

# Whitworth Community High School

## Planning Document – Design and Access Statement

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SHEPPARD ROBSON

with



Department  
for Education



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## 1.0 INTRODUCTION

This Design and Access Statement has been prepared by Sheppard Robson on behalf of Wates Construction. Additional input has been provided by Ares Landscape Architects. It accompanies and supports the full planning application for Whitworth Community High School. The statement explains how the proposed development is a suitable response to the site and its setting, and demonstrates that it can be adequately accessed by prospective users.

The Town and Country Planning Act requires applicants to provide a statement covering design concepts, principle and access issues with an application for planning permission. It states that one statement should cover both design and access, allowing applicants to demonstrate an integrated design approach that would deliver inclusive design and address a full range of access requirements throughout the design process.



Site of Whitworth Community High School

## 2.0 DEVELOPMENT BRIEF

The proposed development is for Whitworth Community High School which is a secondary school serving pupils through years 7-11.

Whitworth Community High School is procured through the government Department for Education (DfE) Off-site Schools Framework (MMC1) which is used for Mainstream Schools. Parts of the school will be designed to utilise Modern Methods of Construction (off-site construction). The design will use a standardisation of modular spaces and suites for the internal arrangement as set-out in DfE schedule of accommodation.

This school is part of the DfE school rebuilding programme. The school will be built to a new sustainability policy to help tackle climate change and meet the target of net-zero carbon in operation.

In line with government requirements, the DfE is committed to reducing carbon emissions to zero across their estate by 2050. The recent announcement outlined that 'Rebuilding projects will be greener, helping meet the government's net zero target, and will focus on modern construction methods to create highly skilled jobs and boost the construction sector'

The redevelopment proposals will result in no increase to the pupil and staff numbers (750 pupils and 84 full time equivalent staff).

The school is accessed via a long approach from Hall Street. To the South and East of the site there are residential properties with the school's playing fields to the North.



Site Aerial View

## 3.0 SITE ANALYSIS AND CONTEXT APPRAISAL

### 3.1 Site and Immediate Surroundings

The site is located in Whitworth, a town in the foothills of the Pennines approximately 5km north-north west of Rochdale town centre

The site is an existing school made up of school grounds, buildings, playing fields and car parking. The surroundings include residential properties to the East and the South, open fields to the North West, and woodland and the River Spodden borders the playing fields to the north.

### 3.2 Topography

The topography of the site falls steeply from west to east due to the surrounding hillside landscape, with a total fall of approximately 16m. The playing fields are the flattest and lowest part of the site (~221m AOD), and there's a step up to the existing school grounds (~225m AOD) with varying topography around the buildings creating a complex site arrangement with buildings at different levels. The west of the site is formed of two hard court areas at different levels (230m AOD) with steep banks between and towards the building. The entrance of the site (~220m AOD) leads to the access drive into the site which rises on the approach to the school.

### 3.3 Trees and Vegetation

A Tree Constraints Assessment and Arboricultural Impact Assessment has been carried out for all existing trees on site and has been included in this Planning Application.

The vegetation centrally on site is generally formed of low quality trees and amenity grassland. Outside the boundaries of the site, there are higher quality species and woodland which will be protected during construction.

### 3.4 Site Constraints

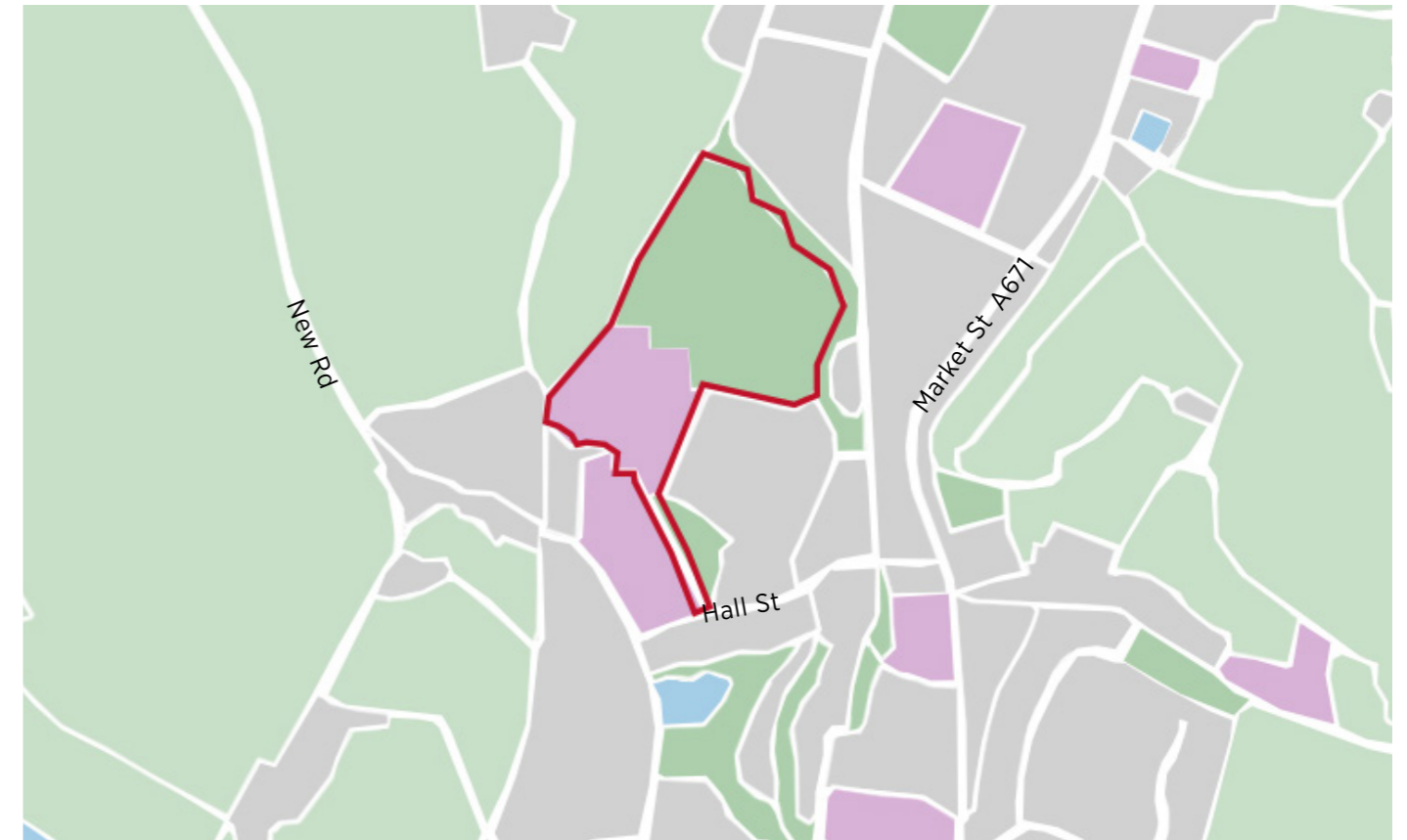
The site has a significant topographical change, and the existing school buildings occupy much of the southern part of the site. There is only one access point into the site as the surrounding hills, river and residential area preclude using any alternative access points. These elements form the key site constraints in developing the new design as they limit the access and space for any new development.

### 3.5 Site Opportunities

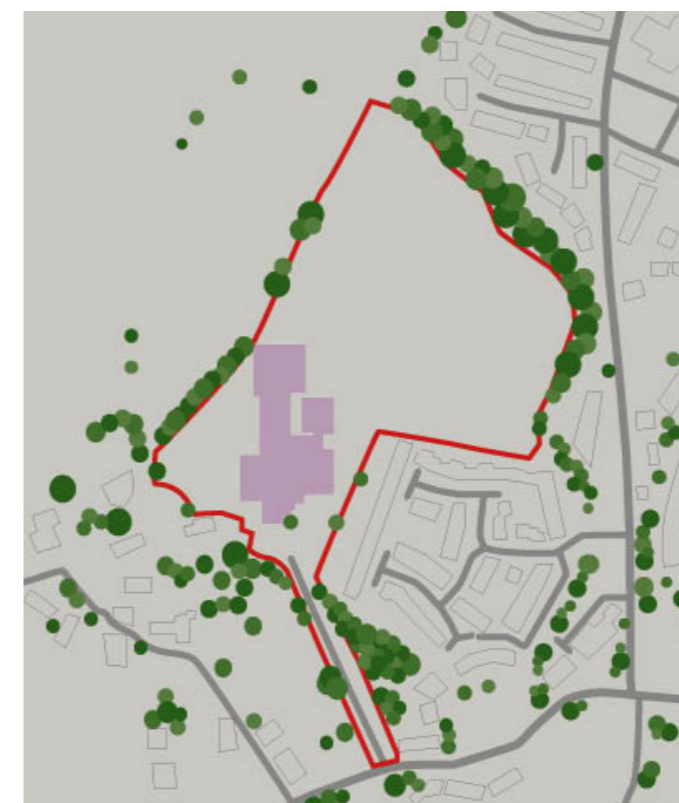
Nevertheless, there is a great opportunity to improve the site condition in a number of ways. The existing buildings create a sprawling mass of built form which can be consolidated into a new development. This opens up the remainder of the site for functional school external space and integrated green infrastructure provision.

The site setting and location provides opportunity to provide a school development which is mindful of its surroundings and cognisant of the local community within which it is set. The development of the building within the wider context also reflects the surrounding character - setting the building far into the site with the pennines as the backdrop. The adjacent sports hall (retained) will work with the new school to create a presence and great sense of arrival for the students, staff and visitors.

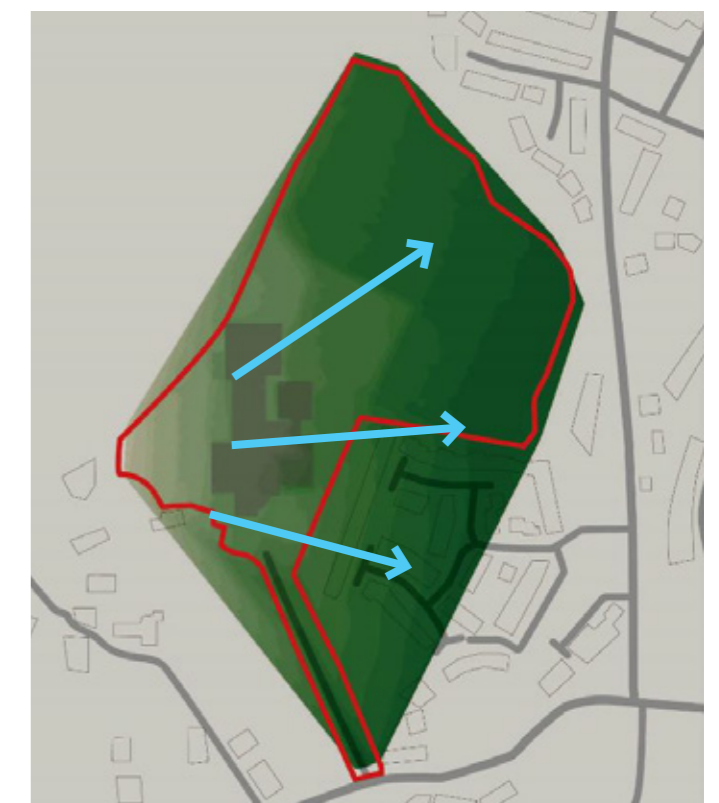
Using the distance from the road, the sense of arrival and approach to the school can also be enhanced, creating a clear visual relationship for pupils and visitors, with a defined secure line and arrival into a civic space at the school entrance.



