



“MAKE YOURSELF NECESSARY”

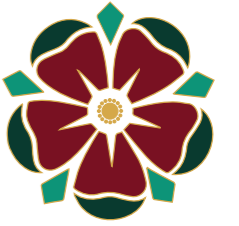


PLANNING PERMISSION DESIGN & ACCESS STATEMENT (May 2022)

ST EDWARD'S SCHOOL

HAMPSHIRE





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pre-application

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INTRODUCTION

St Edward's is a day and residential special school providing care and education for boys who experience social, emotional and mental health difficulties (SEMH). Pupils are referred by local authorities as a result of diagnosed difficulties relating primarily to their behaviour.

SEMH difficulties manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The Applicant

St Edward's School

Age Range:

9-18 years. (National Curriculum Years 4 to 13)

Types of Placements

Day and Residential, Monday to Friday, 38 Week.

The Proposal:

To increase our provision for therapy. We desperately need to extend and re-purpose some of our provision in order to continue to provide an outstanding public service.





Supporting statement for pre application

St Edward's tries to assist each pupil's personal and social growth, whilst at the same time offering a first class all round education. We have recently been granted planning permission to build a new education block. This will meet the educational needs of our pupils. However, before many pupils are ready to access an enriched curriculum they need some form of therapy. Our specialist team comprises:

- SENCo
- Psychotherapist
- Occupational Therapist
- Speech and Language Therapist
- Clinical Psychologist
- Counsellors and therapeutic advisors



St Edward's therapeutic provision continues to grow and evolve in response to the individual needs of our pupils. Our aim is to avoid permanent exclusion from school. Assessment, therapy, counselling and support is provided in line with the needs that are detailed within the EHCP and identified within additional admission assessments.

These highlight areas for development for individual pupils that may include:

- Academic ability and attainment
- Anti-bullying interventions
- Anger and anxiety management
- Attachment, trauma and secure relationships
- Bereavement counselling
- Communication and social skills
- Executive functioning and readiness for learning
- Gross and fine motor performance
- Independence and self-care
- Mindfulness based CBT
- Self-awareness and self esteem
- Sensory integration and self-regulation.



We work in a holistic, individualised way using evidence based practice, goal setting and clear outcome measures to ensure efficacy of service.

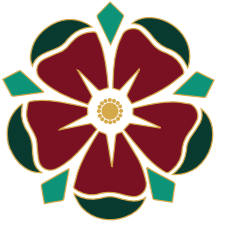
As new needs are identified, the service is developed using individualised targeted programmes that are delivered on a 1:1 basis.

The therapy team work out of an area of the school known as 'The Bridge' which offers a space that can be accessed by pupils at any time during their time at school. It is a positive, empathic space where experienced therapists, support workers and teachers spend time with pupils 1:1 or small group basis addressing pupil need. The Bridge is housed, for necessity, in a separate building to the main school.

Pupils can access The Bridge at various points during their placement, the three main times are:

1. Transition – the school is focused on ensuring an effective, phased transition for pupils into the school. Attendance plans give pupils the chance to spend time being familiarised with the school day, the staff, the common language used throughout the school and for further investigative assessments if necessary. Therapists create a Pupil Passport during this time which then offers staff the opportunity to know and understand a pupil's needs and support strategies as soon as they transition into the wider school.
2. Direct therapy – offered to pupils who have therapeutic needs as per their EHCP or via referrals from school staff/parents or carers. This can be in the form of Speech and Language Therapy, Occupational Therapy, Psychotherapy, Anger Management, CBT based mindfulness and behaviour analysis carried out by our consultant Clinical Psychologist. All therapists are fully qualified and experienced. Support may be given in 1:1 sessions, integrated into classroom strategies or through staff led interventions.
3. In-Reach – this is an intervention to prevent escalation in serious incidents and in more severe cases, preserve a breakdown of placement. In-Reach offers 1:1 bespoke programmes that are planned in conjunction with the Senior Leadership Team, therapists and teachers.





Nationally there is a shortage of placements for young people with SEMH. To accommodate the increasing demand for places at St Edward's School we have had to review our facilities. Hence the recent request for a new Education Block. We also need to increase our provision for therapy. St Edward's School is housed in a grade 2 star building which provides a wonderful setting for pupils but the spaces do not reflect the needs of pupils in crisis. We desperately need to extend and re-purpose some of our provision in order to continue to provide an outstanding public service.

Pupils with SEMH needs made up 17% of all pupils with SEND in 2019 (DfE SEN data, 2019), making it the third most commonly identified area of need. The rate of identification of SEMH increases with age, comprising 12% of pupils at age 4 and 21% at age 14.

Permanent and fixed period exclusions in England, July 2019 shows that approximately 47% of permanent exclusions are of pupils with SEN; approximately 60% of these are pupils with SEMH. The exclusion of pupils with SEND, and particularly SEMH, is a national concern.

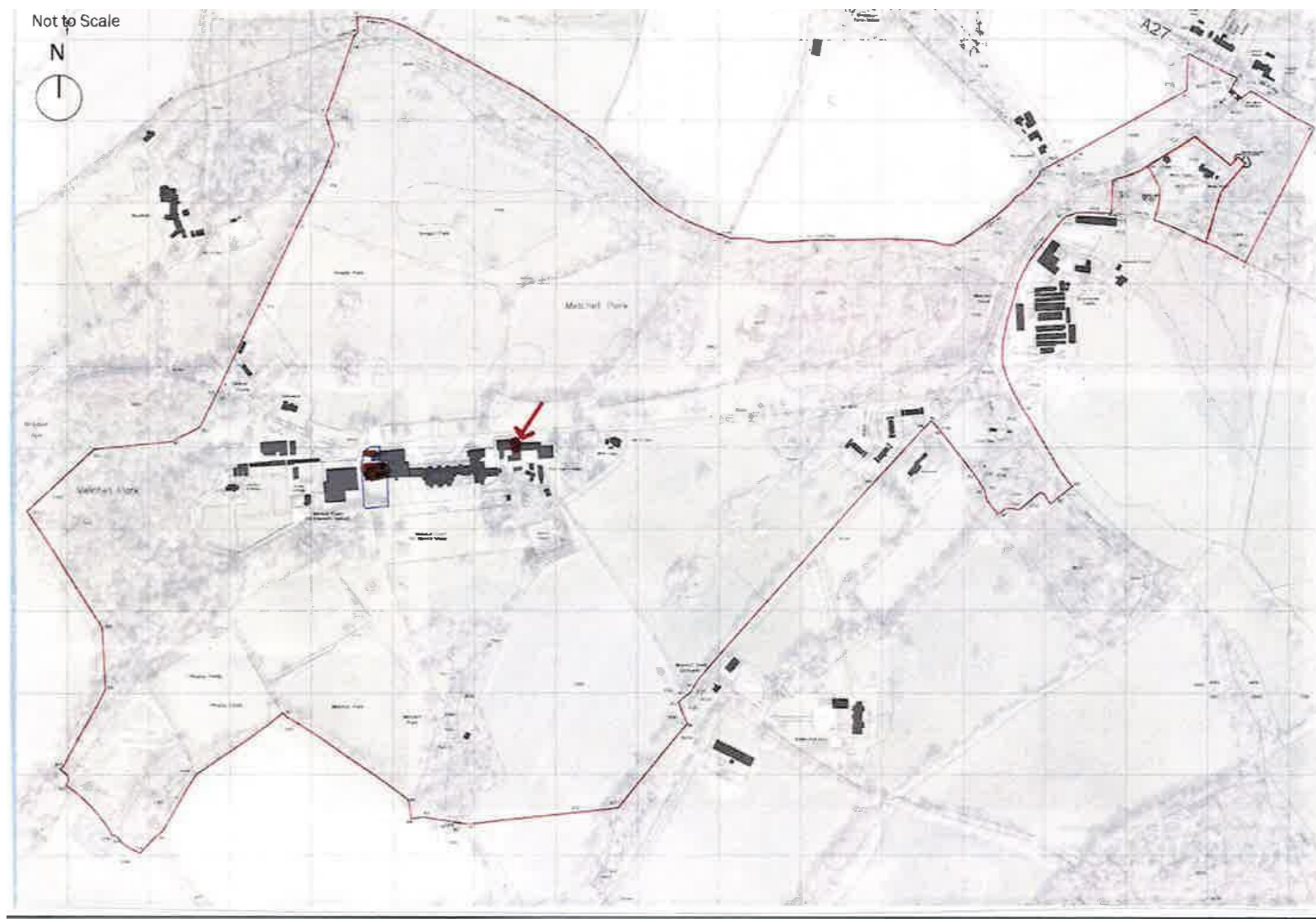




SITE LOCATION

Site Location Plan

The proposed building is situated east of the main Grade II* Listed Building.



SITE ASSESSMENT

Existing Site Analysis
South Elevation



Appendix 2:
St Edward's School

Location of building
housing
proposed works.

