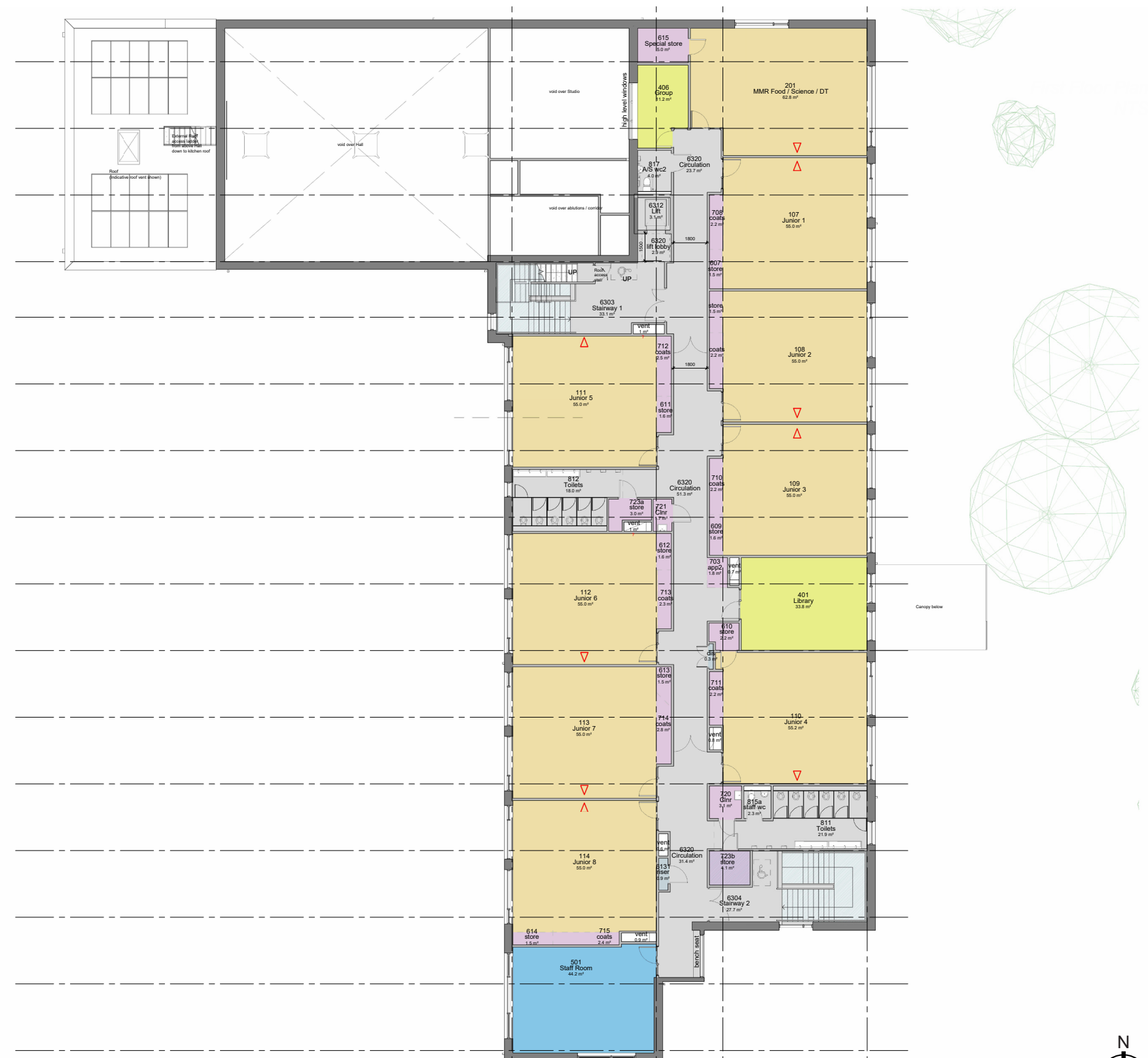
6.05 FIRST FLOOR PLAN:

- The first floor consists of:
 - 8no. Junior classrooms
 - Associated wc/cloak areas and stores
 - Library
 - Multi Media Room (MMR) and store
 - Group room
 - Staffroom
 - Toilets and cleaners stores
- A passenger lift and 2no. stairs connects the two floors.

