

Design and Access Statement (from Inception to Completion)

Inclusive design places people at the heart of the design process and acknowledges human diversity and difference. It offers choice where a single design solution cannot accommodate everyone's needs and provides for flexibility in use. Above all inclusive design is about the provision of buildings and environments that are safe, convenient, equitable and enjoyable to use by everyone, regardless of their age, ability or gender.

This Access Statement form should be submitted as part of the Planning and Building Regulation Application. The completed document is to be included in the building users/occupiers manual.

Essential information in this document should be repeated on the plans to ensure that contractors adopt the inclusive design principles you have detailed in this statement.

Site:	Laburnum Grove, Bognor Regis, West Sussex	TMS Code:	E02294
Project Name:	Laburnum Grove Primary School		
Project Officer:	Tom Hetherington		
Consultation (Planning): Access Officer:	Shona Forsyth	Date	04/02/2013
Consultation (Building Control): Access Officer:	NOT YET COMPLETED	Date	
Consultation (Detailed Design): Access Officer:	NOT YET COMPLETED	Date	
Revision dates:			

1) Project summary

Summarise the project regarding the access for disabled people and inclusive design principles.

This existing 2 FE junior school will form part of a new 420 place through primary school through the development of a new 8 classroom teaching block.

Minor refurbishment works will be completed in the existing building to improve classroom layouts and the internal circulation flow through the school.

An existing modular building is currently located within the school grounds and this is managed by a private company providing a pre-school facility. The service is outside the scope of this project.

2) Sources of advice and consultation

Planning Officers, Conservation Officers, Access Officers, historic buildings advisors, highways department.

Evidence of consultation with existing/planned building users.

The extent of input from local Access Groups or local organisations reflecting the views of disabled people.

Please confirm that an equality impact assessment has been carried out in relation to this project and any equality issues identified have been included in the project design.

Through the design development stage, consultation has been made with Planning Officers, Highway Officers, Access Office and Property Services Technical team. The head teacher, governing body and West Sussex senior education advisor have also been included through the development.

An equality impact assessment has been completed for the proposed development and this has been shared with the client and project team.



3) Design standards and guidance -	
X	Approved Document M
X	BS8300 (2009)
	BB102 designing for disabled children and children with special educational needs (DFES website)
	School inclusion design brief [REDACTED]
	BT Countryside for all
	English Heritage easy access to historic buildings/landscape [REDACTED] [REDACTED]
	Other, please detail below:
4) Pedestrians & cyclists travelling to the site	
Describe the accessibility/safety of the journey to the site for pedestrians and cyclists in the local area. What reasonable measures are included within the design to improve this (include people using mobility scooters/ wheelchairs, parents with pushchairs, cycle storage) Critical issues: path widths, surface materials, gradients, dropped kerbs, tactile paving, lighting, safe crossing routes, seating) May need to reference back to Green Travel Plan	
No additional provision has been proposed off-site for people travelling to the site. The school can be accessed from the west side of the site through separate entrances for pedestrian, cyclist and vehicular traffic. An additional pedestrian access point has been provided on the front boundary of the school grounds which offers better distribution of pedestrian traffic routes.. An existing large cycle shelter is being relocated within a secure forecourt/parent waiting area at the school entrance.	
5) Public Transport	
Describe the distances and accessibility of routes from bus stops and other major public transport modes to site (consider regularity of public transport services, low-floor buses etc pedestrian routes as (4)) May need to reference back to Green Travel Plan	
There are bus stops with local routes within close proximity to either end of Laburnum Grove (approx 250m from school entrance). A strategic travel plan has been produced by consultants JMP and WSCC's Travel Planner will be working with the school to review and enhance the travel plan to best suit the evolving situation within the context of the live housing development.	
6) Vehicle approach & parking	
What approach has been taken to parking on site; for staff, visitors etc? Type of gate? If electrical is there audio/visual warning? Describe controls? How many designated parking bays provided for disabled persons. Size of bays? What are the travel distances from these to relevant entrances? How is vehicular traffic versus pedestrian movement managed? Have dropped kerbs been provided? Are there drop-off zones for cars/taxis/mini-buses?	
Staff parking is provided on site and provision is made for the inclusion of two accessible parking bays. The accessible bays will be located at the nearest point of the car park which is approximately 10m from the main entrance to the building. A level access is provided from the car park and gates to the parking area will remain unlocked for ease of passage.	
7) Pedestrian approach to the site	
Have catchment areas, different approach routes, gradients, barriers, dropped kerbs, signage etc been	