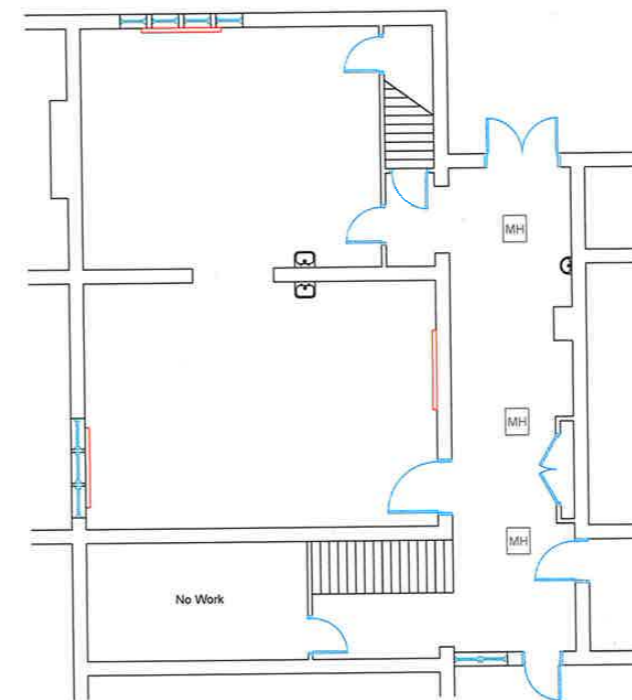


SITE ASSESSMENT

Site Location Plan



Diagram of Existing Classrooms



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Revision Notes:

A:

Client: St Edwards School

Project: Melchet Court, Ramsey

Drawing: Practical Skills / Stables

Drawing No: As Existing

Date: 17th March 2021

Scale: 1:100 @ A3

Drawn By: GD

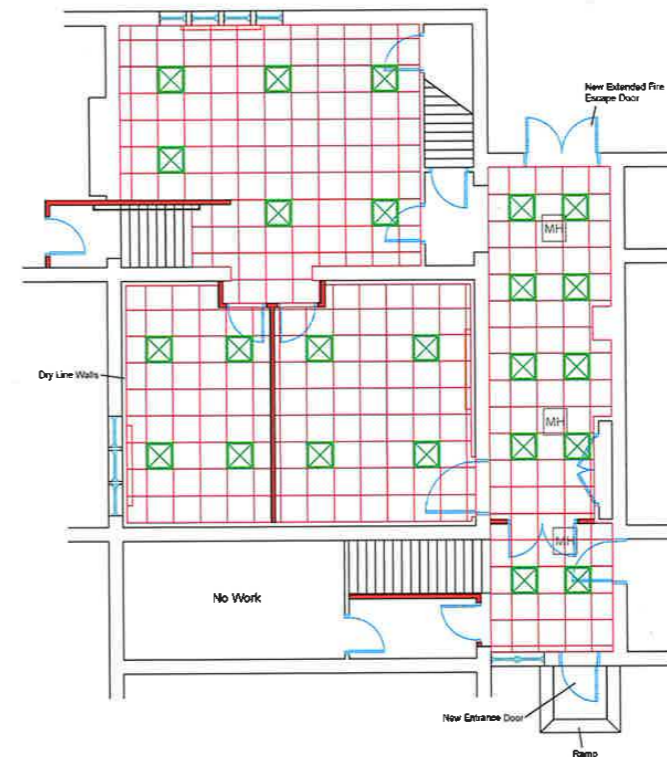
Rev:

SITE ASSESSMENT



Proposed Changes

Classroom divided into 2 new rooms and new access route created from current therapy centre.



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Revision Notes:
A:

Client: St Edwards School
 Project: Melchet Court, Ramsey

Drawing: Practical Skills / Stables / As Proposed

Drawing No: 0101

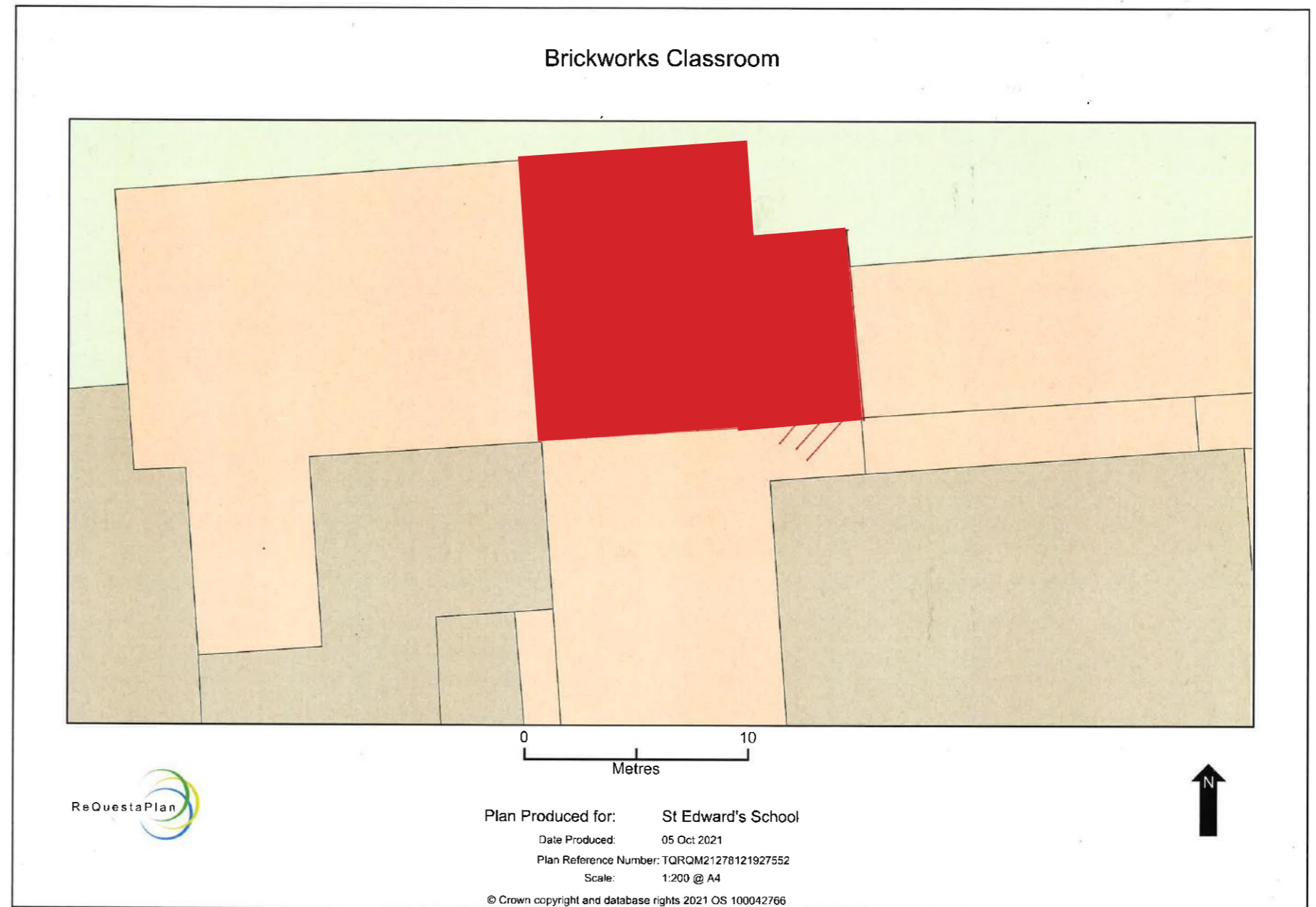
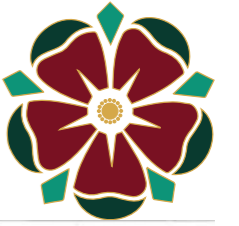
Date: 17th March 2021