The Staffroom has been positioned to the south end of the building to provide passive supervision over the recreation areas.

The new building GIA footprint will be circa 2145sqm with classbases of 62m2 and 55m2 in accordance with Building Bulletin 103*: Area Guidelines for Mainstream Schools'

*Building Bulletin 103 sets out simple, non-statutory area guidelines for school building.



First Floor Plan_nts

Roof Plan NTS

6.06 ROOF PLAN:

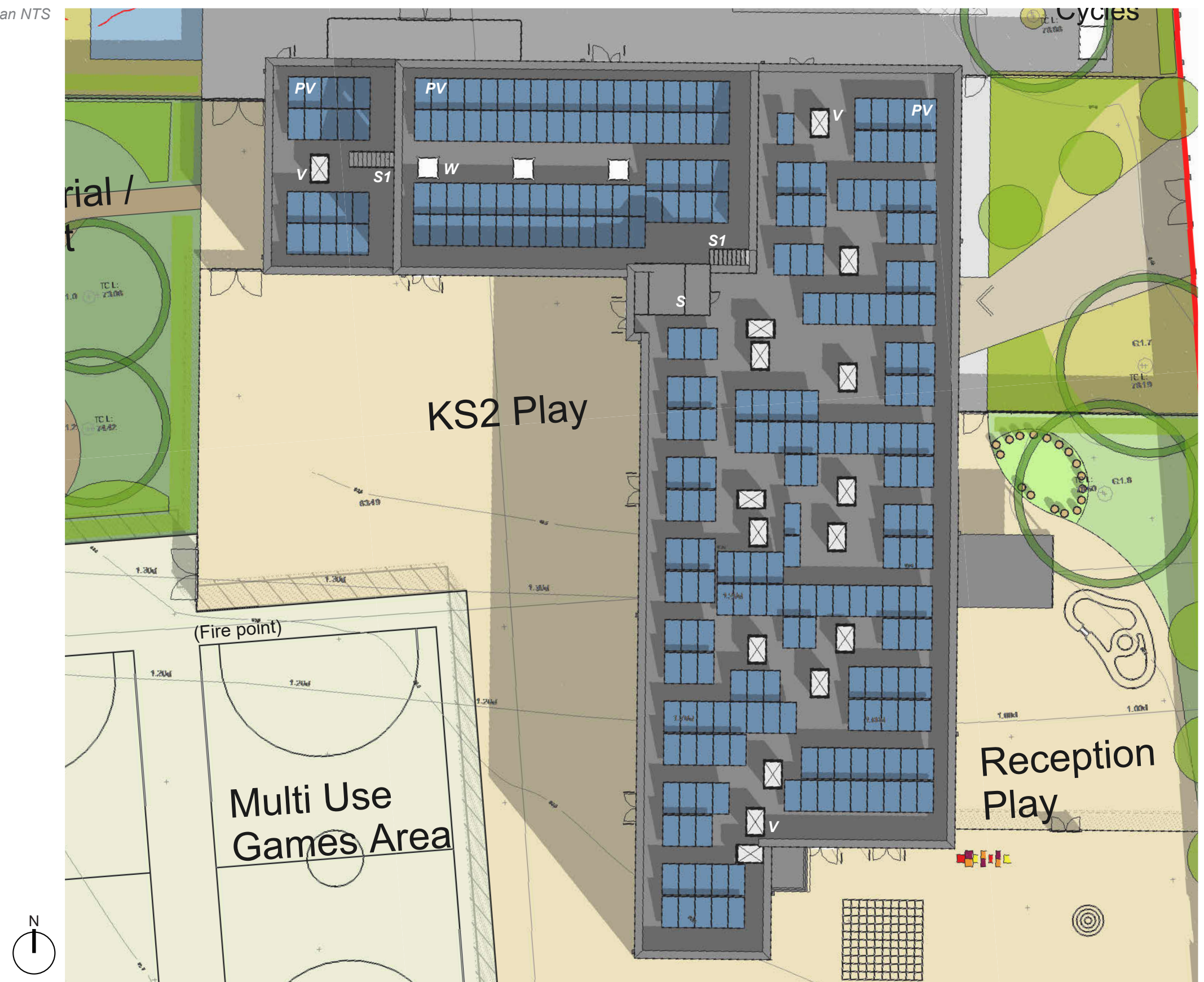
- The roof consists of:
 - Enclosed stair access (S)
 - Photovoltaics (PV)

