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Design & Access Statement (from inception to Planning Application)

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 & Inclusion Statement forms part of the Design & Access Statement submission for Planning Application

Project Name: **Whytemead First School, Dominion Road, Worthing, West Sussex. BN14 8LH**

TMS Code: E1805
Project Officer: Gerald Eagle
Access Officer: Kim Walsgrove
Revision dates: 22nd March 2011

	Inclusion issues	Explanatory notes	Comments	Action taken
1	Project Summary	Summarise the project, and how all potential building users can get to and move around the space regardless of age or ability	Provision of additional Modular Building to provide teaching accommodation for one class, on an existing School site. The school has level access as far as possible to all main teaching areas.	
2	Consultation	Provide details of all completed or planned consultations and any outcomes, include: local communities, Access groups (of and for disabled people), technical officers e.g. Access/ Conservation, Planning, Highways	Consultation with Kim Walsgroveof the HCC Access Team, and on site discussions with the property manager/Headteacher and education department	Agreement with the School Headteacher re location and level link to main school

Inclusion issues		Explanatory notes	Comments	Action taken
3	Legislative drivers	Set out the key legislative drivers on this project, e.g.: Local planning guidance (e.g. PPG13 location criteria), Disability Discrimination Act (is this an educational building, or a service provider to the general public, or an administrative building), Listed Building issues	D.D.A. 2008 Edition. BS 8300 Building Regulations 2004	All included in brief to Supplier.
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, lighting, safe crossing routes, seating) May need to reference back to Green Travel Plan	The site is an existing school site and grounds. See latest School travel plan attached to planning documents to address the cycling issues. Access for pushchairs/prams and the like have not changed. All new paths associated with this project will be Tarmac or paving slabs depending on site conditions. All paths will be level & smooth as recommended in BS 8300	Talked to staff on site to gather relevant information.
5	Public Transport	Distances and access/ability of routes from bus stops and other major public transport modes to site (consider regularity of public transport services, kneeling-	Existing site, see school travel plan	Children's services have a school travel plan

Hampshire County Council

Inclusion issues		Explanatory notes	Comments	Action taken
		floor buses etc) May need to reference back to Green Travel Plan		
6	Vehicle approach & parking	What approach has been taken to parking on site; for staff, visitors etc. How many designated parking bays provided for disabled persons. Travel distances from these to relevant entrances. How is vehicular traffic versus pedestrian movement managed. Drop-off zones for cars/taxis/mini-buses	See main planning documentation and supporting statement	See supporting statement
7	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. Widths of paths, passing places, gradients and materials used, lighting, seating	No drop of Zone as school is on a main road but lots of nearby quite side roads that can be used. Special provision for dropping of disabled persons if required.	School can arrange as and when required.
			As existing. With new ramps to new link way as covered in item 4 above.	Liaised with School site staff to ascertain requirements
8	Entrances to buildings	Are entrances themselves step-free (level access), if stepped what are the alternative entrances/routes in? Is a canopy provided over the entrance?	Minimum door width will be 1000mm to all entrances & 825mm to main rooms. Effective management solutions to be agree when the building is in place prior to occupation.	Link way provided to main building.

Hampshire County Council

Planning application: Design and Access supporting statement

Whytemead First School, Dominion Road, Worthing, West Sussex, BN14 8LH

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Provision of one single storey Modular Building with toilets, fencing, Paths and soft play area to provide teaching space on the existing school site.

School web site http://www.whytemead.w-sussex.sch.uk/
Telephone 01903 202 639

PLANNING STATEMENT PREPARED BY CHILDRENS SERVICES WSC IN SUPPORT OF AN APPLICATION FOR PLANNING PERMISSION FOR THE SITING, INSTALLATION AND USE OF A SINGLE MODULAR UNIT AT WHYTEMEAD FIRST SCHOOL, DOMINION ROAD, WORTHING

1. PROPOSAL

The siting, installation and use of a single modular unit comprising a classbase and toilets and associated works.

2. EDUCATIONAL BACKGROUND

The number of children starting school across the Worthing and Durrington localities is rising due to changes in demography and a small amount of infill development generating additional children. Additional capacity is therefore required on the east of the town to provide sufficient places for children starting school in September 2011.

3. ACCOMMODATION AND PUPIL NUMBERS

Whytemead First School provides education for up to 240 boys and girls aged between 4 and 8. The school currently has an admission number of 60 and 8 classbases in permanent accommodation. For September 2011 the school have agreed to admit up to 90 children which requires an additional classbase. This additional classbase will be required for at least 4 years to accommodate the additional 30 pupils, but may be required for longer depending on future projections.

4. CONTACTS

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E: leigh.hunnikin@westsussex.gov.uk

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Buildings and Plant

The building is a single storey building of modular construction comprising 3no 3m wide 7.8m long factory engineered modules that are delivered to and bolted together on site. This type of construction ensures swift installation on site, normally one day for delivery 4 weeks on site for preparations, connecting services and fitting out the building.