Scale: 1:100 @ A3

Drawn By: GD

Rev: 23rd March 2021

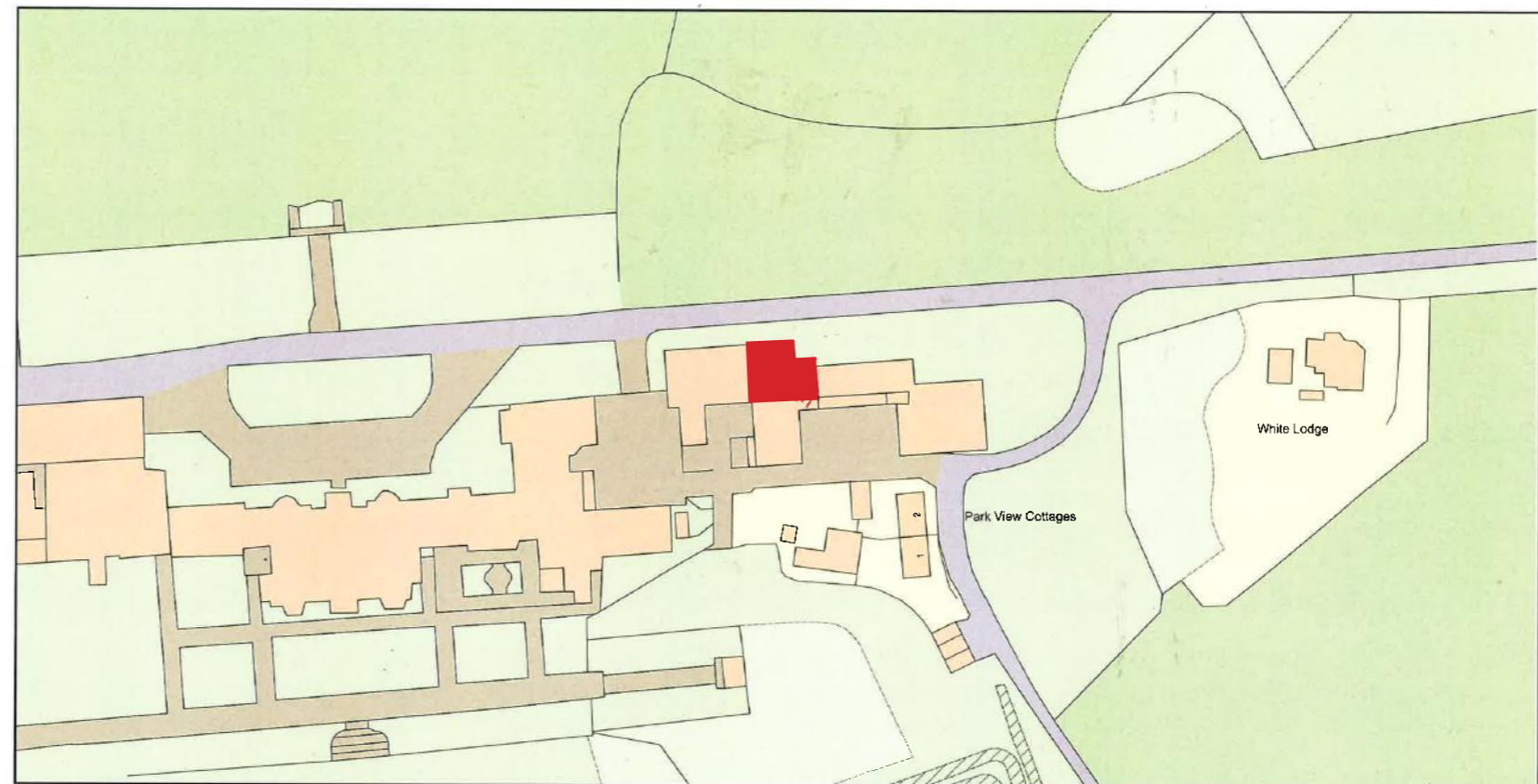
SITE ASSESSMENT



SITE ASSESSMENT



Brickworks Classroom - Location Plan



0 50
Metres



Plan Produced for: **St Edward's School**
Date Produced: 05 Oct 2021
Plan Reference Number: TQRQM21278123354208
Scale: 1:1250 @ A4
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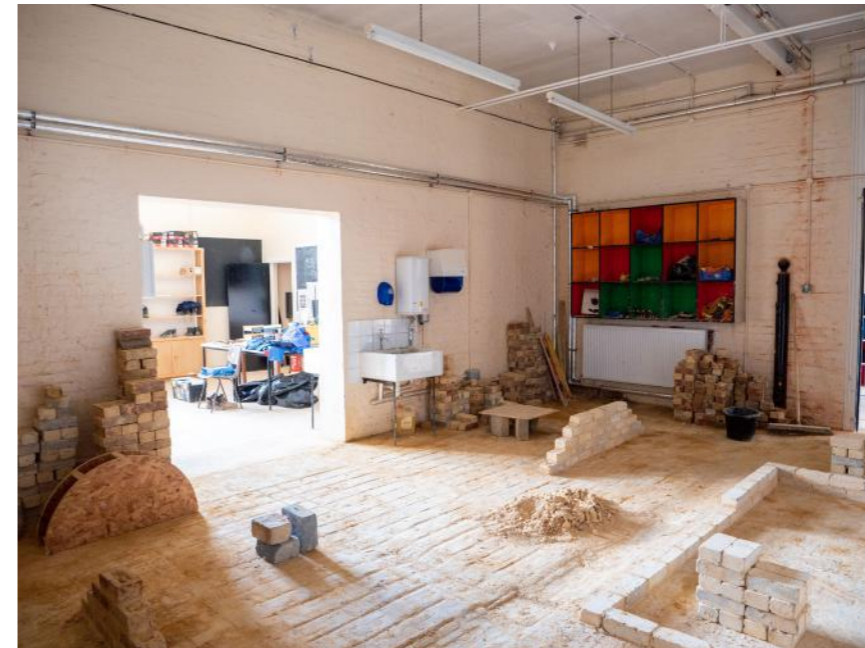
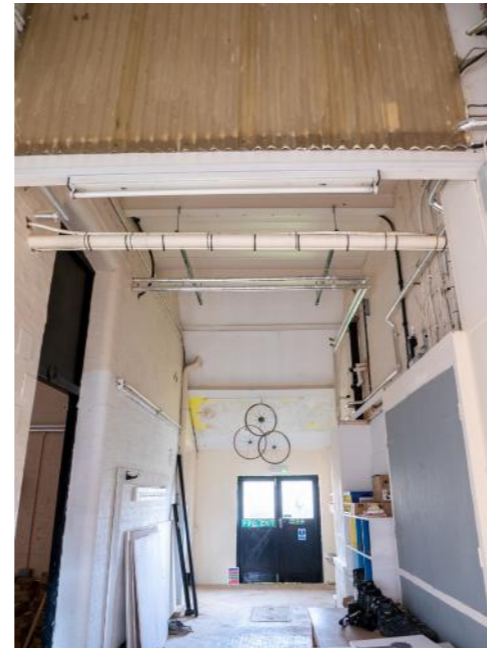
SITE ASSESSMENT



PRE-APPLICATION ADDITIONAL REQUESTED INFORMATION SITE PLAN - ST EDWARD'S SCHOOL STABLE BLOCK



SITE ASSESSMENT



Project Brief



To achieve the additional space required for therapy we are asking to re-purpose rooms adjacent to our therapy centre. We would like to create an access route (by knocking through the wall) from the therapy centre to the adjacent rooms. These rooms have previously been used for brickworks. We would then like to create two therapy rooms by putting up a wall partition in the current brickwork's room. Then we would update and refurbish the whole area including a foyer.

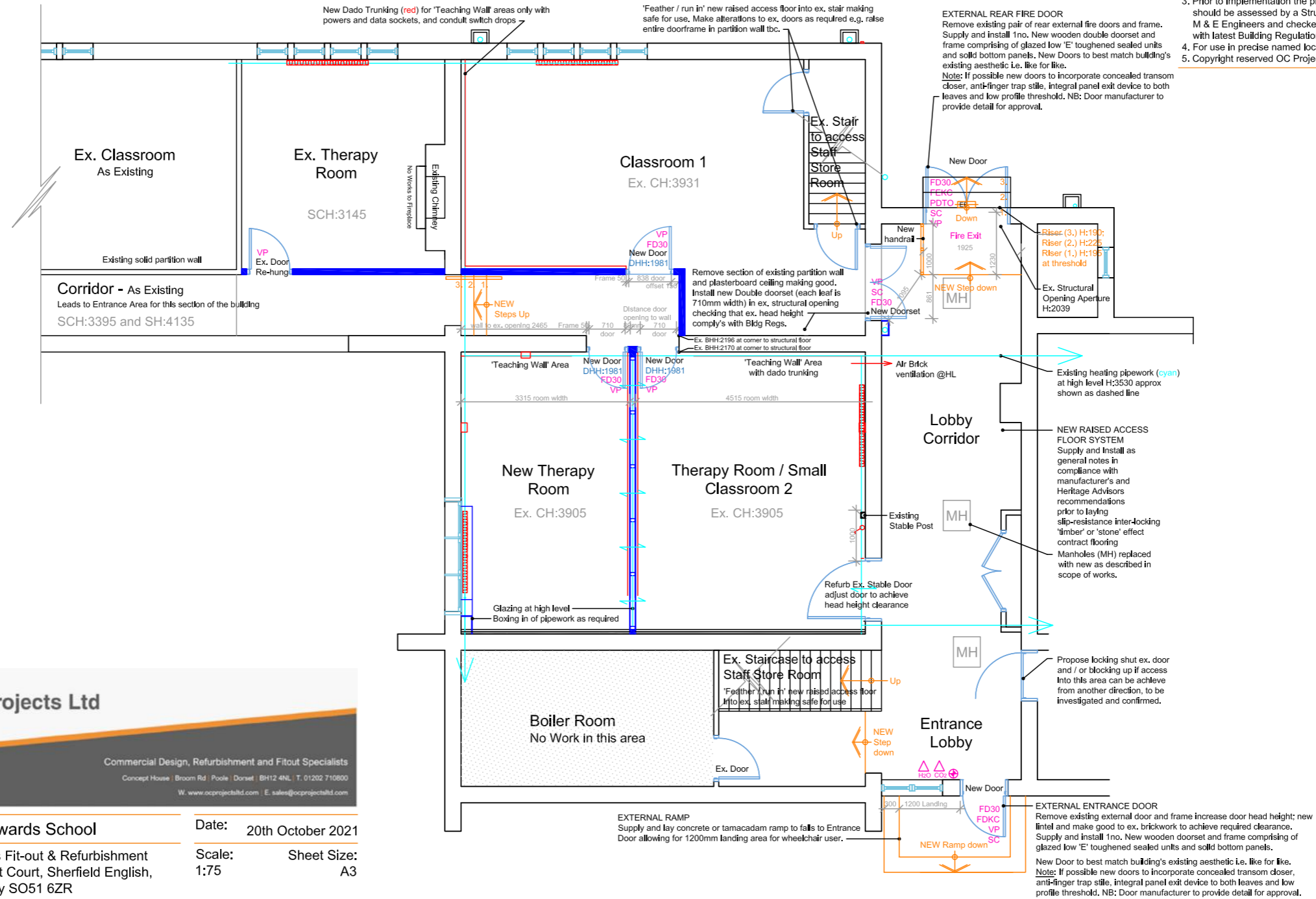
There is increasing international recognition of the educational importance of the physical environment, school design certainly matters because of the negative impact of inadequate buildings.