Taking into consideration the required margins around the PV and vents, the roof is filled with PV to maximise on their clean energy benefits as far as practicable.
 - Wind Catchers to the Hall (W)
 - Vent stacks (V)

These provide natural ventilation to all the classrooms and reduce the reliance on mechanical systems.
 - External metal access stairs (S1)

The parapet to the roof provides roof edge protection and conceals the PV from the street level.

A separate Sustainability report is included as part of this planning submission to describe our approach to Net Zero Carbon.



7.0 DESIGN_APPEARANCE

7.01 MASSING / SCALE / FORM

- The building has been positioned circa 36m from the closest face of the residential properties on Haywood Street. This is much greater than the required 25m distance between habitable rooms re.privacy.
- The multipurpose Hall will have a clear indoor height of 5m as required by the Department for Education to deliver the curriculum.
- The classrooms and support spaces will reflect the minimum floor to ceiling heights as stipulated by the Department for Education to support the required levels of ventilation and daylighting required for conducive learning environments, wellbeing and the sustainable energy strategy.

7.02 MATERIAL ANALYSIS

A number of alternative materials were considered:

- **Metal cladding:** This is the traditional material used for a hall buildings. Although this would provide 'good value for money' for the school, the more robust material was deemed more appropriate for this location.
- A more robust cladding is being proposed at the entrance to help identify the entrance; brighten up the recessed area, make it more inviting and maintain the Trust branding.
- **Render:** Although affordable, concerns over how it will look over time was considered. The DfE do not consider it robust enough for low level areas. It was deemed as unacceptable for this location.
- **Living wall:** Installation; maintenance costs and high water usage ruled out this as an option
- **Brick:** Although a more expensive material option, we have noted Manchester Council's request for a robust building of quality.

7.03 MATERIALS:

The new proposal is for a mainly brick building.