Site in the Wider Context



Trees and Vegetation



Site Topography

### 3.6 Movement Patterns

Access into the site is limited to a singular point from Hall Street due to the surrounding topography, waterways and residential areas. This is the single point for both vehicles and pedestrians into the school.

Hall Street links to the wider road network of Whitworth connecting Rochdale with Bacup.

Pedestrian and Cycle access is provided along the existing access road on site, and this will be improved as part of the school development. For vehicles there are passing points allowing two way traffic

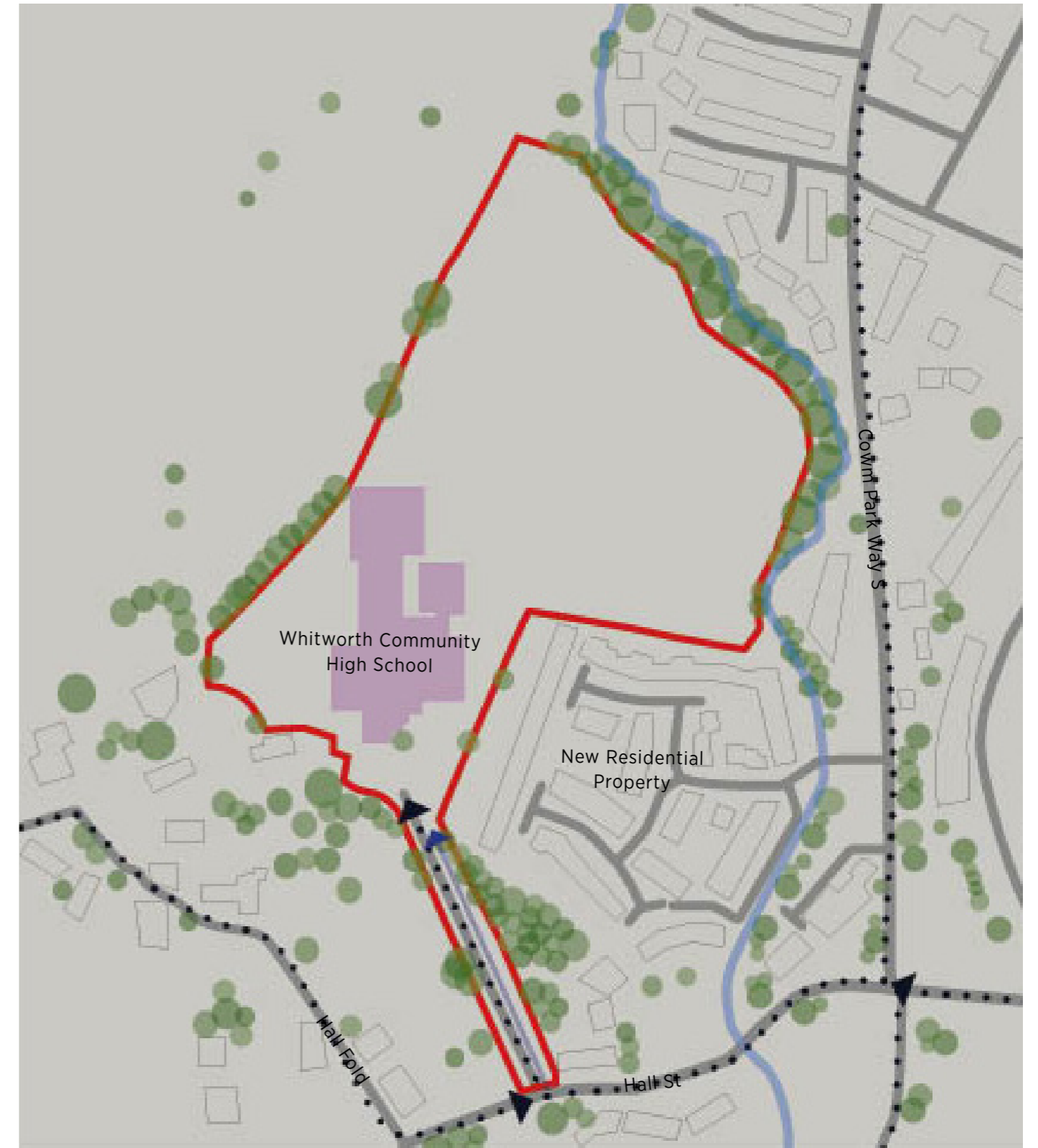
There is an existing footpath PROW along the north west boundary which is outside of the school boundary and is unsuitable for school access

### 3.7 Green Infrastructure

There is a significant amount of existing mature woodland and vegetation in the wider surroundings that create key green infrastructure links for the wider areas. The existing buildings and car parking contribute little to this within the school site but there is opportunity to improve this.



Existing Green Infrastructure - Woodland and Vegetation



Site Analysis

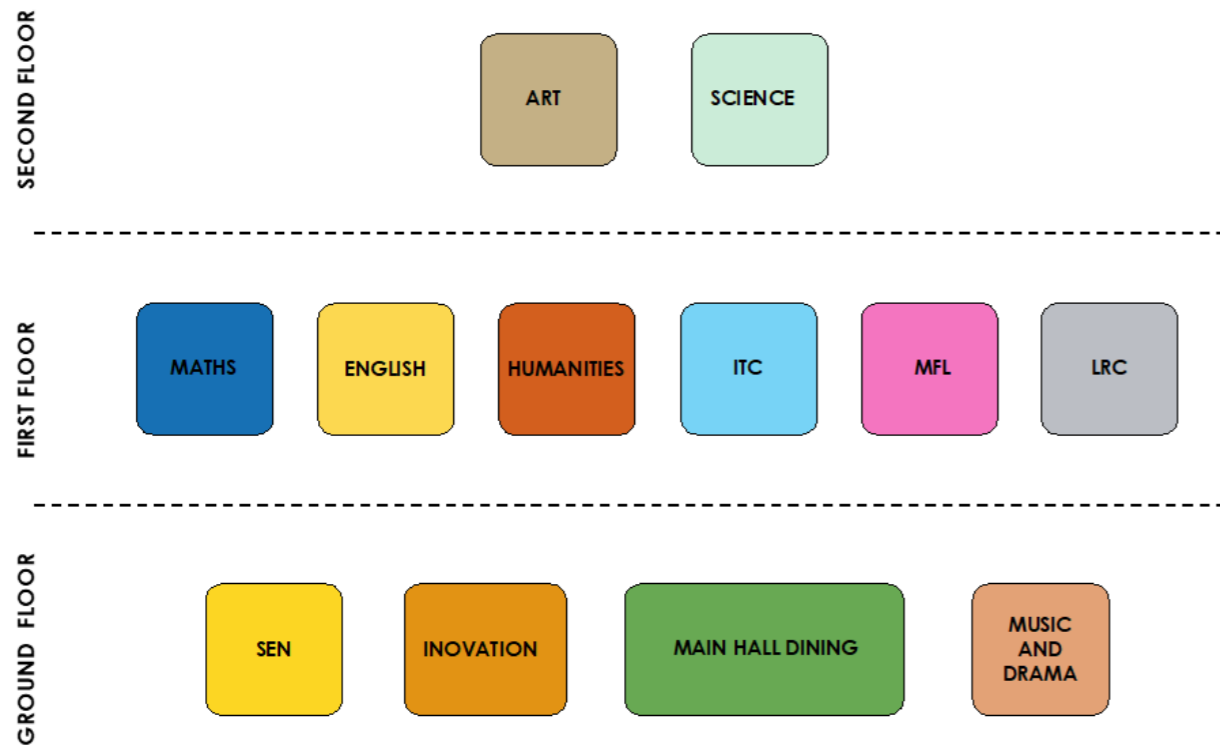
## 4.0 DESIGN STATEMENT

### 4.1 Design Principles and Concept

The proposal consists of a single block that is broken down into 2, 2.5 and 3 storey elements that is organised as a series of spaces, internal and external, all related to learning and other pupil-centred activities. The existing sports hall building will include a new entrance that will provide access from the main arrival plaza and from behind the school secure line.

The building is organised as a L-shaped finger block with double height spaces including the dining area, main hall and drama studio at its heart. The central zone diagram on the right, shows the relationship between these spaces and a desired connection to the outside. Teaching and support spaces are mainly located in the North block with some in the lower block, but are positioned strategically to ensure classrooms and office spaces can benefit from natural light. This also allows noise and quiet subjects to be separated as well as easing congestion by situating departments at either side of the school or on different floors. The departmental arrangement between floors is shown in the diagram below.

The building's efficient structure, and easy construction, using a tried and tested 'kit of parts' and modern construction methods, allow for a cost effective solution that can be arranged as necessary to deliver the specific educational environment requirements in response to the pedagogy and ethos of Whitworth Community High School.



Teaching Departments



Internal-External Spatial Relationships



## 4.2 Site Layout

The development of the site layout has been informed by a number of factors; the constraints and setting of the site, the operation of the school and the existing school requirements.

The location of the building was considered amongst a number of other layout options and the developed design allows the site to be constructed with minimal impact on the school. Bringing the new teaching block into the centre of the site creates a good relationship with the sports hall operationally and aesthetically. It also allows the new school to be constructed in simple phasing terms. The orientation then creates a south facing courtyard between the school and the sports hall for students to use during break and lunch.

The approach to the school prioritises pedestrians and cyclists with a safe route and provides no crossing points on site. Vehicles are kept to the car park and space is provided for the necessary day to day servicing requirements of the school. The 3m wide approach to the school alongside the car park leads to a generous entrance plaza where students enter the courtyard or visitors can enter the building without entering the school's secure line.

The two buildings will be on different levels and this topographical difference allows for interesting landscape features to be created to maximise the usable school space. A performance space / amphitheatre is created centrally and seating walls and terraces provide social spaces for students.

The location of the building on the playing field results in the requirement to reprovide those pitches elsewhere on the site. These have been brought to the front of the school which will give flexibility of the curriculum, and also allow the school to use this space during lunch for easy supervision of all pupils.

The existing hard courts to the west of the site, and the remaining playing fields to the north will remain untouched. The existing MUGA will be resurfaced following construction works.