Design Proposal

Revision Notes:

- A: Alterations to works in accordance with recommendations from Heritage Advisor. CAP 14.1.2022
- B: Client proposes raised access floor throughout and adjustment to door head heights as maybe required. CAP 19.1.2022
- C: Alts to doorways into new Therapy Rooms & Classroom 1 extending corridor, and adjust proposed partitions as Client's notes. CAP 2.3.2022

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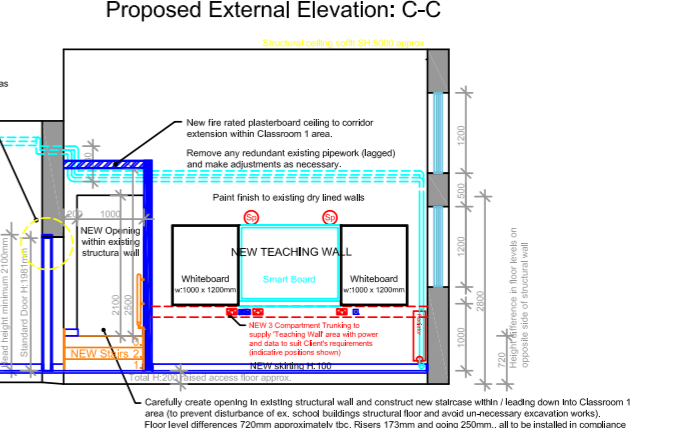
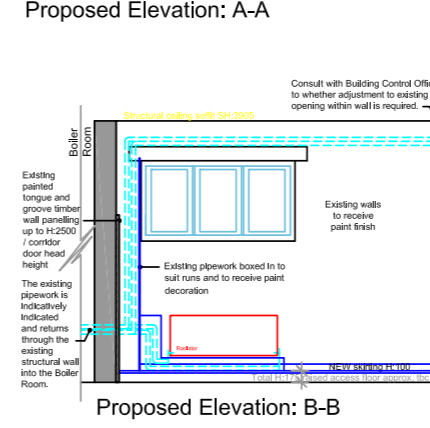
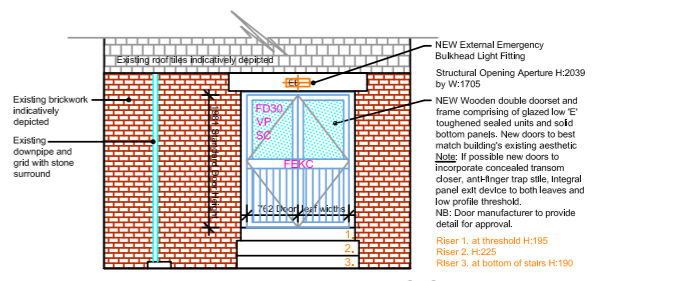
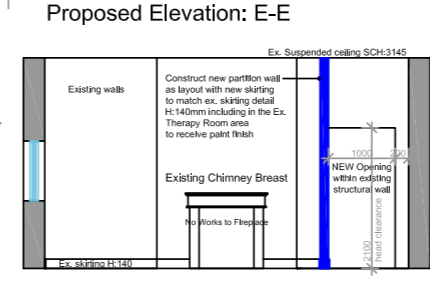
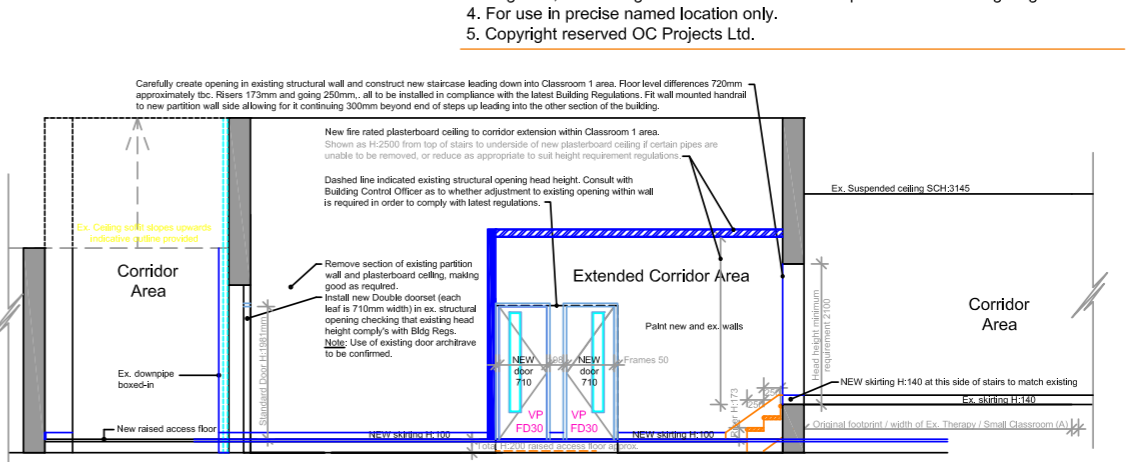
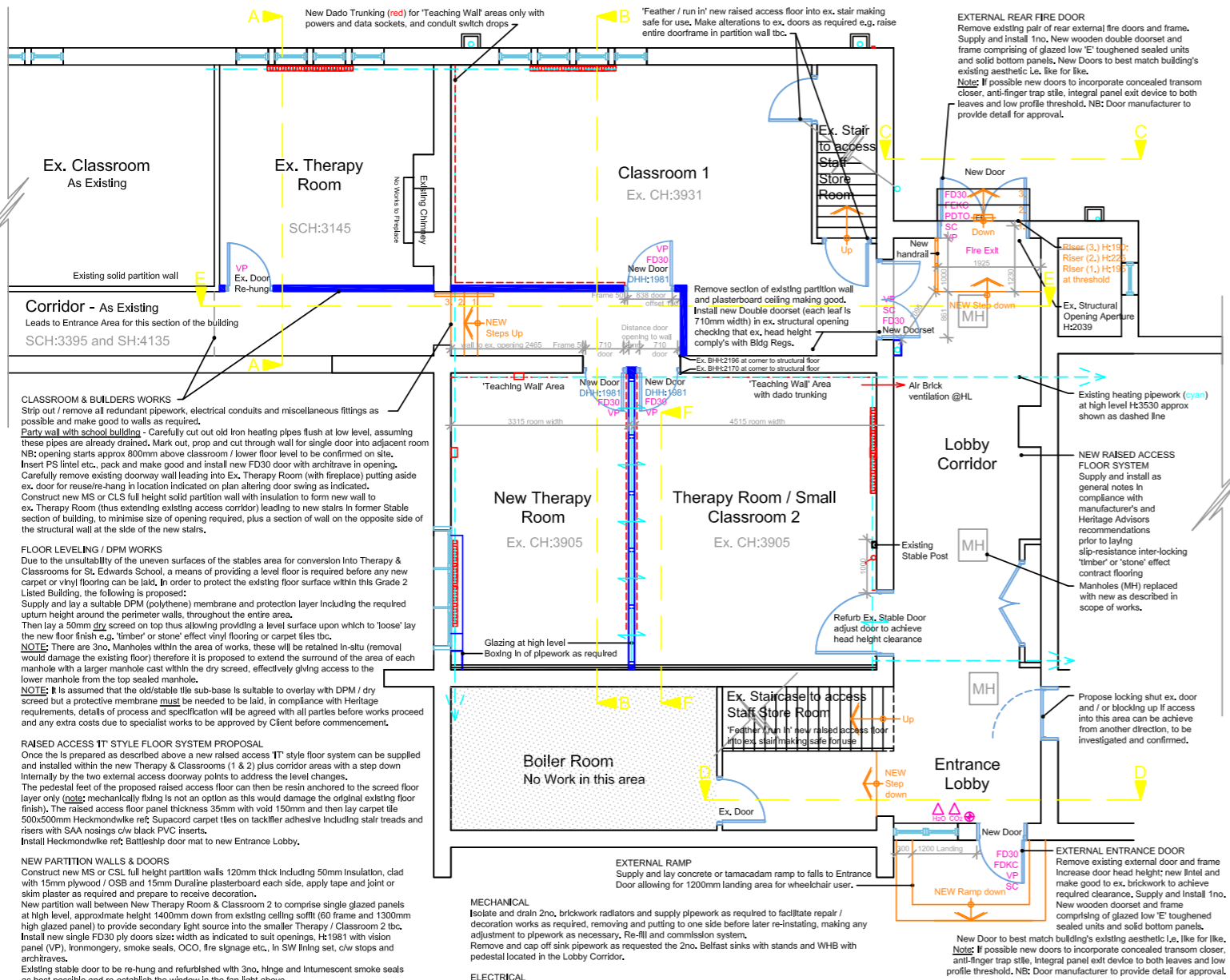
Client:	St Edwards School	Date:	20th October 2021
Project:	Stables Fit-out & Refurbishment Melchet Court, Sherfield English, Romsey SO51 6ZR	Scale:	Sheet Size: 1:75 A3
Drawing:	Proposed Plan: General Arrangement	Drawn By:	Checked By: CAP NS
Drawing No:	2021.22-GF-103c	Rev:	2nd March 2022