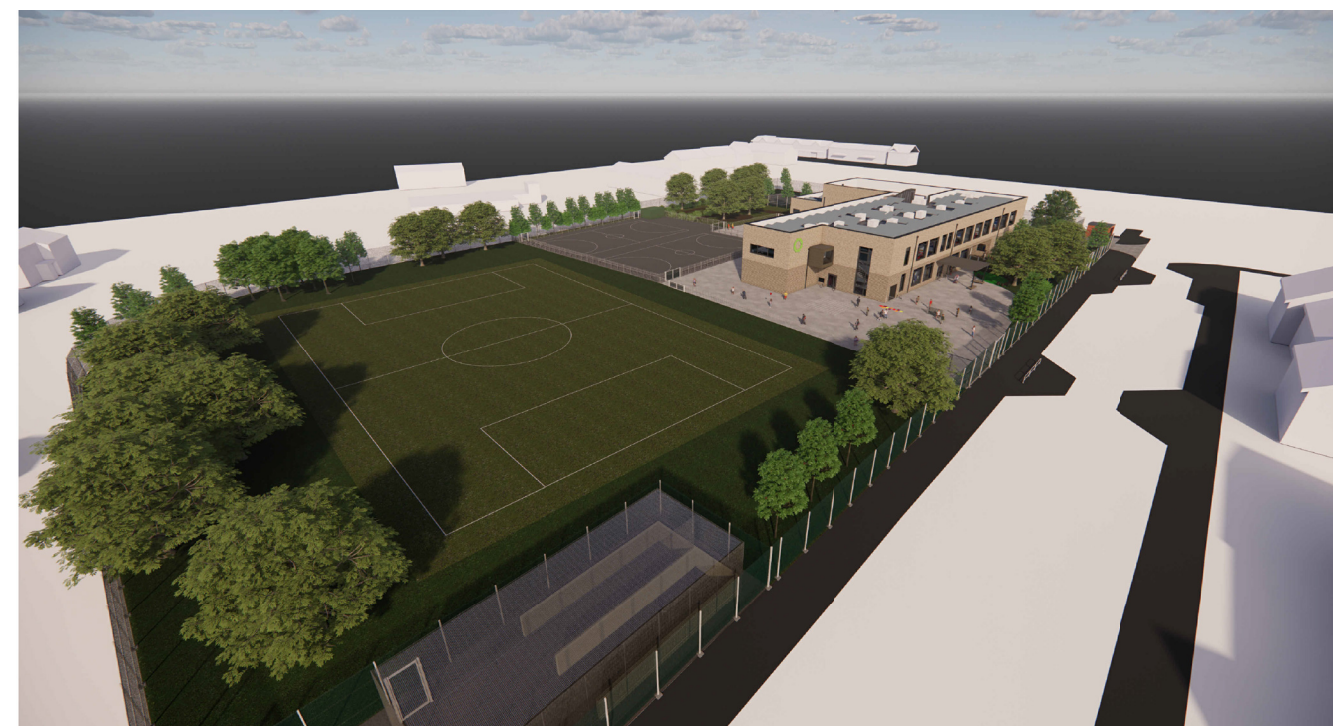
- The brick will relate to the domestic vernacular context.
- We are not proposing to use a red brick to match the residential properties adjacent to the site. A lighter coloured brick will define the school as a different building type to the surrounding houses and help reduce the overall scale of the new build.
- The proposed alternate colour brick banding to the 'plinth' will give texture; help break up the massing and provide a 'fine grain', quality feel to the elevation.
- The fenestration will be powder coated aluminium curtain walling or slot windows with integrated glass spandrel and louvered panels as required. They glazing will be sized to satisfy the DfE* daylight criteria for the room use. Opening lights will be specified to promote natural ventilation where possible.
- A 'flat' roof is proposed to the new build to keep the height of the building down.
- Colours will be chosen to be sympathetic to the local context.

Landscape:

- Black tarmacadam to the recreation areas, MUGA, Habitat path and car park area with concrete kerbs (associative line, road and play markings)
- Block paving to the main entrance path will define the route to the main entrance.
- Grass (and a section of artificial grass to the Reception Play area to facilitate some useable soft play surface.)
- Powder coated bow top fencing with some green screen to the to the Reception/KS1 play and Habitat areas. Suitable protective enclosure 'tunnel' netting to the batting enclosure and powder coated welded mesh everywhere else.
- Covered cycle/scooter stores
- A solid canopy will be installed to the Reception Play area.
- Standard GRP substation enclosure