Bringing the building centrally and consolidating the internal teaching areas allows the site to be improved drastically with space provided for tree planting, SUDs, and habitat areas. Areas of the site that are difficult to use for the school due to levels or proximity to the boundaries have been shown as orchard gardens and habitat areas, which will be allowed to develop over time and contribute to the wider green infrastructure and biodiversity.

SUDs elements form a key component of the site layout facilitating water movement through landscape interventions of swales, raingardens and permeable tarmac areas.

Sustainable methods of transport are highly encouraged, with a total of 28 covered cycle spaces provided for staff and pupils, and 4 visitor cycle spaces.

Proposed Site Plan



### 4.3 Impact on Greenlands

The northern part of the site is formed of playing fields which are allocated in the local plan as 'Greenlands'. The diagrams below illustrate the area of Greenlands in the current Local Plan and the emerging Local Plan.

As part of the development, the new school will be located within the southern area of playing field and Greenlands. This is due to the constraints of the site - levels and the existing building location.

Whilst the new building and the associated play areas will be located on a small area of Greenland, much of the existing playing field remains untouched. This also allows the remainder of the site to be redesigned as green space or functional school space with integrated green infrastructure.

### 4.4 Green Infrastructure and Habitat Corridors

Using design techniques and SUDs systems, we are able to greatly improve the green infrastructure links within the site and, importantly, with the surrounding locality.

There is a river corrdior to the north and a smaller brook cutting across the site which are not currently linked. Through the design, we have implemented tree avenues, swales, orchards and hedgerows to provide valuable links between these two habitat corridors to the benefit of local wildlife and biodiversity.



**Existing Site:**  
Building Area = 4534m2 Green Area = 36602m2



**Proposed Site:**  
Building Area = 3211m2 Green Area = 38620m2



Greenlands allocation in current Local Plan (left) and emerging Local Plan (right)



Existing Green Infrastructure - Woodland and Vegetation



Proposed Green Infrastructure Links - Woodland and Vegetation

#### 4.5 Sports Fields

The proposed site layout will locate the new building on a small area of existing playing field. This field currently provides two 5v5 pitches and these will be reprovided in the scheme at the front of the site. The remaining sports provision remains as existing, including a resurfacing of the 3-court hard surface MUGA.

#### 4.6 Main Entrances and Active frontages

The relationship between the teaching block and the retained sports block provides a generous entrance plaza for the school, creating an animated civic space with lush planting, feature trees and high quality paving. The planting beds and tree planting frame the visitor entrance of the school and encourage movement through to the main building or the sports block. The hall and dining space face over the fields across the valley with fantastic views.

#### 4.7 Place-making - Private and Public Realm

The new building, presents a natural 'secure line' to the site, affording the school the opportunity to treat the south elevation as the 'Public' front of the school, while maintaining the sports pitches and external play areas as the 'Private' secure school areas.

#### 4.8 Movement Routes - Pedestrian and Vehicular




All vehicular access is via the access drive from Hall Street. This leads to main car park areas for staff only, formed in a loop system to allow space for deliveries and service vehicles to move through the site in forward gear. Servicing, deliveries and refuse collection will use this access road and pause in the delivery bay allowing other vehicles to move around the car park.

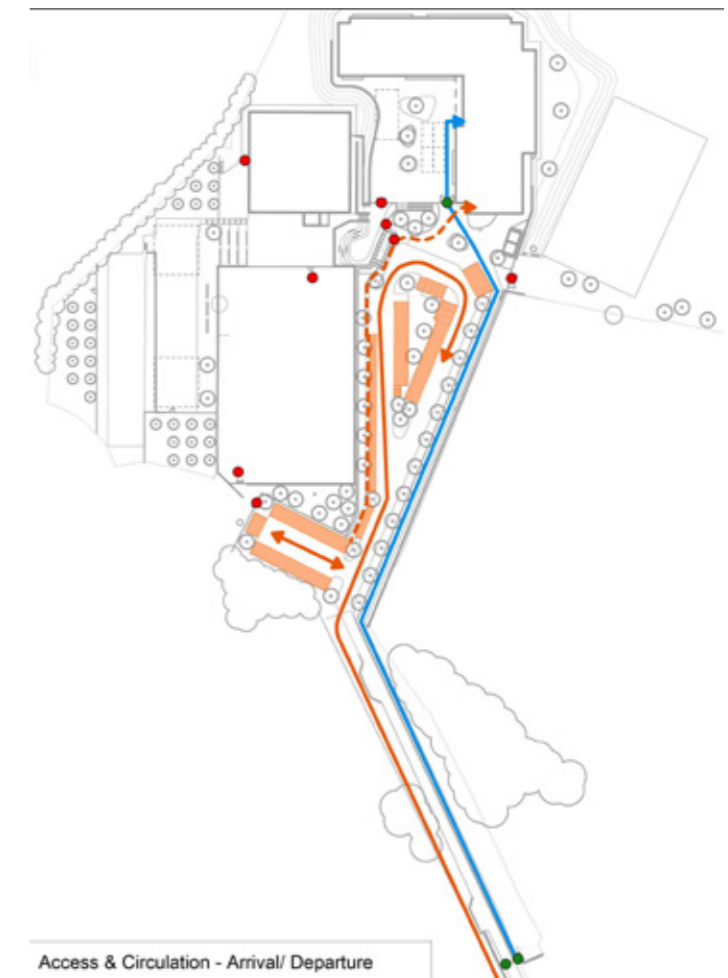
Pedestrian and cycle access is also via Hall Street, along a widened, raised and fenced 2m shared path and then into a 3m shared path leading up to the school. This 3m wide stretch is separated from the road by a landscaped strip and knee rail fencing which will ensure the safety for pedestrians and cyclists moving to/from the entrance plaza.

#### Boundary Treatments

Boundary treatments to the perimeter of the site remain as existing. The internal secure lines which will consist of 2.4m high weldmesh fencing providing school security and visual permeability from outside of the site. The school bin store will be closeboard timber fencing at 1.8m height.

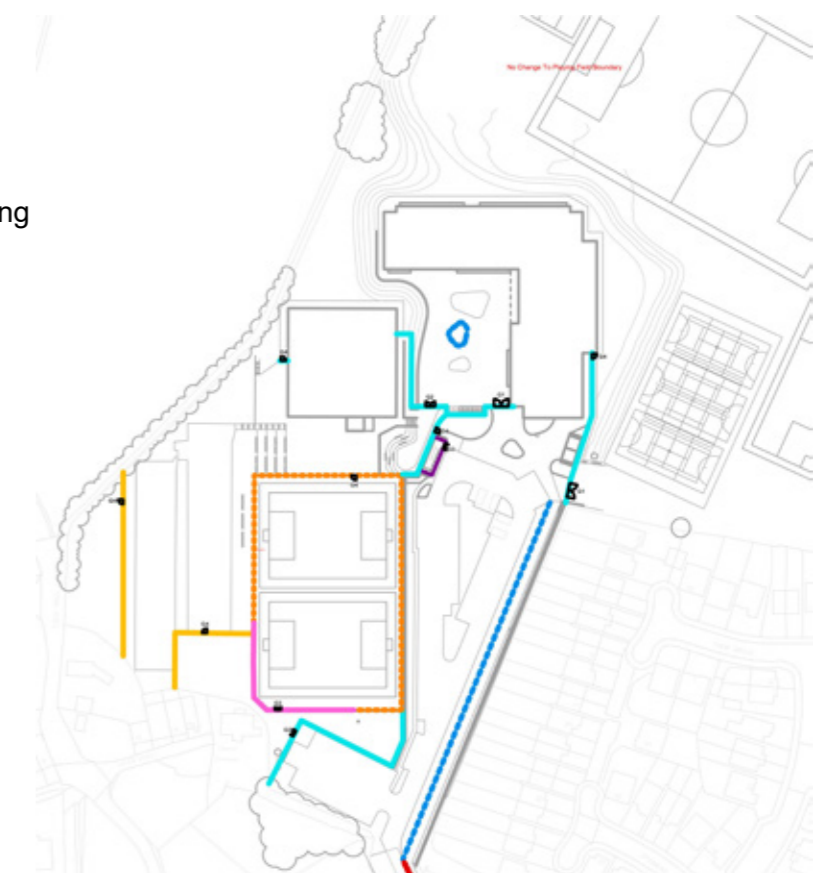
#### Access and Circulation

-  Staff Vehicles
-  Pedestrian Footpath
-  Car Parking Spaces



#### Boundary Treatments

-  2.4m Weldmesh Fencing
-  3m AWP Weldmesh Sports Fencing
-  6m Ballstop Netting
-  1.8m Timber Closeboard Fencing (Binstore Only)
-  1.1m Timber Palisade (Habitat Areas)
-  450mm Knee Rail



**4.9 Materials**

The majority of the new hard surfacing has been chosen to provide a cost effective and robust finish that will meet the intensive uses associated with a secondary school. External footpaths and secondary routes will be tarmac, with key destination points (main entrance plaza) highlighted with bands of contrasting high quality concrete block paving.

**4.10 Planting**

The soft landscape strategy for the site is to provide new tree planting in key areas across the site: along key access routes, within key spaces, and to provide screening of the development in views from local residents. At ground level, a robust palette of plant species that are safe for school environments will be used, ensuring a variety of forms, colour and seasonal interest is provided throughout the planting beds.

**4.11 SUDs**

The Surface Water drainage proposals also include a series of Sustainable Urban Drainage Systems (SuDS) throughout the site to manage surface water from new areas of impermeable surfaces. These SuDS features will be formed of shallow planted swales to the main entrance route and a more formal rain garden to the centre of the entrance plaza.

The swale will be planted with a mix of amenity grass lawn, wildflower and areas of mesic planting to ensure a diverse range of habitats are provided. It will also provide a series of surface water treatments (taking out particles and contaminants) before the water is discharged to the wider drainage system.

The swales and rain garden will also provide areas for external learning through the study of ecology, eg mesic planting and associated fauna.



Planting Example Types



Cycle Stands

### 4.12 Plans - Internal layout

#### GROUND FLOOR

The main entrance [A] is supervised by the reception desk and staff office which assists with passive supervision of approaching and waiting visitors. Through the entrance lobby there is access to the secure interview room [B] which staff can access from both the entrance area and within the school's secure line. This area is also grouped together with WC facilities and admin conference rooms [C].