**Proposed Plan:
General Arrangement**

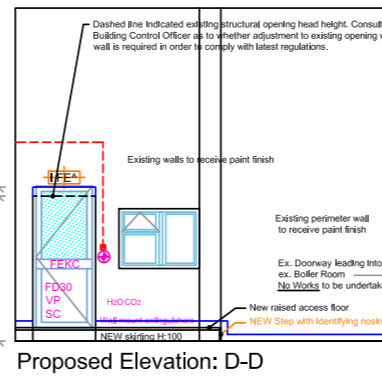
Revision Notes:

- A: Alterations to works in accordance with recommendations from Heritage Advisor. CAP 14.1.2022
- B: Client proposes raised access floor throughout and adjustment to door head heights as maybe required. CAP 19.1.2022
- C: Alts to doorways into new Therapy Rooms & Classroom 1 extending corridor, and adjust proposed partitions as Client's notes. CAP 2.3.2022

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Proposed Plan: General Arrangement



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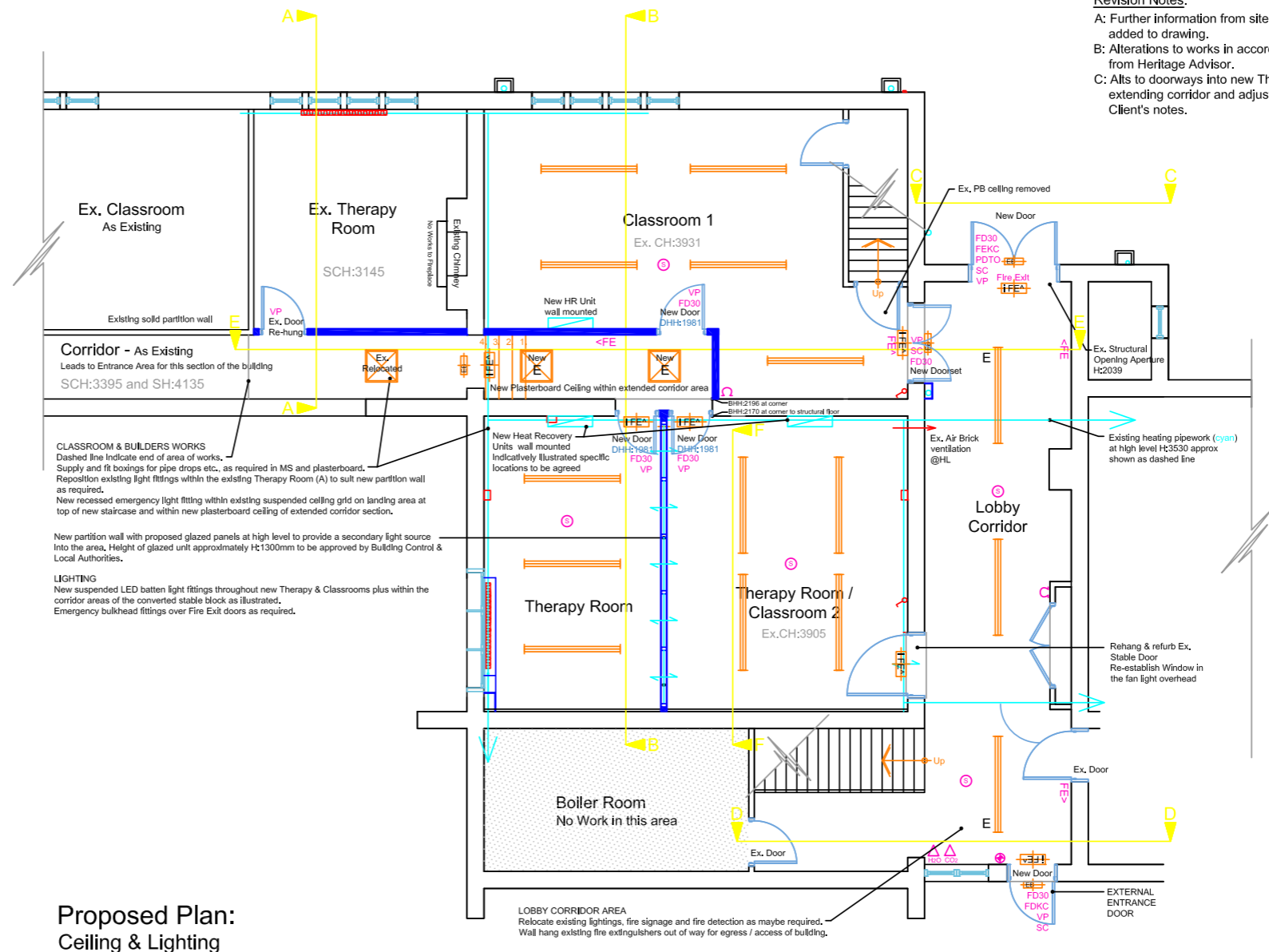
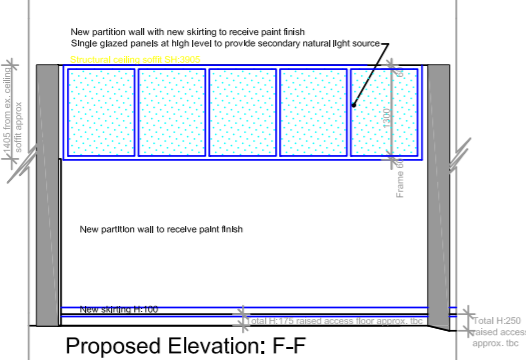
Client:	St Edwards School	Date:	20th October 2021
Project:	Stables Fit-out & Refurbishment Melchet Court, Sherfield English, Romsey SO51 6ZR	Scale:	Sheet Size: 1:100 A3
Drawing:	Proposed Plan & Elevations: General Arrangement	Drawn By:	Checked By: CAP NS
Drawing No:	2021.22-GF-100c	Rev:	2nd March 2022