* DfE = Department for Education

Top: Proposed CGI
Bottom: Aerial



Perspective_View to the Main Entrance



Proposed Elevations_nts



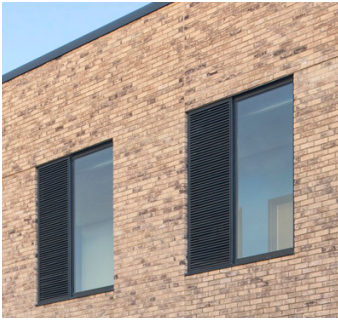
A. Logo signage_Colour Pantone 376C



C. Louvred windows



B. Header brick detail



C. Louvred windows



D. Curtain walling



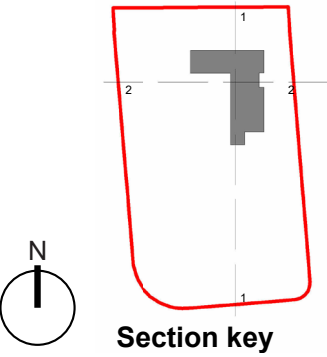
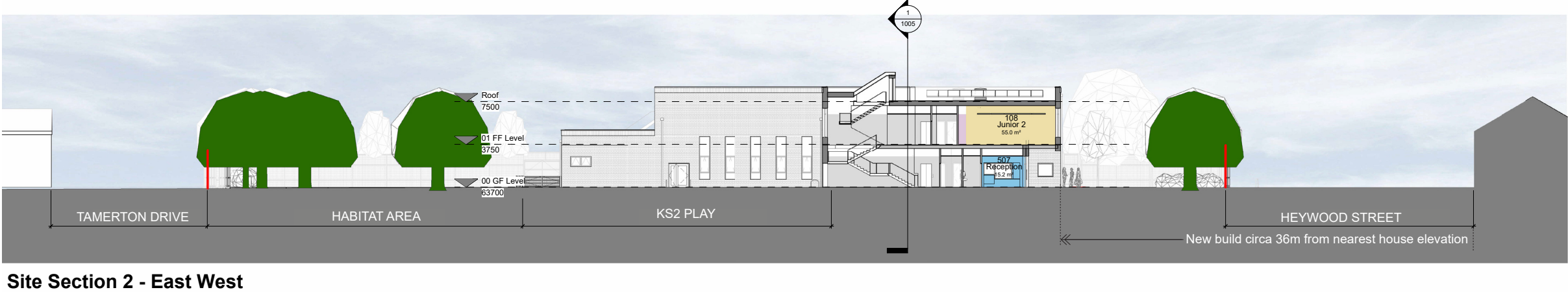
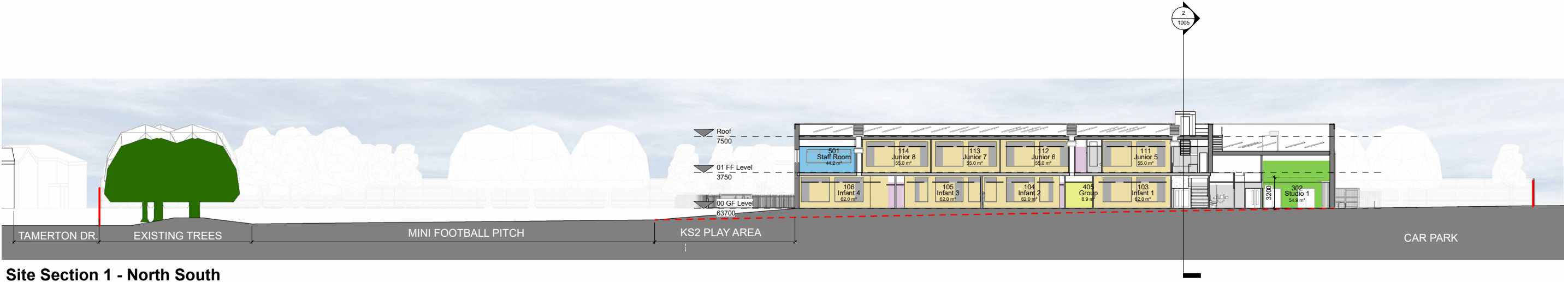
E. Anticlimb Rain Water Pipes