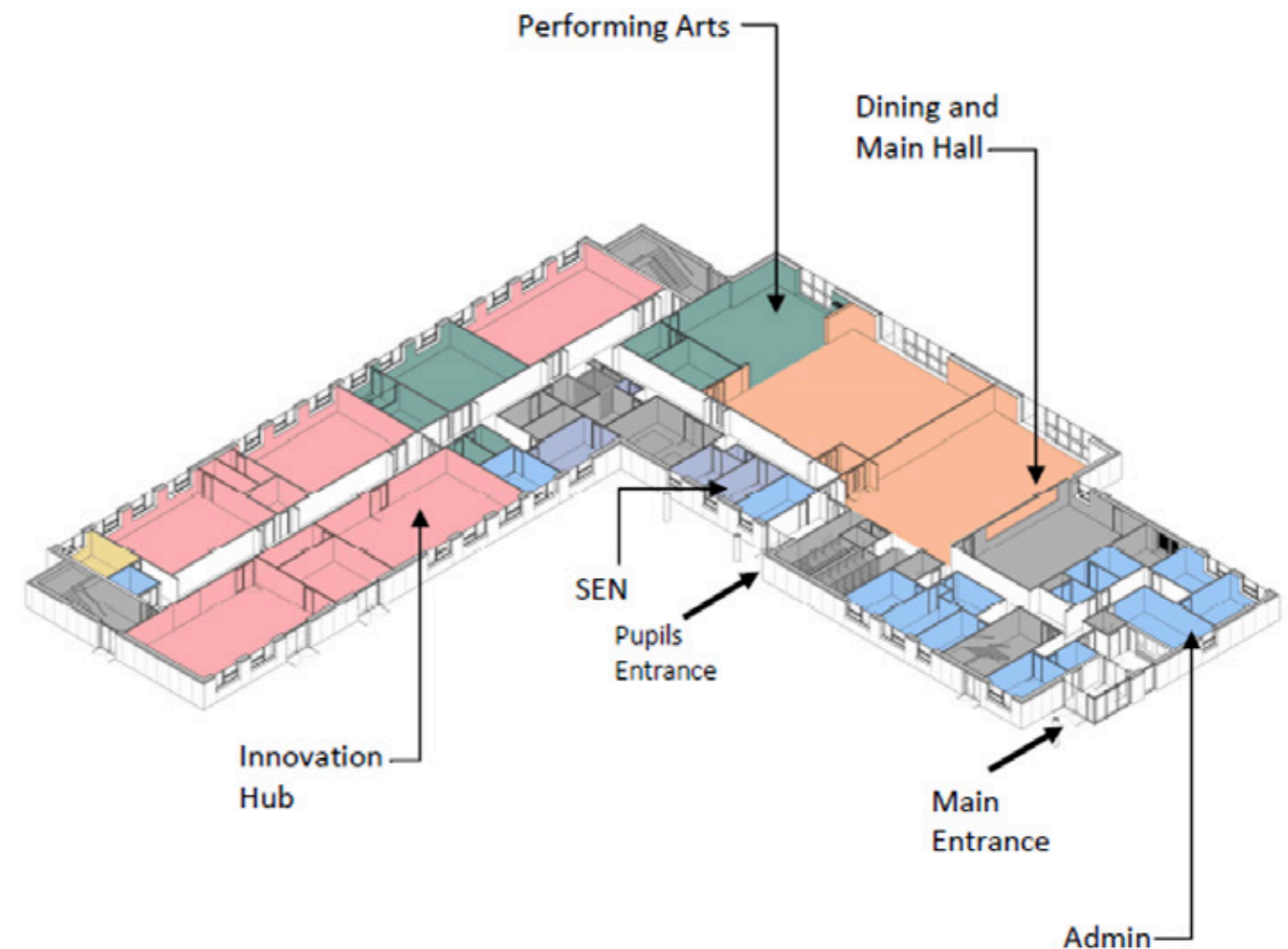
The school building has three [Y] stairs which are used as accommodation stairs and fire escapes. These are located at the ends of the accomodation finger and one at the core close to the main entrance.

The quiet areas such as the SEN office [D] are grouped together with admin rooms. The SEN's ground floor location allows easy access from the main entrance for visitors as well as being adjacent to admin areas and the main staff room.

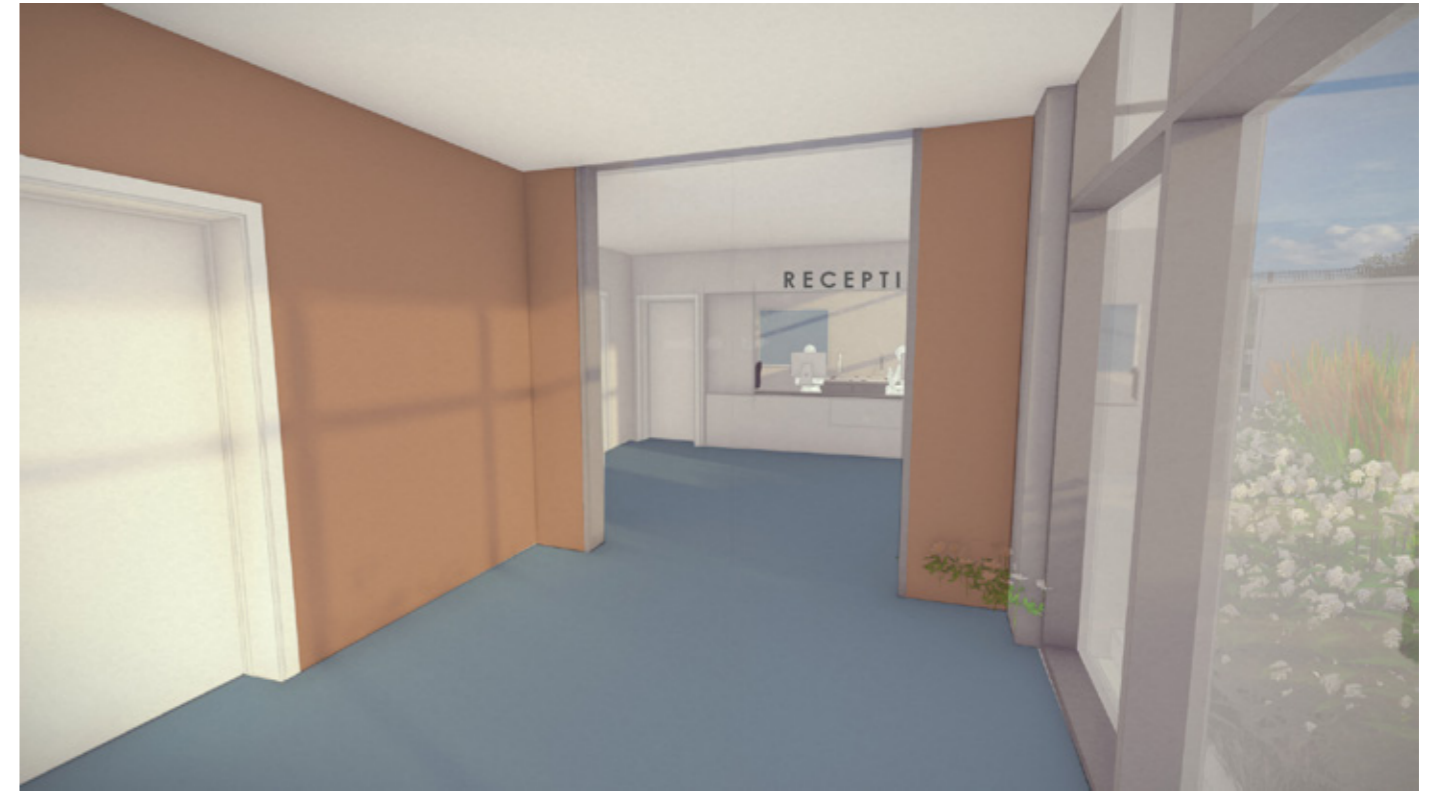
At the heart of the school are the double height dining area [F], with the kitchen and servery adjacent, which utilises the service entrance [G]. The main pupil entrance is situated directly across from the dining space and acts as a point of entry/exit for the pupils [J] at the start/end of the school day which provides a physical connection to the external courtyard [K]. The main pupil WCs [Z] are located close to the dining and to the exit into the external courtyard.

The Main Hall [H] and Drama Studio [I] are located centrally in the school adjacent to dining. The drama has a folding partition to connect to the main hall and can be used as a stage area. The music suite [L] is located close by creating a performing arts hub for the school. The music rooms all benefit from direct access to practice rooms and instrument stores allowing for easy supervision of practice rooms.

The noisier, practical subjects, namely the Food Room [M], Resistant Materials Workshop [N], Construction Textiles [O] and Graphic Products [P] form a cluster called 'Innovation Hub' within the North finger of the school block. Construction Textiles and Resistant Materials benefit from direct access to the outside allowing for teachnig activities to spill outdoors and more convenient deliveries of materials.



Ground Floor Layout



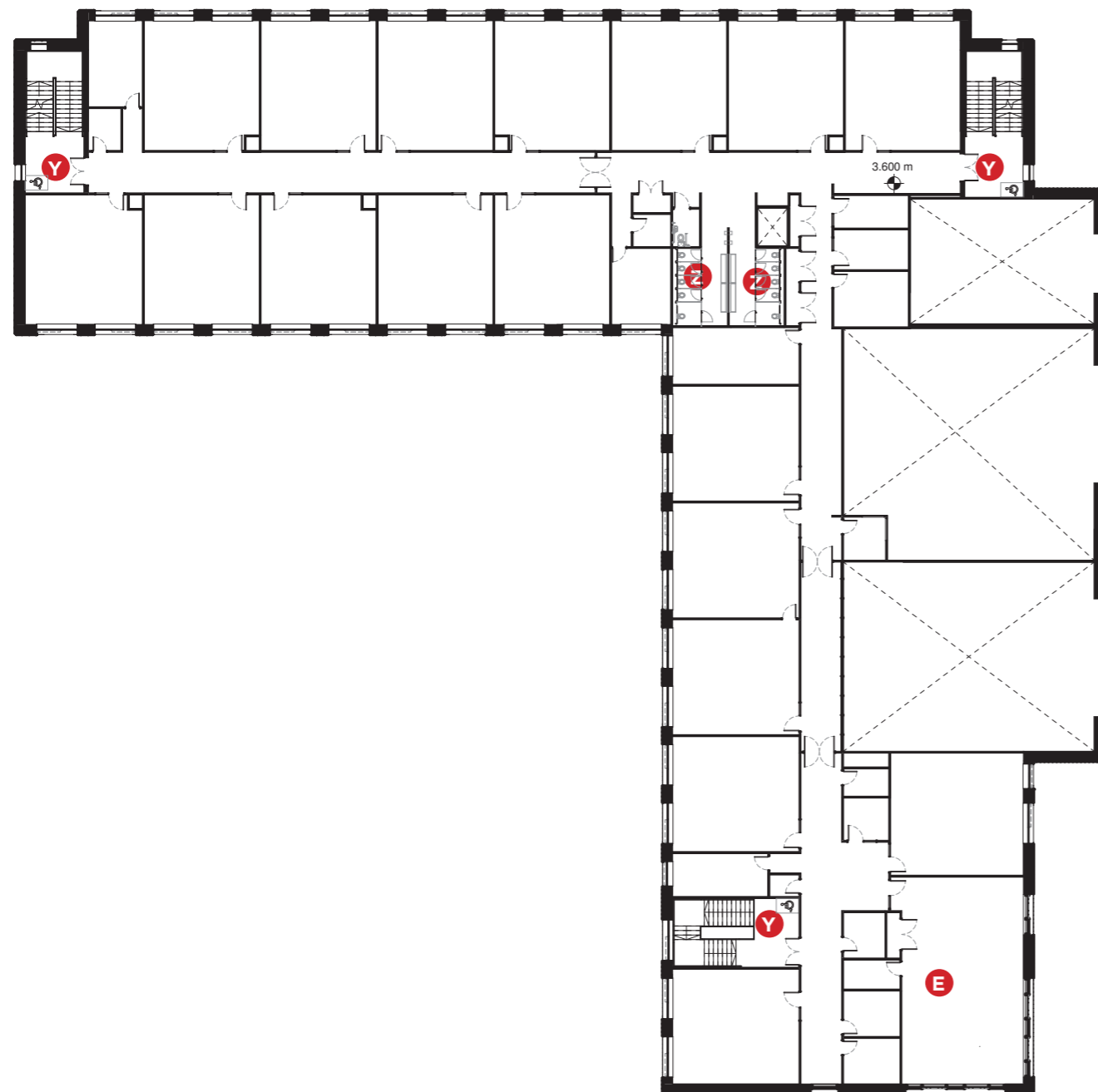
Concept views of the internal dining area