- GENERAL LEGEND:-**
- NEW PARTITION - SOLID
 - NEW PARTITION - GLAZED
 - DRY LINED WALL
- ELECTRICAL LEGEND:-**
- THERMOSTATIC CONTROL
 - RADIATOR
 - SWITCH - SINGLE ONE WAY
 - SWITCH - DOUBLE ONE WAY
 - PULL CORD
 - SOCKET - Any Type
 - SOCKET - POLE SWITCH
 - SOCKET - DOUBLE
 - SOCKET - FUSED SWITCH
 - SOCKET - COMMANDO
- TELECOMS LEGEND:-**
- SOCKET - Any Type
 - SOCKET - TELEPHONE
- FIRE DETECTION LEGEND:-**
- SELF CLOSER - fitted to top of door
 - FIRE EXIT / ESCAPE SIGNAGE - Indicated by a 'running man' symbol - directional arrow. 'H' indicates hibernated type.
 - FIRE DOOR / EXIT KEEP SHUT
 - FIRE DOOR / EXIT KEEP CLEAR
 - PUSH BAR TO OPEN
 - VISION PANEL
 - BREAK GLASS / CALL POINT
 - ALARM SOUNDER
 - INFRARED SENSOR
 - SMOKE DETECTOR
 - HEAT DETECTOR
 - FIRE EXTINGUISHER
H2O - Water
CO2 - Carbon Dioxide
F - Foam
H - Hydroxypapir
- LIGHT FITTINGS LEGEND:**
- NOTE: New fittings coloured Orange, existing fittings coloured black.
- LED LIGHT PANEL, 600 x 600mm SKYLINE TTY Computer
 - DOWNLIGHTER (recessed unless stated otherwise)
 - EXISTING FLUORESCENT STRIP LIGHT FITTING (disconnected from ceiling soffit or wall mounted)
 - NEW LED BATTEN LIGHT FITTING 1800mm LENGTH SUSPENDED ON WIRES FROM EX. SOFFIT
 - MAINTAINED LED WALL LIGHT LED
 - SURFACE MOUNTED BULKHEAD FITTING
 - SURFACE MOUNTED LED BULKHEAD FIRE EXIT (on 3 YEAR MAINTAINED FITTING)
 - Denotes EMERGENCY Fitting
- AIR CONDITIONING LEGEND:-**
- GRILLE (Arrow indicates direction)
 - GRILLE
 - EXTRACT FAN
 - NEW HEAT RECOVERY SYSTEM (AC) WALL MOUNTED UNIT on new partition walls where possible

ELECTRICAL
All electrical works to be undertaken by qualified certified engineers to NC EIC 18th edition regulations and latest industry standards. Safe disconnection / isolation of electrical circuits will be undertaken to allow for building works to progress.

Summary outline of works as follows:
Disconnect existing bricklayers distribution board (DB) and extend cable to route to a lower accessible position. Install a new distribution board (DB) with 30m Arco protection.
Install 'Kik' lighting distribution boxes, 3 core flex and connectors, MK light switches, wiring boxes, 1.5mm LSF T&E cable, conduit and accessories as required for the fit-out and refurbishment of the new areas, to include 2no. therapy rooms/small classrooms, 1no. larger classroom and 1no. reception hall. Install wiring to provide for switching and emergency light test switches.
Install wiring for ventilation / heat recovery system in 2no. small classrooms, routing through flow and return ducting for 2no. classrooms. Install New Heat recovery system for the 2no. smaller therapy / classrooms with remote controllers and summer bypass, with the additional option to fit coolers if required tbc. Supply and install Vent Axia sentinel MHRV system with remote controller, ducting, grilles, fire collars and accessories to suit. Units to be wall mounted preferably on new partition walls where possible.
Install 3 compartment dado trunking around perimeter walls of new classrooms for socket and data points to suit the schools requirements. Install additional sockets and data points in Reception / Hall area as agreed with the Client.
Liaise / discuss with the school fire alarm contract engineers regarding the extension of the existing fire alarm system in the area of works. Includes call points, beacons and smoke detectors.
Wire new circuits for additional / altered positions as per agreed / finalised layout.
Supply and install new exterior lighting at the hallway front and rear exit doors to meet with school requirements.
New LED batten lighting fittings suspended on wires from existing ceiling soffit, quantity and configuration to be compliant with illumination regulations for new Classrooms and areas as indicated, including emergency light packs and emergency signs.
Second fix lighting, sockets and data points in locations as agreed with the Client including FP200 fire red cable, clips, fixing adhesive, sealants and accessories to suit as required.
Adjust existing emergency lighting points in Reception / Hall to provide emergency signs at exit routes to meet with BS5266 and install new signs above exit routes.
Test all new circuits and alterations, label all points to meet with school code on electrical points, collating all the information and results prior to issuing the Electrical Completion Certificate.

MECHANICAL
Isolate and drain 2no. brickwork radiators and supply pipework as required to facilitate repair / decoration works as required, removing and putting to one side before later re-installing, making any adjustment to pipework as necessary. Re-fill and commission system.
Remove and cap off sink pipework as requested the 2no. Belfast sinks with stands and WHB with pedestal located in the Lobby Corridor.



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- Revision Notes:**
- A: Further information from site survey and description of works added to drawing. CAP 19.10.2021
 - B: Alterations to works in accordance with recommendations from Heritage Advisor. CAP 12.1.2022
 - C: AIs to doorways into new Therapy Rooms & Classroom1 extending corridor and adjust proposed partitions to suit Client's notes. CAP 2.3.2022

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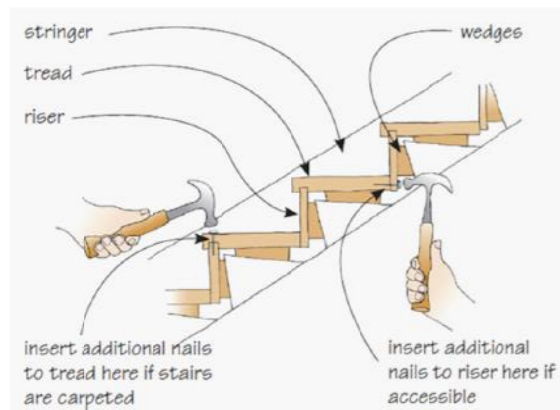
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Client:	St Edwards School	Date:	20th March 2021
Project:	Stables Fit-out & Refurbishment Melchet Court, Sherfield English, Romsey SO51 6ZR	Scale:	Sheet Size: 1:100 A3
Drawing:	Proposed Plan & Elevations: Ceiling & Lighting including Fire Detection	Drawn By:	Checked By: GD & CAP NS
Drawing No:	2021.22-GF-101c	Rev:	2nd March 2022

Manufacturer's Installation Details: Timber Staircase

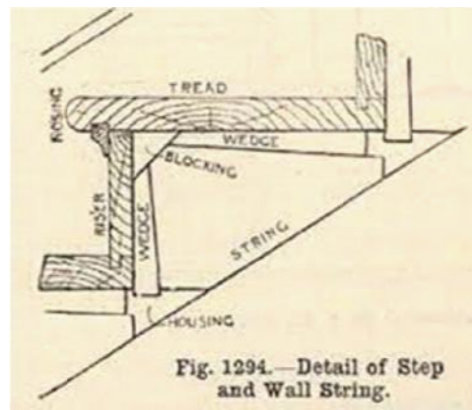
Detail 1:

Installation using handtools

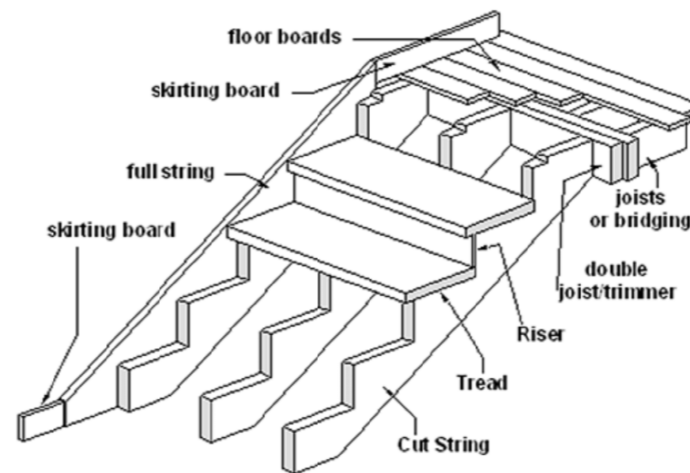


Detail 2:

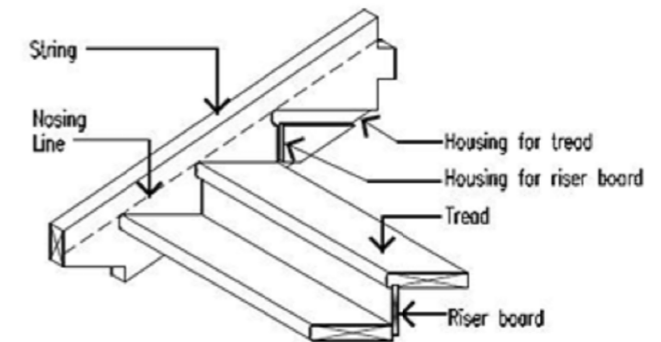
Section through a typical timber staircase



Detail 3:



Detail 4:

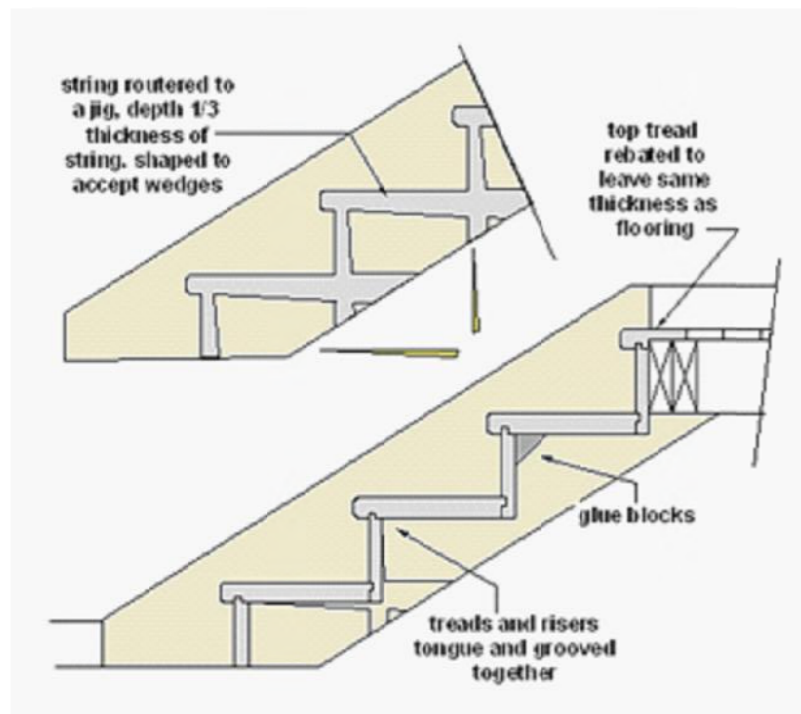


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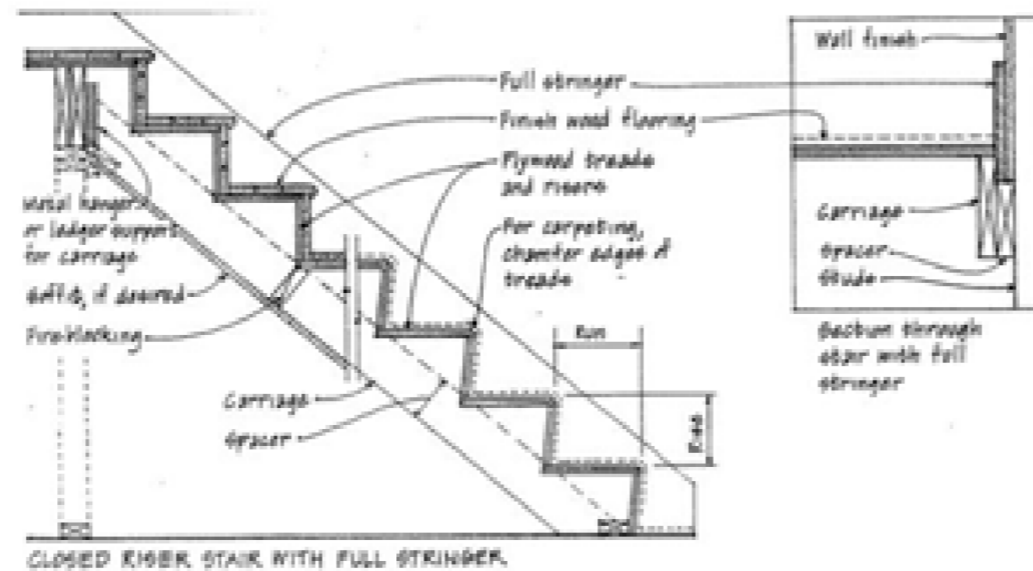
Detail 5:

Methods of assembly described for the various elements



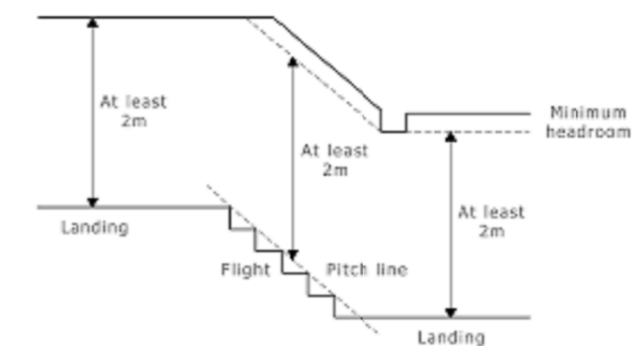
Detail 6:

Section through staircase



Detail 7:

Head height compliance for a staircase



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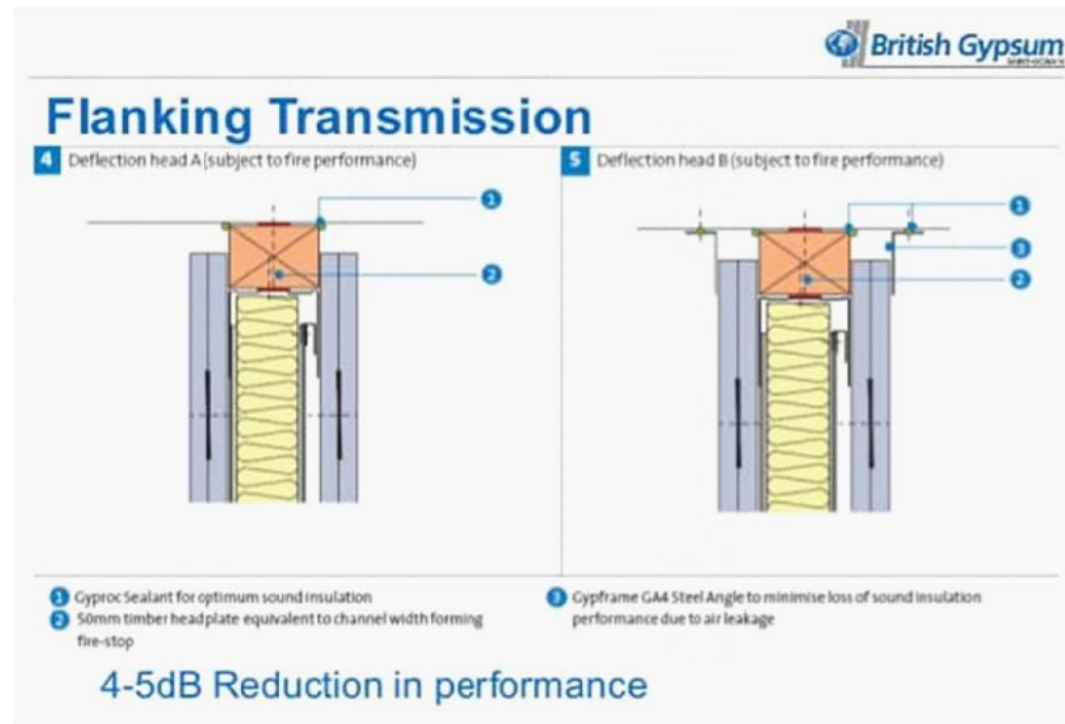
Client:	St Edwards School	Date:	25th October 2021
Project:	Stables Fit-out & Refurbishment Melchet Court, Sherfield English, Romsey SO51 6ZR	Scale:	Sheet Size: as noted A3
Drawing:	Manufacturer's Installation Details: Timber Staircase Construction	Drawn By:	Checked By: CAP Not to Scale
Drawing No:	2021.22-D.01	Rev:	

Manufacturer's Construction & Installation Details: Metal Stud Partition Walls & Flooring

Detail 1:

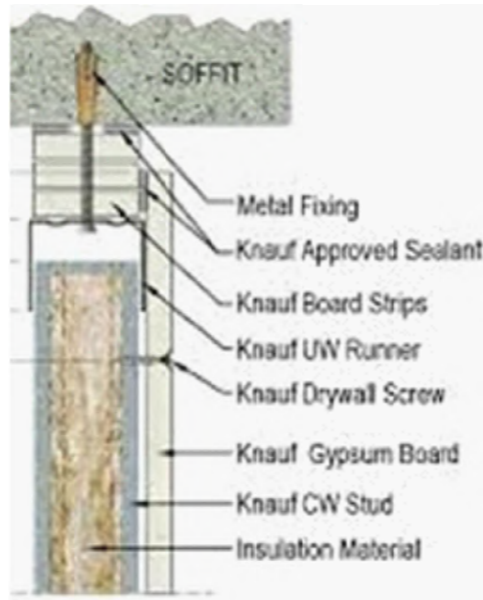
Flanking Transmission for new partition walls

Note: OSB Primary Board & Duraline Grade Plasterboard outerboard



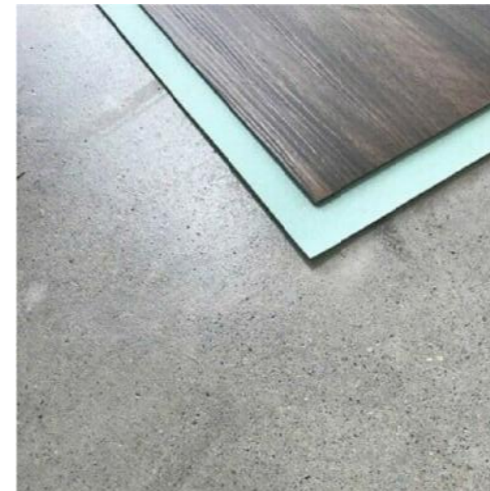
Detail 2:

Deflection Head
(indicative detail)



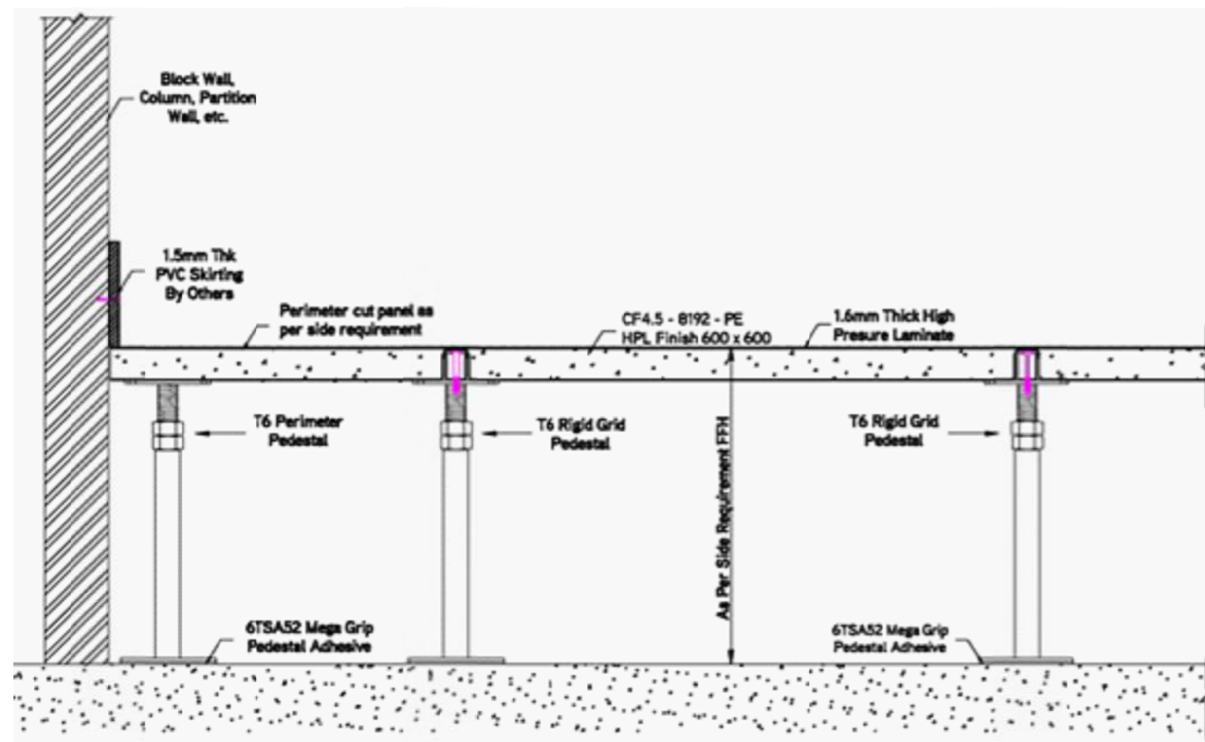
Detail 3: Corridor Area

'Floating' Floor - loose lay entrance matting / vinyl flooring (tile, plank or sheet product to be confirmed) including for a DPM membrane and protective layer (indicative image)



Detail 3: within New Therapy & Classroom Areas

Raised Access Floor - feet to be resin anchored to the layer of dry screed which has put on top of the DPC and protective membrane layers in order to protect existing floor. (indicative image with height of raised access floor to suit installation requirements)



Client:	St Edwards School	Date:	25th October 2021
Project:	Stables Fit-out & Refurbishment Melchet Court, Sherfield English, Romsey SO51 6ZR	Scale:	Sheet Size: as noted A3
Drawing:	Manufacturer's Construction & Installation Details: Metal Stud Partition Walls	Drawn By:	Checked By: CAP Not to Scale
Drawing No:	2021.22-D-02b	Rev:	19th January 2022

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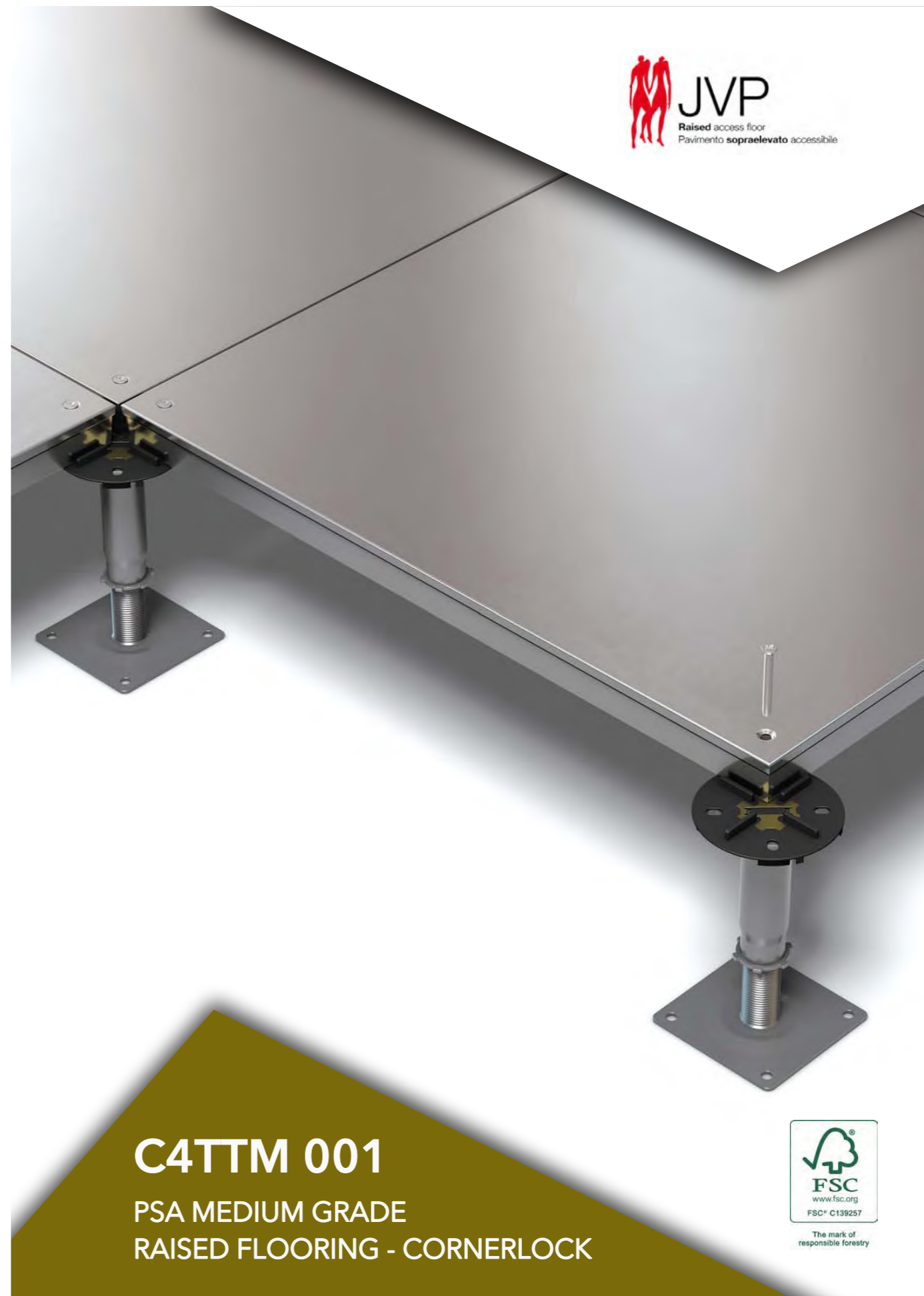
- A: Alts to works in accordance with recommendations from Heritage Advisor. NS & CAP 12.1.2022
- B: Location of 'floating' floor changed. 19.1.22

Requested Additional Flooring Information

HD Raised Flooring Pedestal

The HD Access Floor pedestal is an all steel product designed to be used for the supporting of floor panels within an access flooring installation. Normally used in conjunction with the ABS rigid Gasket with earth continuity tab depending on panel and system type. Fully adjustable two component threaded construction with locking ring to maintain height. Compatible with our Gravity Lay and Cornerlock raised floor systems.

Once installed the raised floor will be covered with carpet tiles. Installing raised flooring protects the integrity of the building.



C4TTM 001

PSA MEDIUM GRADE

RAISED FLOORING - CORNERLOCK



The mark of responsible forestry



St Edward's School
HAMPSHIRE



CONCLUSION

St Edward's School needs suitable accommodation to meet the needs of some of the most vulnerable pupils in society. We wish to provide an outstanding public service.