The building will be delivered on lorries and off-loaded with the use of a crane.

Externally, the building is clad with "Buttermilk 10C31" colour coated steel, 200 XT Leathergrain Plastisol, Dobel PVF2, Dobel 30 Micron (Base 30) External Polyester Lining Enamel and Dobel RoQface. See colour card link. With sections divided with vertical Cedar Boarding with a natural finish.

It is proposed that the covered link way will be White powder finished Aluminium sections with safety glass panels above Buttermilk pre-finished panels.

http://www.rhinosteel.co.uk/aug09pdfs/Rhino%20Brochures%20and%20Booklets/Dobel%20Color%20Chart(12).pdf

Following a site visit and walking round with the Headteacher, it was agreed that taking all requirements of the school and children's education and welfare it was thought that for the class age group, the chosen location was the best. It is possible to have a direct link to the main school building and be away from any proposed permanent extension works in the future. It was also decided that the building would be sunk into the ground by approximately 450mm to allow the building to sit low behind the existing brick wall so less of the building is visible from the Road/Roundabout. This also has the advantage of allowing level access through a covered walkway with very slight ramps formed from tarmac. The Finished Floor Level would be the same as the main school building.

Car parking has always been a problem and as a member of staff needs to be appointed for the extra class of children it will mean this area is placed under more pressure. The staff tend to park to maximise the area fully which means parking where best at the time of arrival. As 12 members of staff travel to school by means other than a car this is by walking and public transport it reduces the requirement to use the nearby side roads which has been the traditional method of parking when the school car park is fully used.

Highways

Access to the site is off Dominion Road using the normal main gated access to the site, protecting the Tarmac playground so the delivery lorries can use this access with its good access to the main Dominion Road.

The off loading of vehicles will take place in the area of school adjacent to the building position.

Landscape

The area where the unit is proposed to be placed is on a strip of grass to the North of the main building between the school and the brick wall boundary to the footpath and roundabout. Some small bushes will need to be removed and the fence realigned to include a similar grassed area for use by the children. Part of the scheme is to infill the centre area of the existing children's "car race track" with all-weather surface so the area can be used at all times.

Archaeology

As this unit is going to be placed on land where there are no known archaeological findings in the area.

Ecology

There are no known ecological issues in the area.

Access and Design

The school is an access friendly school and the new classbase unit is fully accessible.

See attached access statement.

Cc copy Leigh Hunnikin, West Sussex
Geoff Galloway, West Sussex
GSE File

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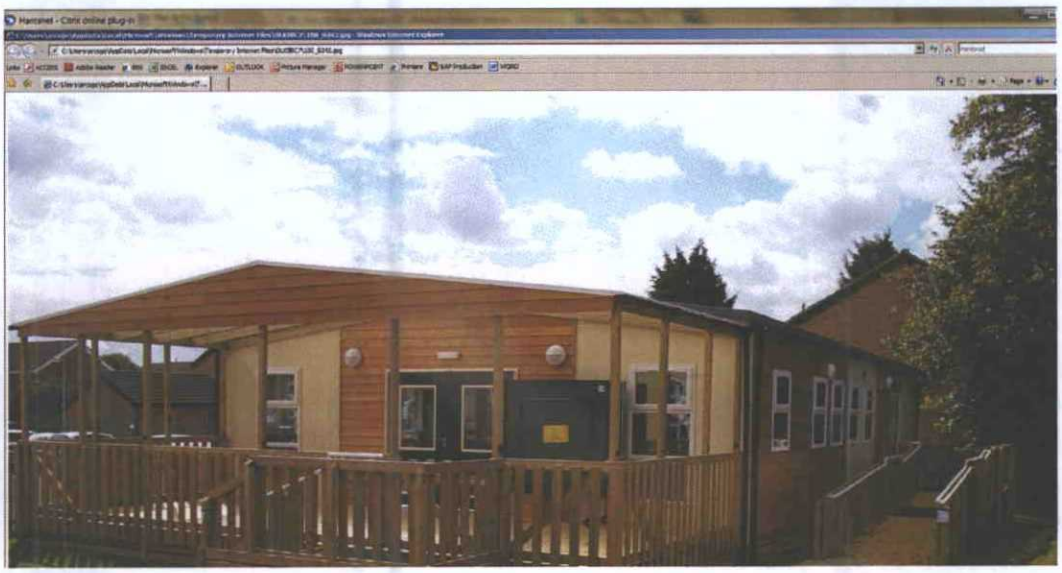
Whytemead First School, Worthing, Project.

This is a photo of a school in Bedford using the same colour wall colour of Buttermilk 10C31 with Horizontal Cedar boarding, at Whytemead it is proposed to use vertical boarding panels. The choice has been made to try and blend in with the school main building.



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