F. Banded brick plinth
colours tba



Proposed Site Sections_nts





Insect Hotel



Log piles



Orchard



Low Maintenance Plants



Outdoor classroom



Vegetable Patch



Outdoor classroom



Outdoor learning



Wildlife Garden



Outdoor classroom



Wildflower grass path



Willow tunnel

8.0 DESIGN_LANDSCAPING

8.01 PROPOSED STRATEGY

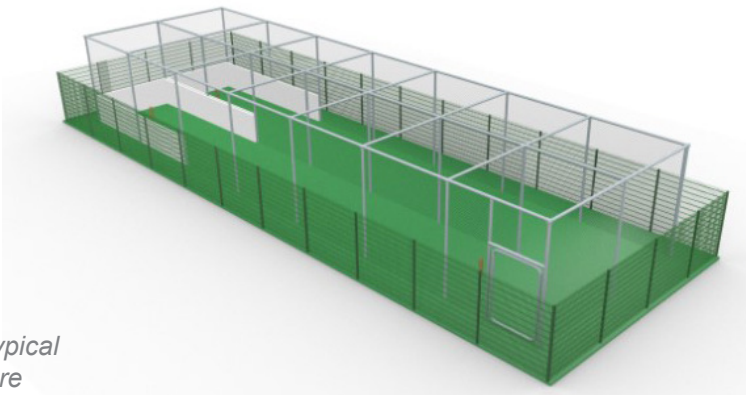
Works to the existing landscape are limited to the following:

- Replacement of the boundary fencing.
- Removal of the existing basket ball courts
- Removal of 8no. trees to facilitate the new car park and Multi Use Games Area (MUGA). Replacement of trees removed will be on a 2-for-1 basis
- Installation of a new footpath linking access to the main entrance
- Hard landscaping to provide a new car park and recreation play areas
- The car parking markings will identify the accessible parking space near the main entrance.
- New trees and hedging along the site perimeter will provide a natural filtered screening when viewed from outside of the site. The new trees will also help 'soften' and break up views the new building and create an acoustic barrier to adjacent residential properties on Heywood Street working in harmony with its natural surroundings.
- The proposed planting will better the Urban Greening Factor (UGF) target required by the Department for Education.
- The new planting will enhance the natural open space context and soften the hard edges of the new build. The soft landscaping will work in harmony with its natural surroundings creating an inspiring and healthy environment for children
- Raised beds for vegetables/ herbs will be incorporated to encourage outdoor learning and a connection to the external landscape.

8.02 BATTING ENCLOSURE

We appreciate there is a keen interest in cricket in the local area.

- We propose to install a new Batting Enclosure comprising of 2no. wickets and 2no. batting lanes
- The lanes will be fully enclosed in ball stop 'tunnel' netting (walls and roof) for safe, controlled community use.
- Rebound wall pads will be installed at the wicket end.
- The lanes will be set back from the boundary fence to reduce the effect of the batting enclosure height on Haywood Street.
- Operation of these batting lanes will be covered by the Community Use Agreement.



Example of a Typical Batting Enclosure

8.03 LANDSCAPE_SUSTAINABILITY

- The scheme takes into account Greater Manchester's strategy to deliver Biodiversity Net Gain (BGN) and the Department for Education's (DfE) Urban Green Factor target (UGF). We are currently targeting a UGF score that is a betterment to the DfE's brief requirement. Both strategies will counteract any loss in open green space and leave biodiversity in a better state than currently provided by the existing natural habitat/ecological features.
- Wildlife and biodiversity will be encouraged through the introduction of ornamental plant species that provide nectar sources for insects and berries/fruits for invertebrates and birds.
- Sustainability and negative impacts on the environment have been fully considered in both hard and soft landscape for educational benefit and the adjoining neighbourhood.
- The combination of hard and soft landscaping will be specified in an environmentally sympathetic manner. The scheme promotes proposals that are sustainable and which carefully balance the needs for landscape setting with concerns for long term management and maintenance.
- Orchard (fruit trees), wildflower meadows, insect hotels encourage wildlife and promote outdoor learning of the local flora and fauna.
- We propose to upcycle felled trees to make log piles, seating resulting in a diverse range of outdoor learning opportunities.
- A separate drainage strategy report is submitted to support this design.

Proposed Landscaping Plan_nts



9.0 SUSTAINABILITY

9.01 BUILDING STRATEGY

- A fabric first approach will be adopted to maximise the value for money for the school. Good thermal properties and solar performance of the building envelope are proposed (eg. high performance double glazed windows.)
- Depths of classrooms have been sized to maximise natural daylight penetration.

9.02 WASTE MANAGEMENT

Bin and recycle bin stores have been indicated within the car park area, close to the kitchen and away from the building to reduce fire risk. The bins will be screened and locked.