Concept views of the entrance

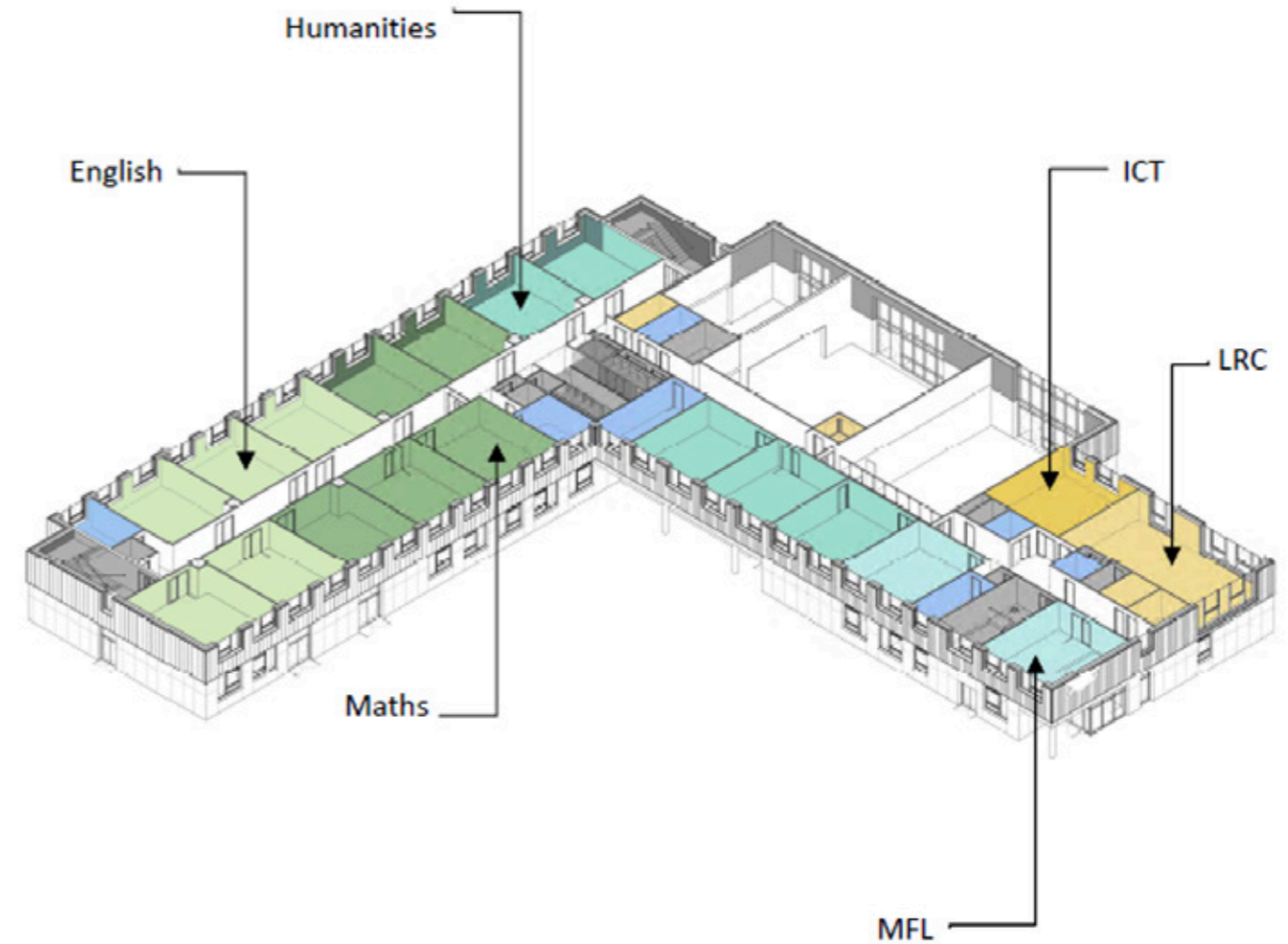
## FIRST FLOOR

General teaching classrooms are arranged in a continuous sequence of spaces for flexible allocation, with staff workspaces and offices distributed around the teaching areas and near the staircases. This layout provides the ability to support all teaching departments, which include English, Maths, Humanities, MFL and ICT. The LRC has a visible presence as you approach the school.

SLT offices and staff work areas are distributed evenly around the school, maximising opportunities for passive supervision and encouraging a sense of 'one school' community of staff and students working together.



First Floor Layout



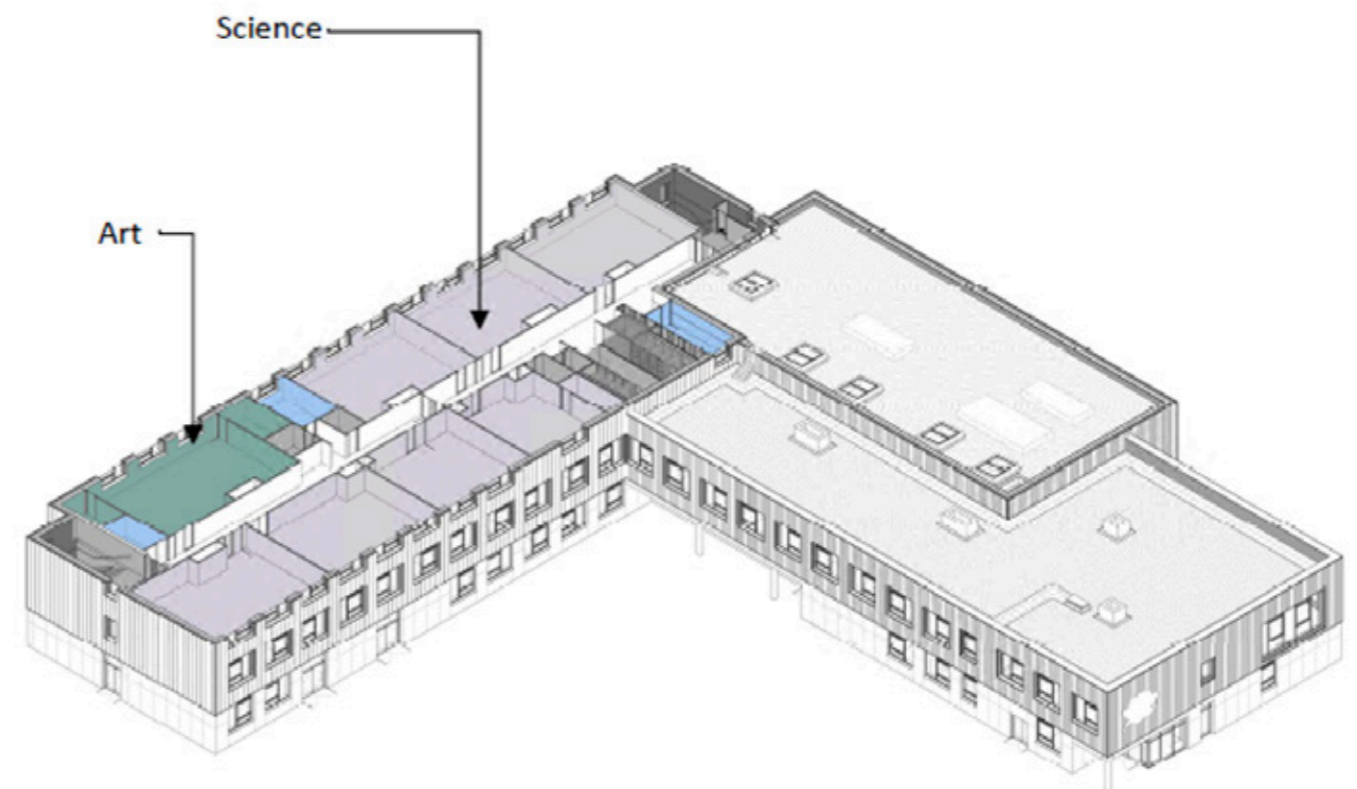
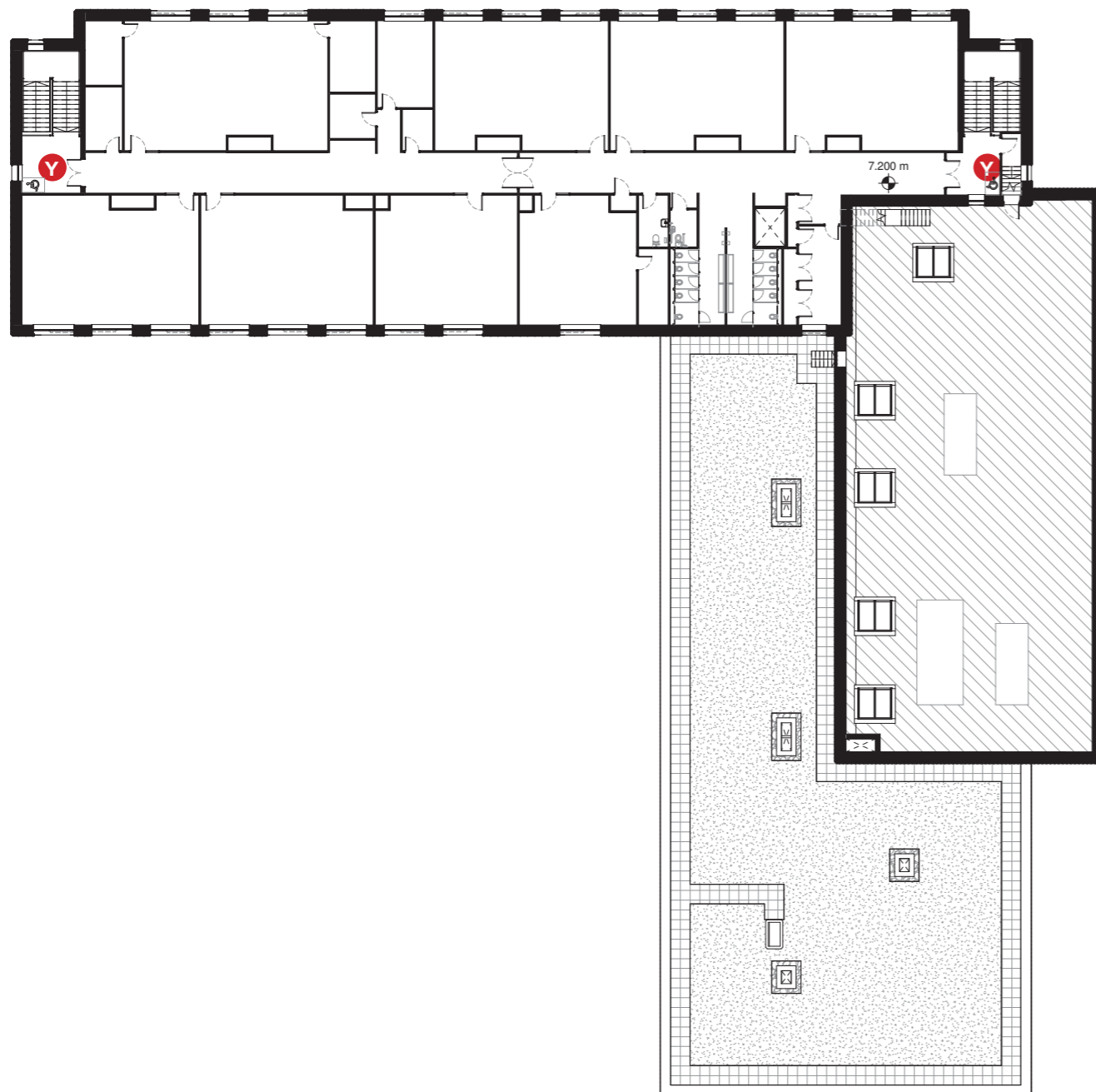