considered?
The current schools catchment area is being reduced in line with West Sussex CC primary school organisation ethos.
8) Pedestrian routes within the site
What measures are included within the design to provide safe, independent and dignified access for people with mobility, sensory impairment? Describe widths of paths, passing places, gradients, dropped kerbs and materials used, lighting, seating, signage. Where hazards such as the swing of doors project onto access routes are unavoidable then barrier protection should be provided.
New paths will be provided to the north and south of the site these will have a minimum width of 1.8m and will be set at gentle gradients. Way finding signing will be provided to new routes and additional fence and gated access will be provided for security and school segregation with the surrounding community. Gated access will be managed by the school during opening hours.
9) External steps and ramps
Steps: Detail the use of tactile paving (corduroy), step nosing, handrails and rise and going. Ramps: Detail the use of colour contrast between ramp surface and level landings, gradients, handrails. Note: when providing ramped access, complimentary steps are beneficial.
New steps will be provided under the covered link between the new 8 classroom teaching block and existing building. Corduroy tactile paving will be provided to the top and bottom surfaces and handrails will be provided either side. A contrasting surface will be provided to new ramp surfaces with handrails to both sides of the ramp.
10) Landscaping features
External steps to play areas: detail the use of step nosings, handrails, tactile paving, seating, Type of surface, planting, fencing & play areas.
Further pedestrian routes are being provided within the school to serve both the existing and new teaching blocks. Limited landscaping features will be provided within this scheme.
11) Main entrances to buildings
Are entrances step-free (level access), if stepped what are the alternative entrances/routes in? Type of door (minimum clear opening width 1000mm). Door weight (Max 20 Newtons) if this cannot be achieved it should be powered? Thresholds; if unavoidable max height is 15mm. Is a canopy provided over the entrance? automatic door control options? barrier matting? Manifestation? Visual contrast?
No works are being proposed to the existing main building entrance which already has level access and management procedures in place to control access through non-automatic doors.
Level access will be provided to the new teaching block entrance. An opening greater than 1m clear width will be provided with a canopy over linking the new building with the existing.
12) Security & entry phone systems
Ensure these are accessible to deaf and hard of hearing people and people who cannot speak. Height of control should be easily reached by all. Should be clearly visible to all. Position should be 1400mm clear of leading edge of door.
Existing security system to be maintained throughout the school. No public entrance to new block.
13) External doors
Provide details of door weights, clear opening through single leaf, automatic door control options, manifestation of glass, door handles, barrier protection. Thresholds as (11). Detail of vision panels.



New external doors are to have flush thresholds with metal frames and fully glazed panels. Manifestation and ironmongery detailing are to be developed during the detail design stage.

14) Lobbies & lobby doors

Detail dimensions of lobby and door details, also barrier matting, lighting/glare.

No Lobbies proposed.

15) Ironmongery

Height and style of door furniture, lever handles, colour contrast, pull handles (15 point LRV difference)

To be developed during detailed design stage

16) Reception Area

Heights and layouts of counters. Staff & visitor access. Knee space. Induction loops, seating arrangements.

N/A

17) Additional spaces i.e. office, kitchen, meeting rooms, prayer rooms etc.

Consider furniture types, chairs, work tops heights, induction loops, colour contrast, rise and fall equipment. Consider hand and feet washing facilities for prayer rooms.

N/A

18) Horizontal circulation

Circulation routes around building; corridor widths (pinch points); fire doors; 300mm to leading edge of manual doors, corridor doors – widths and weight.