9.03 MECHANICAL & ELECTRICAL STRATEGY

Cf. Sustainability Report

Net Zero Carbon in Operation is our proposed target. This will be achieved by:

- Reducing the energy demand
- Carrying out a Thermal Comfort Assessment
- Enhanced daylighting (established by calculation and by specifying light coloured surfaces which reflect light)
- Improving the U-values and air permeability of the building envelope (betterment of the levels required by Building Regulations)
- High performance glazing (balancing daylight levels and solar heat gain)
- Minimise thermal bridging
- Exposed thermal mass to aid night time cooling
- Natural ventilation stacks; a mixed mode hybrid ventilation strategy incorporating cross flow natural ventilation and heat recovery. This will provide natural ventilation / hybrid natural ventilation / low energy mechanical ventilation / autonomous operation.
- Energy sub-metering and visual display
- BMS and automated controls

- Air source heat pumps to generate the heating medium
- LED luminaires with PIR sensors for presence/absence detection and daylight dimming
- Local light switching zones
- Locally controlled zones
- Optimised plant equipment controls
- Variable speed drives
- Maximise the roof area with photovoltaic panels
- External lighting will be limited to amenity/security lighting.
- Non-concussive taps and low water usage flush cisterns will be specified.

A user friendly building that is zero/low maintenance is our aspiration for a more sustainable development.

10.00 ACCESSIBILITY

The development will be occupied by pupils and visitors on a daily basis and periodically by members of the public. The School may have no control, or forewarning of visitors' physical or sensory abilities. A management strategy will be put into place to ensure accessibility is suitably addressed.

10.01 STRATEGY

The scheme is being designed to provide:

- Access around the site in a manner to accommodate the levels in the most accessible way;
- Prominent entrances with level access;
- Clear routes and level horizontal circulation throughout;
- Accessible general provision WCs, suitable for use by people with ambulant disabilities;
- Accessible shower facilities;
- Reasonable provision shall be made for people to:
 - a) gain access to; and
 - b) use the building and its facilities.
- Floor and wall surfaces that reduce glare and provide sufficient colour contrast.

10.02 WAYFINDING

The design of pedestrian routes will assist with intuitive wayfinding and orientation. Appropriate signage, lighting; colours and graphics will be incorporated into the design to assist this.

10.03 ENTRANCE

- The main entrance will be easy to locate and will be provided with a power assisted door. The clear width will comply to Part M.
- The barrier matting specification will be considered so as not to hinder walk/roll off requirements.
- All other (non-emergency) entrances/exits to the building will also endeavour to meet the necessary requirements of BS8300: 6.5.2. These doors include: Fire Escape Doors – Level access with accessible route away from the building.

10.04 RECEPTION / LOBBY:

- The reception area consists of a closed office behind a glazed screen for passive supervision and security.
- An accessible toilet will be available in the Reception/Waiting lobby.
- Corridors will be sufficiently wide and doors will have a leading edge to facilitate wheelchairs users to manoeuvre adequately and with dignity.

10.05 HORIZONTAL CIRCULATION

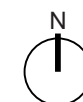
- Lighting will be designed to consider the needs of people with hearing, visual and cognitive impairments.
- Consideration is also being given to all surface finishes.

10.06 VERTICAL CIRCULATION

- Vertical circulation will be via compliant, accessible stairs and a fire evacuation passenger lift

10.07 FINISHES

- Slip resistant floors will be provided in WCs, Kitchen areas and Cleaners rooms.
- Where carpets are to be specified, they will be a suitable floor finish for wheelchair users.
- Wall surfaces will be free from glare and reflection. Colours, tones and textures will be varied to assist people distinguish between surfaces, fixtures and fittings.
- Where provided, substantially glazed panels will bear suitable manifestations for safety and visibility.
- Acoustic properties will be considered and taken into account open spaces within the design. It is recognised that noise reduction is a key factor in providing a conducive and inclusive learning environment.
- Colours will be included as features to assist wayfinding.



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