Concept views of the LRC



### SECOND FLOOR

The second floor consists of the art and science departments with staff workspaces and offices distributed around the teaching areas and near the staircases. This layout provides the ability to support all teaching departments.



### 4.13 Scale and Massing

The images opposite provide an illustration of the scale of the school in the context of the surrounding area based on the proposed layout. The planting and external materials strategy assist in blending the building into its context.

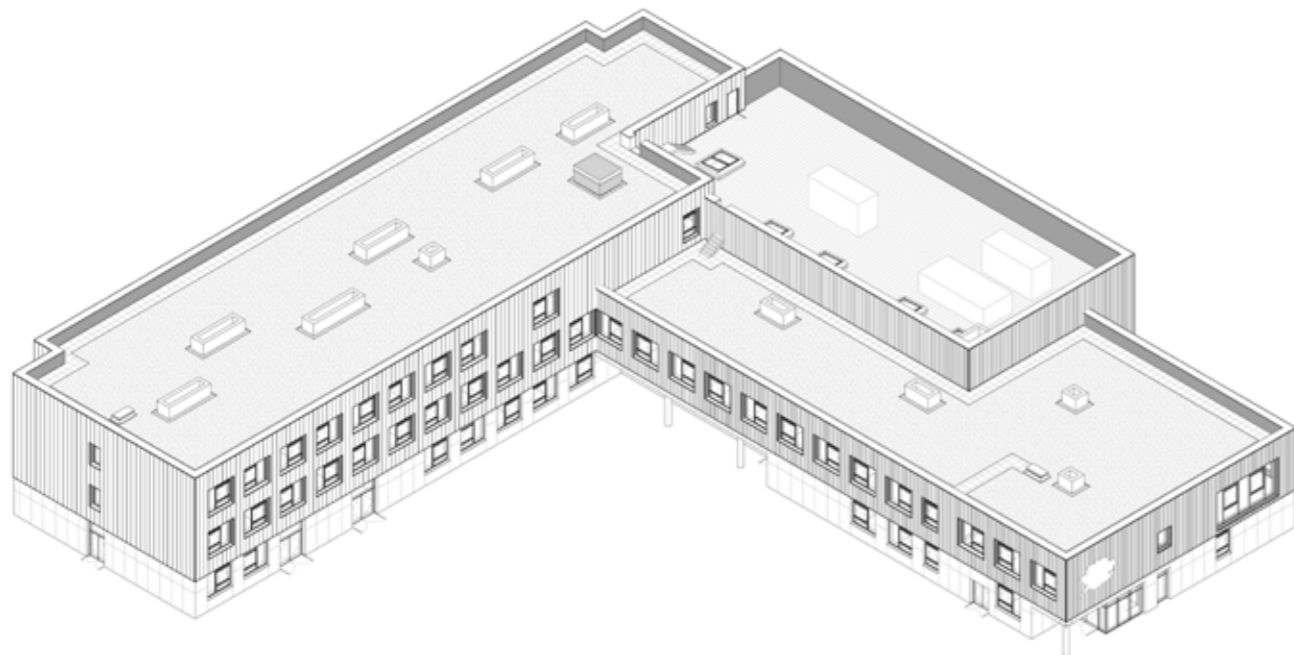
The building is set away from the nearby residential properties. The lowest part of the building (two storeys) is located closest to the residential properties, and the building increases in height towards the north to maximum three storeys. The new 'L' shape building and existing sports hall together create an external south facing courtyard.

### 4.14 Routes and Spaces

The building is organised around the North-South axis with a finger branching off on the west-east axis. The large spaces provide a clear building organisation. Clear wayfinding ensures a coherent sense of departments and specialist areas; DT, music and science, with performance spaces located directly off the dining. SLT offices and staff work areas are distributed evenly around the school to provide passive supervision and aid in wayfinding.



Proposed Site Massing



### 4.13 External Appearance

The proposed façades of the school comprise of two materials; aluminium raised seam and fibre cement rainscreen cladding. These materials have been chosen for their robustness and suitability for Modern Methods of Construction. The colours are to be confirmed, but will be chosen to respond to the site surroundings and school ethos.

As a material the aluminium raised seam has the ability to respond to the site context in its reflective nature and colour choices, whilst the fibre cement material has the ability to provide a more solid feel to help ground the building.

#### Proposed Façade Approach

Compositionally, the façades have been split into two zones. The lower zone (mainly ground floor), with the solid fibre cement rain-screen cladding, which provides a robustness at ground level. The upper zone (mainly first and second floors) will be formed from a PPC aluminium raised-seam cladding system.

The windows will be set within deep reveals such that the pattern of shadows adds modulation to the facade. Flashings around the windows and at the top and bottom of the raised-seam cladding will be formed from aluminium and be of a high quality.

The panelling and vertical seam arrangement of the raised-seam provides a contrast to the horizontal nature of the building, but in addition the lower zone of fibre cement helps to ground the building and provide a link to

External façade component	Material	Colour
All facades	The lower zone (ground floor), which contains all entrances, with aluminium framed curtain wall glazing interposed with a solid fibre cement rainscreen cladding.  The upper zone (first and second floor), which contains typical classroom windows and curtain wall glazing is interposed with aluminium raised seam cladding.	Preliminary selection: <b>to be confirmed</b>
Windows	Aluminium with polyester powder coated finish	Dark grey*
Curtain wall glazing	Aluminium with polyester powder coated finish	Dark grey*
Main doors	Aluminium with polyester powder coated finish	Dark grey*
Service doors	Aluminium sections with polyester powder coated finish	Dark grey*
Parapet copings	Aluminium with polyester powder coated finish	To Match Cladding
Lining to soffits	Fibre cement	To Match Cladding

Table of proposed facades

the external landscape.

The key spaces are emphasized on the façades with elements of curtain wall glazing, this includes; the LRC, drama, main hall and dining. On arrival to the school the large glazing of the LRC provides an active frontage and views into the school. The key entrances are also emphasized by recesses, including the pupil entrances from within the courtyard.

The existing sports hall will have a new entrance lobby following the demolition of the existing school. The materials of the new lobby will be shared with the new school building, cladding in fibre cement and a raised seam roof.