Corridor widths are generally no less than 1.8m wide.

19) Internal ramps & steps

How are changes in level on circulation routes and into unique facilities dealt with? Internal ramp surface should contrast visually with level landings. Step nosings should be highlighted. Provision of handrail (if more than 2 steps)?

N/A Building is level throughout.

20) Vertical circulation (inc lifts)

Lifts & stairs: handrails, contrasting nosings, rise & going. Any unique facilities not wheelchair accessible? Is there a lift, is it accessible? What size is the lift? Where are the call buttons located? Have you considered alternative means of escape for wheelchair users? (see section 24 - Egress)

N/A Building is single storey

21) Standard wc's

Provision for ambulant disabled people, larger cubicle, urinal heights, lever taps, colour contrast, door furniture. If the building is extended/alterd with WC provision please provide an explanation if it is not to include ambulant cubicles.

Outward opening doors are to be provided to one cubicle in each set of toilets in the new teaching building.

22) Accessible wc's

Overall provision & location. Please detail dimension of space, layouts, colour contrast, emergency alarms, door furniture. Specialist areas, eg Hygiene Rooms, therapy rooms. If the building is extended/alterd with



WC provision please provide an explanation if it is not to include a fully accessible toilet. Please note: wheelchair accessible toilets should not be used for baby changing and should be provided in a separate room for all to use. Consider the need for RADAR locks as this will restrict the use of the facility for those who do not have a RADAR key.

An accessible WC Part M compliant is to be provided in the new teaching building.
The schools current provision includes two existing accessible WCs.

23) Changing place facility

BS:8300 2009 introduced a recommendation for changing place facilities. A changing place facility is a combined toilet, shower and changing room for use of people with complex and multiple disabilities who require the help of 2 assistants. The space needs to be fitted with a fixed track hoist system. Any larger building where the public have access such as major transport terminals, motorway services, sport and leisure facilities, hotels, museums, concert halls, art galleries, stadiums, shopping centres, key buildings within town centres, education establishments and hospitals are all suitable sites. These facilities are not to replace accessible toilets but to be provided in addition.

For more info [REDACTED]

An existing changing facility is located near to the main hall in the entrance block.

24) Egress

Means of escape from upper floors; refuge areas, evac lifts; evacuation chairs, audio visual alarm systems, communication systems.

Management procedures/staff training.

Exits from ground floor.

Emergency exits – explain & detail emergency door release furniture i.e. push bar, thumb turn etc do these visually contrast with door background? (Min 15 points LRV contrast)

All new exits to have flush thresholds and safe accessible routes externally. Details of escape door ironmongery etc, to be developed during the detailed design stage.

25) Acoustics

Induction loops, soundfield systems, PA's, infra-red, passive acoustic treatment. Reverberation in teaching spaces. Sound absorption in corridors, entrance halls and stairwells. (Please refer to BB93 – Acoustic Design of Schools).

New teaching facilities and all circulation spaces will receive acoustic treatment as BB93.

26) Signage

Follow Sign Design Guide as best practice document. Distinguish between information signs and directional signs. Entrance signage: there needs to be 70 point difference between lettering and board background and 70 point difference between board against wall or surrounding area (BS 8300 2009)

To be designed during the detailed design stage.

27) Colour contrast

Door furniture – LRV difference 15 points

Wall to floor LRV difference 30 points

Skirting to wall same LRV

Door and architrave different LRV to wall

Signage – Letters to sign & sign to back ground LRV difference 70 points

Light switches

Please ensure this information is detailed on plans.

To be designed during the detailed design stage.



28) Local management issues

Building elements needing regular maintenance: e.g. transfer space in wc's, overhead door closers. Are there specific procedures for means of escape: from upper floors, use of portable induction loops, alternative entrances, marking of accessible bays, high level reception desks.

To be discussed with the Head Teacher the project development and reviewed by the school's management team.

It is important that this document is completed in conjunction with the Access Team.

A final copy should be sent to the Access Team on submission to Building Control.