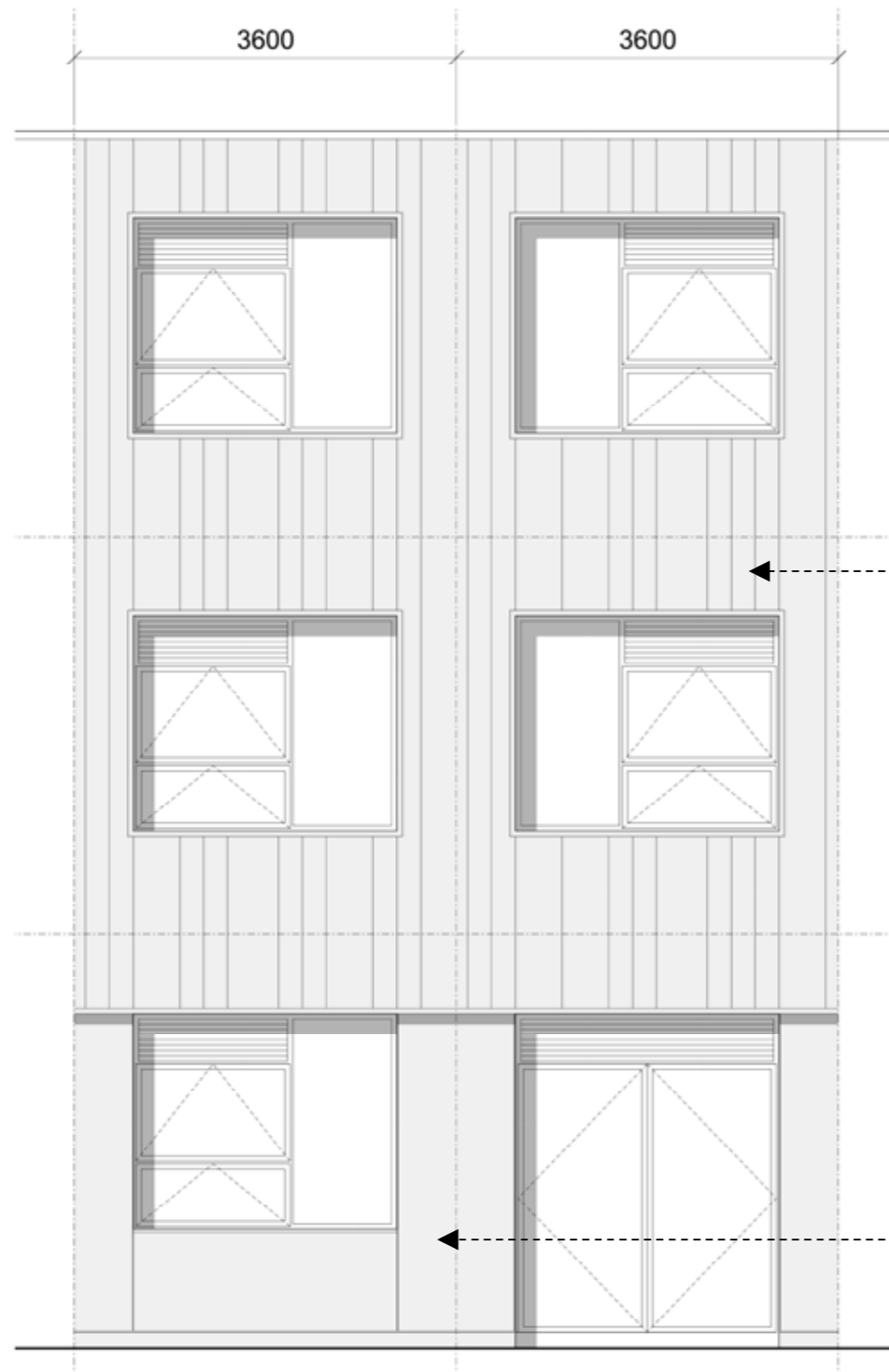
School logo and colours



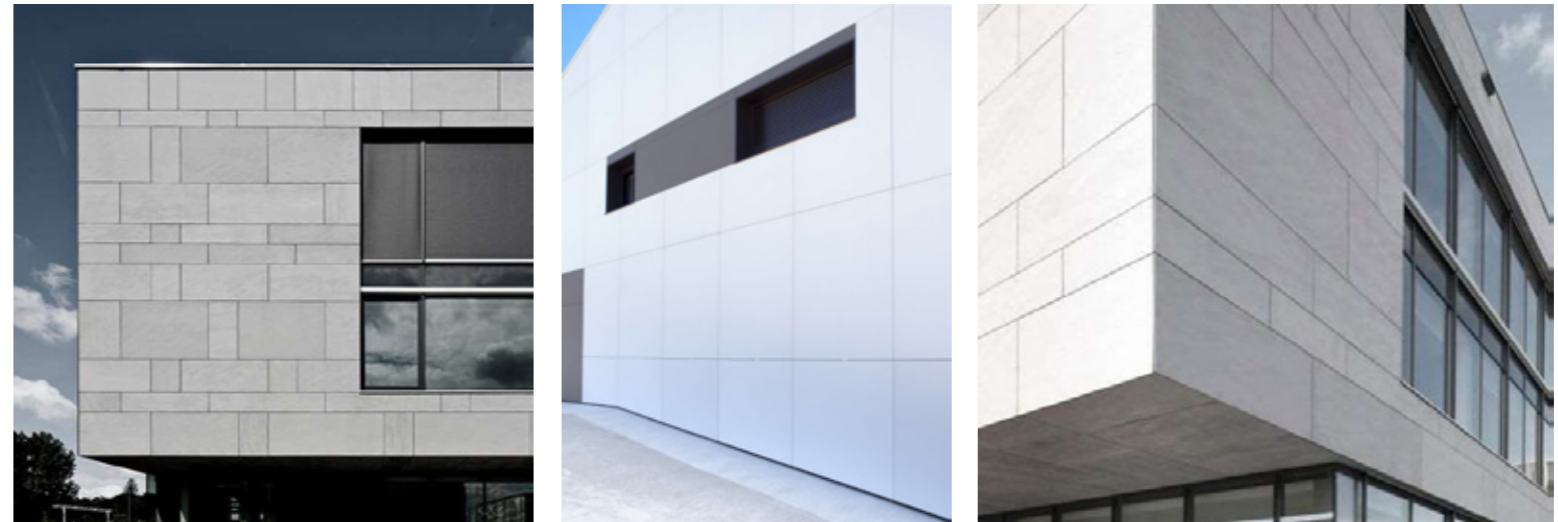
Site and context photos

Inspiration for school identity and facade choice.

### 4.14 Materiality



Raised Seam (example Images)



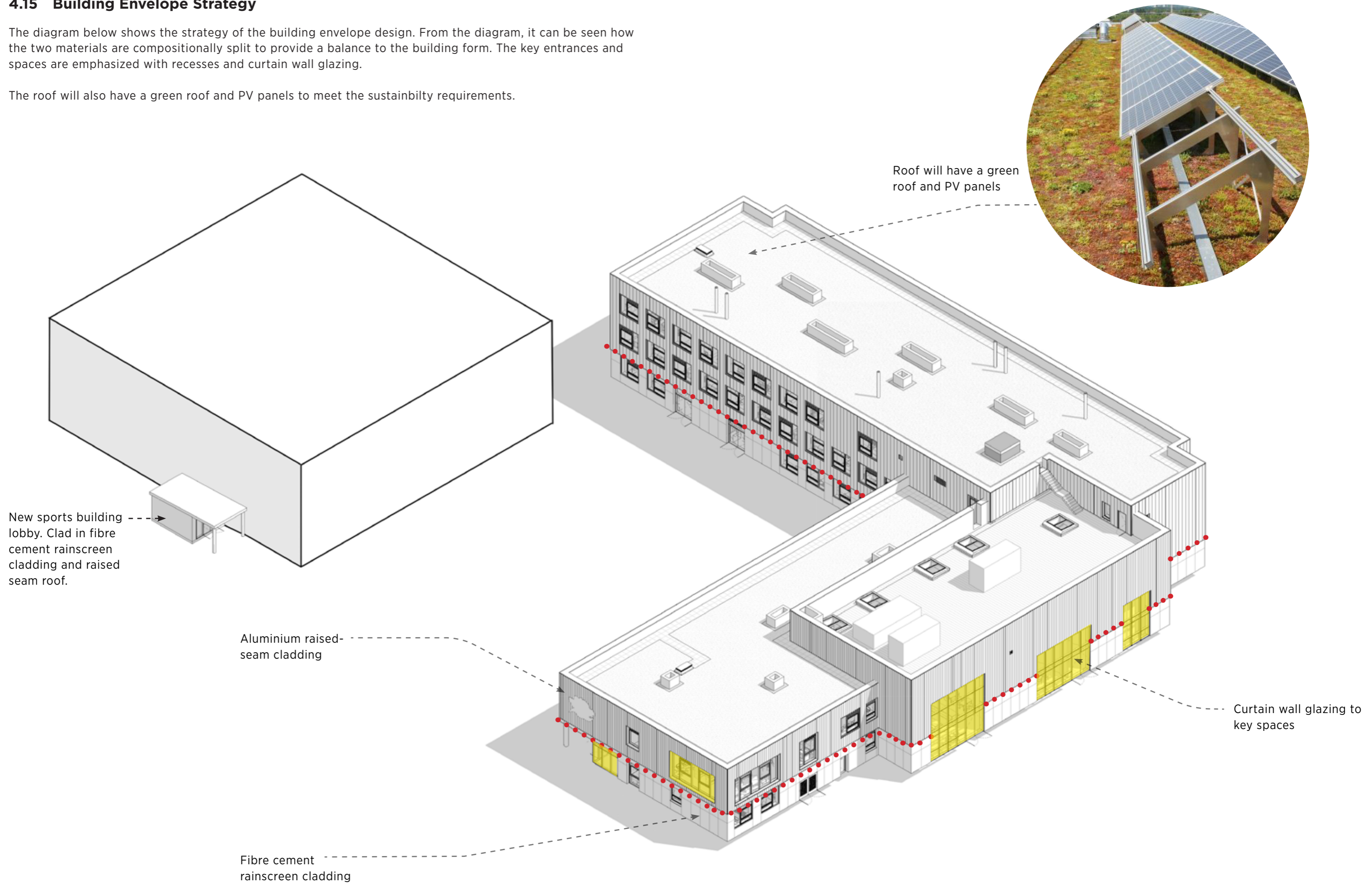
Fibre Cement Panel (example Images)

Facade materiality. Lower zone fibre cement and upper levels raised seam cladding.

### 4.15 Building Envelope Strategy

The diagram below shows the strategy of the building envelope design. From the diagram, it can be seen how the two materials are compositionally split to provide a balance to the building form. The key entrances and spaces are emphasized with recesses and curtain wall glazing.

The roof will also have a green roof and PV panels to meet the sustainability requirements.



### 4.16 Facade Finish

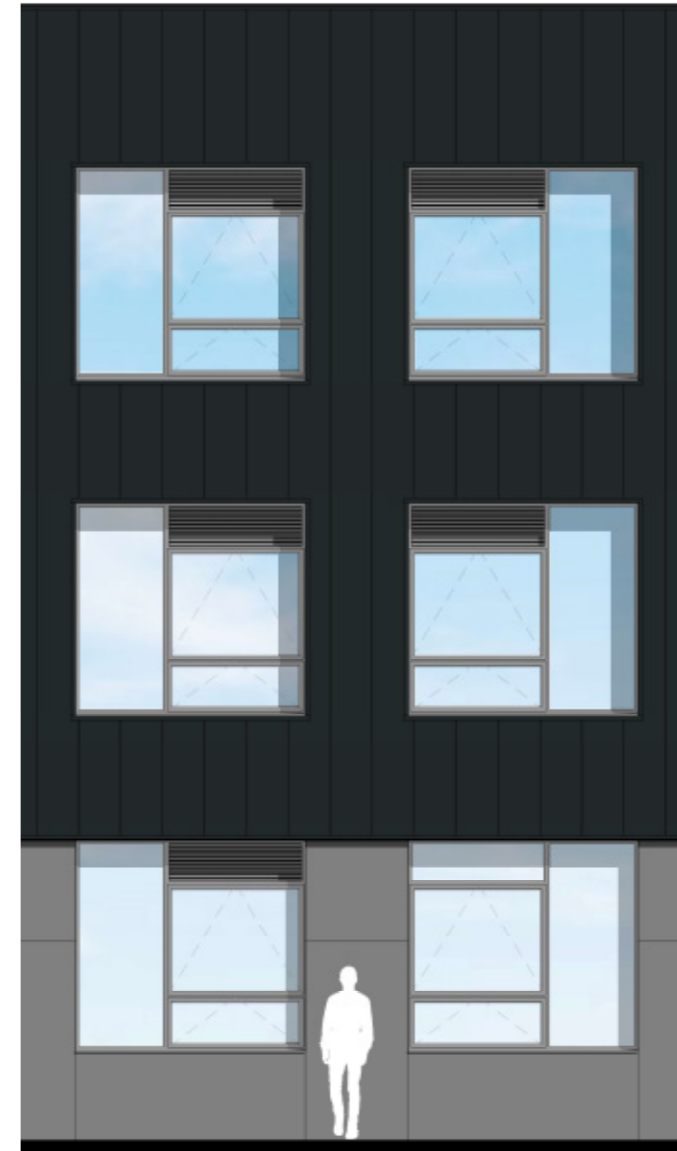
The final colour choice is to be confirmed. The images below show the colour choices presented to the school, stakeholders and local planning authority. The images below give an impression of different colours, however the final colour choice may differ from the colours shown.



Merlin grey aluminium raised seam with grey fibre cement paneling



Goosewing grey colour aluminium raised seam with buff fibre cement paneling



Raven colour aluminium raised seam with grey fibre cement paneling

### 4.17 Elevations



**1 East Elevation**  
02201  
1 : 200



**2a West Elevation**  
02201  
1 : 200



**2b West Elevation With Sports Hall**  
02201  
1 : 200

*Final colours to be confirmed.  
Elevations not to scale*



1 North Elevation  
02200 1 : 200



2a South Elevation  
02200 1 : 200



2b South Elevation with Sports Hall  
02200 1 : 200

Final colours to be confirmed.

Elevations not to scale





### 4.18 3D Visuals





View of entrance plaza



Birds-eye view of school entrance plaza



View of entrance plaza and main entrance



Birds-eye view





Birds-eye view of school court yard



Birds-eye view from the North West corner of the site



View from across the hard-courts



View of the Entrance Plaza

## 5.0 VISUAL IMPACT

### 5.1 Setting

The site and the town of Whitworth is set in the lower valley levels of the surrounding Pennines. The school itself is located west of the river, at a lower level compared to the rest of the town on the east side of the valley.

The adjacent new housing development on the south east boundary is at a lower level than the school. The west boundary is open land rising steeply to The Old Farmhouse property, and the moors beyond.

The town itself is primarily formed of terrace housing with some light industrial areas to the north. The surrounding hills have sparsely located agricultural properties.

### 5.2 Visual Impact

Due to the setting and surrounding topography there will be areas of the town from which the new development will be visible or partially visible. These are limited in nature due to the density of housing and the significant amount of existing mature vegetation along the river and within the town itself.

Using the existing sports hall as an indicator of where the development may be visible from, the following pages outline a series of key existing viewpoints around the locality. Many of these are long range views and visible primarily due to the topography. Closer range views within the town itself are obscured by much of the housing and vegetation of Whitworth.





EXISTING VIEW 1 - MARKET STREET

View 1 - From Market Street

Much of Market Street is terraced properties so visibility is limited to breaks in the housing where views of the site can be seen across the valley

The proposed building will be approximately the same height as the existing sports hall



EXISTING VIEW 2 - COWM PARK WAY SOUTH

View 2 - From Cowm Park Way South

Cowm Park Way South runs along the low levels of the valley so visibility of the site is limited. Mature vegetation obscures this view particularly during the summer months when trees are in leaf. In winter months it is expected that there would be more visibility of the site



EXISTING VIEW 3 - COPPICE DRIVE

View 3 - From Coppice Drive

Coppice Drive connects an area of relatively new housing in the southern part of Whitworth. Due to the steep incline, long range views of the site are apparent from the road.



EXISTING VIEW 4 - WHITWORTH RAKE

View 4 - From Whitworth Rake

Whitworth Rake is a steep incline from Whitworth to the top of the moors to the east. Visibility of the site is limited due to the vegetation.





EXISTING VIEW 5 - MILLS STREET

View 5 - From Mills Street

Mills street is a small residential road in the north of Whitworth with a steep incline. Visibility of the site from long range is limited due to housing and vegetation



EXISTING VIEW 6 - BACK COWM LANE

View 6 - From Back Cowl Lane

Back Cowl Lane is a road that connects Whitworth with Cowl Reservoir and Fairhurst Quarry. There is no wider connection to surrounding villages. The site is visible at long range along the valley

## 6.0 ACCESS STRATEGY

### 6.1 Access and Inclusion

The design of the site has been developed from inception specifically to be as inclusive as possible. This is in alignment with the policies and aspirations of the school, as well as the DfE. All new areas within the building and in the school's external learning and recreation areas are accessible to all.

A three-storey building brings challenges of access to the upper floors, although this is not an unusual challenge. The design must respond to the need to be as inclusive in provision as possible as well as the basic need to provide access to each level. The resulting design ensures ease of movement around the floors equally for all members of the school community.

### 6.2 Access to Site

All pedestrian and vehicular site access points are from the singular access road from Hall Street. This leads either to the car park, or to a 3m wide shared foot / cycle path to the main teaching block adjacent to the car park. The existing footpath along the length of the access road from Hall Street will also be widened to 2m, raised and fenced.

Access routes within the site have been designed to provide level access for pedestrians, with vehicular/ pedestrian crossover minimised where possible for morning and end of day school times. There are no areas on the site where a pedestrian needs to cross a road, and there is a safe footpath for all car users to use to direct them to the building without walking through the car park.

All external doorways and associated paths are designed fully in accordance with the Equality Act and Part M and Part K of the Building Regulations.

### 6.3 Parking Provision

The site parking strategy has been developed to provide ample staff parking, provide space for parent drop off / pick up and to minimise impact on local traffic routes. The quantity of spaces are as follows:

Cars: 71 staff parking spaces:

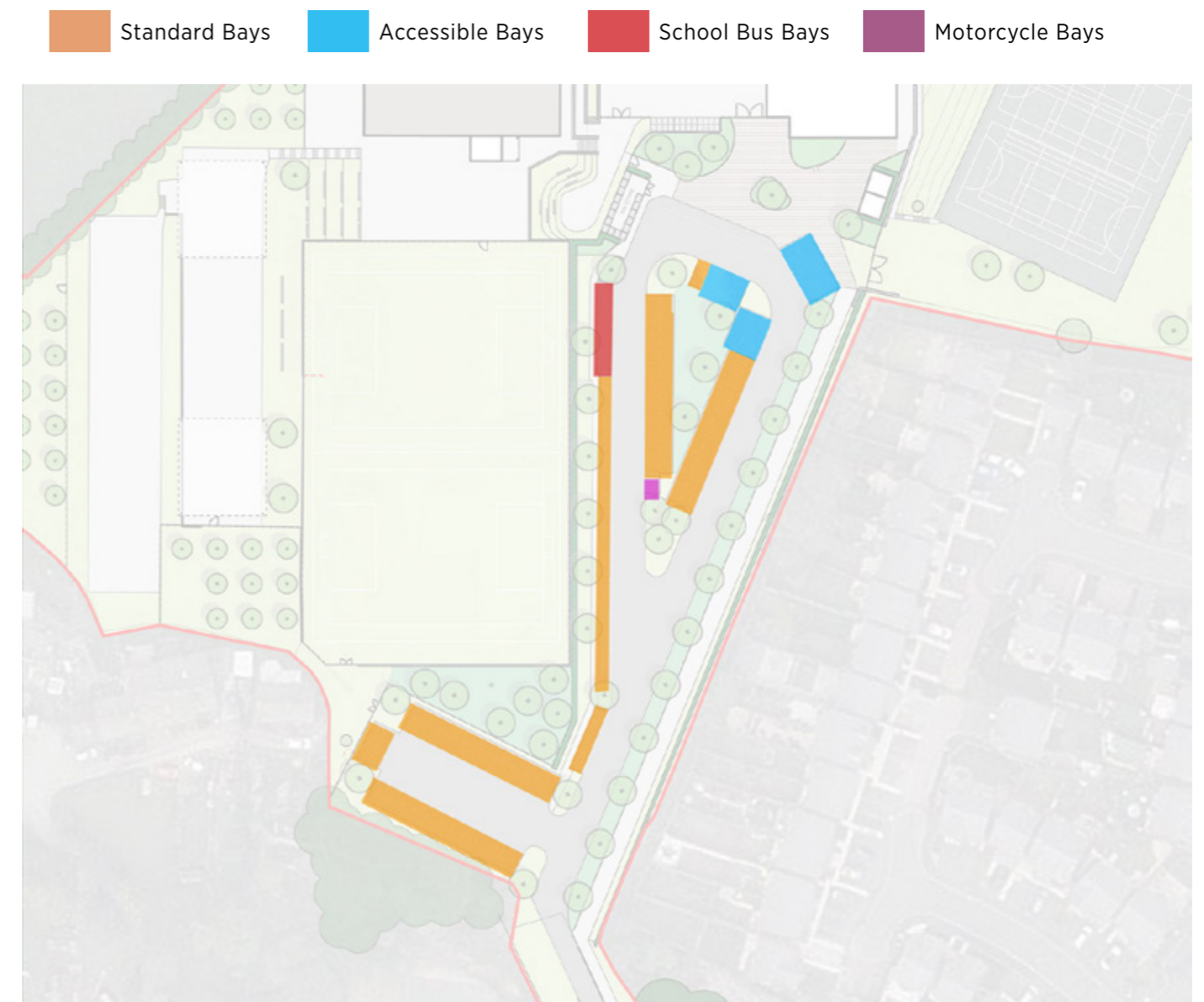
- 60 standard bays
- 7 accessible bays
- 4 electric vehicle charging bays

Deliveries and servicing:

- Delivery Layby
- 2 School Minibus bays

Cycle / motorcycle:

- 3 motorcycle parking bays
- 28 covered cycle spaces for staff and pupils
- 4 visitor cycle spaces in the entrance plaza



Car Parking Strategy

#### **6.4 Service Vehicles, Refuse Lorries, Fire Engines etc**

The site and building layout has been developed to integrate the servicing strategy within the main car park whilst keeping a physical and visual separation between the visitor and student entrances, and obscuring the kitchen and service entrance from the main arrival space. Whilst all servicing and delivery vehicles need to use the main vehicular route, the layby and delivery area is kept to the edge of the entrance plaza allowing clear and safe movement of pedestrians through the space to the building. All service vehicles will use the same layby and have direct access to the kitchen entrance on the east elevation of the building. Located nearby the entrance plaza are the bin store and substation for convenient access.

Fire access is provided to the new building and the existing sports hall using the playground as a route for fire vehicles in an emergency situation. Emergency vehicles can also access on to the northern playing fields where necessary through the south of the MUGA as they currently do for the existing school.

#### **6.5 Internal Accessibility**

Within the building access to the upper floors is facilitated via a passenger lift. The lift is located inside the school's secure line, in a position to access all floors. There are two emergency stairs located at the end of each finger block and another in the lower block.

Through the initial concept, and through specific briefing from the school, the building is designed to be easily understandable to ensure ease of way finding. Inclusion of strategically placed staff work areas and SLT offices, greatly assists with passive supervision around the building, and guidance for those unfamiliar with the building layout.

## SHEPPARD ROBSON

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