

October 2023

DESIGN AND ACCESS STATEMENT

Tor View Specialist Learning Community

Multi-Use Space

TVS-AHR-00-XX-RP-A-A3-002-P01

By embracing innovation and
expertise grounded in know
two centuries of practice, w
healthier, safer and smarter
and spaces – in ways that p
inclusivity, achieve social va
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and with
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CONTEXT PAGE





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Introduction

- Brief overview of the project.
- Purpose of the report.

AHR Building Consultancy Ltd has been appointed by Tor View Specialist Learning Community to provide design proposals for a new Multi Use Space extension within the school grounds. The primary objective of this project is to provide a large open space for physical activities, group classes and school performances.

Tor View School is a dedicated institution for pupils with Special Educational Needs, catering to students aged 3-26 with a range of learning challenges. The current school hall is insufficient for the school's needs. Modern educational guidelines recommend two separate halls: one for physical activities and movement, and another for dining, assemblies, and performances.

With the school's commitment to offering SEND Extended Services daily, our design aims to create a versatile indoor facility. This facility will support the school's curriculum, including physical education, learning support, and therapies. Additionally, it will offer space for drama activities, theatre, and dance groups. The new hall will address the current lack of indoor sports facilities, benefiting all students and potentially serving the wider community, generating additional revenue for the school's maintenance.

Our design approach follows the guidelines set out in Building Bulletin 104 and the ESFA Output Specification Generic Design Brief. The proposed multi-use hall will include features such as movement areas, PE facilities, assembly spaces, and performance areas. The design also considers accessibility, adaptability, and the need for various indoor activities. The building will be a single storey with a double height hall, using materials that complement the existing structures on the site, and aligning with the Sport England Design Guidance Note, where possible to do so.

This report will detail our design proposals, keeping in mind the school's requirements and the students' needs.





BIRDS EYE VIEW

Tor View School

- Details on the number of students, staff, and other relevant information.

Tor View School Overview:

Address: Clod Lane, Haslingden, Rossendale, Lancashire, BB4 6LR

Local Authority: Lancashire

Headteacher/Principal: Mrs Louise Parrish

Age Range: 3 to 19 years

School Type: Academy special converter

Academy Trust: THE SEA VIEW TRUST

Academy Sponsor: The Sea View Trust

Gender of Entry: Mixed

Establishment Status: Open

Website: torview.org

Telephone: 01706214640

Ofsted Rating: Outstanding (Last inspection on 4 December 2019)

Nursery Provision: No Nursery Classes

Official Sixth Form: The school has a sixth form.

Open Date: 1 January 2017 (as an Academy Converter)

Capacity and Student Information:

School Capacity: 165 students

Current Number of Pupils: 233 students

Resourced Provision Number on Roll: 204 students

Resourced Provision Capacity: 204 students

Special Educational Needs (SEN) Provision:

SpLD - Specific Learning Difficulty

VI - Visual Impairment

HI - Hearing Impairment

SLCN - Speech, Language, and Communication

ASD - Autistic Spectrum Disorder

MSI - Multi-Sensory Impairment

PD - Physical Disability

MLD - Moderate Learning Difficulty

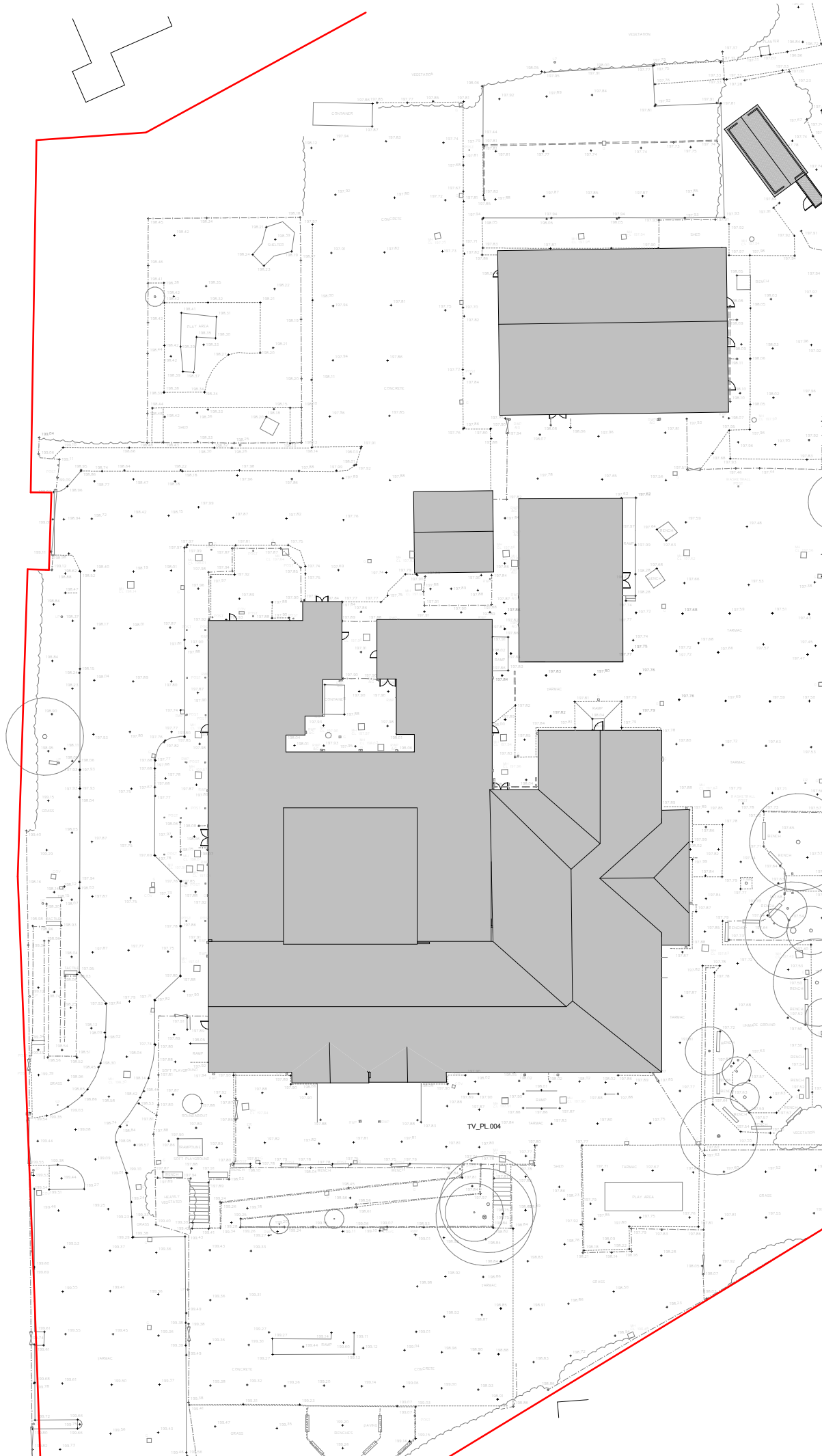
SLD - Severe Learning Difficulty

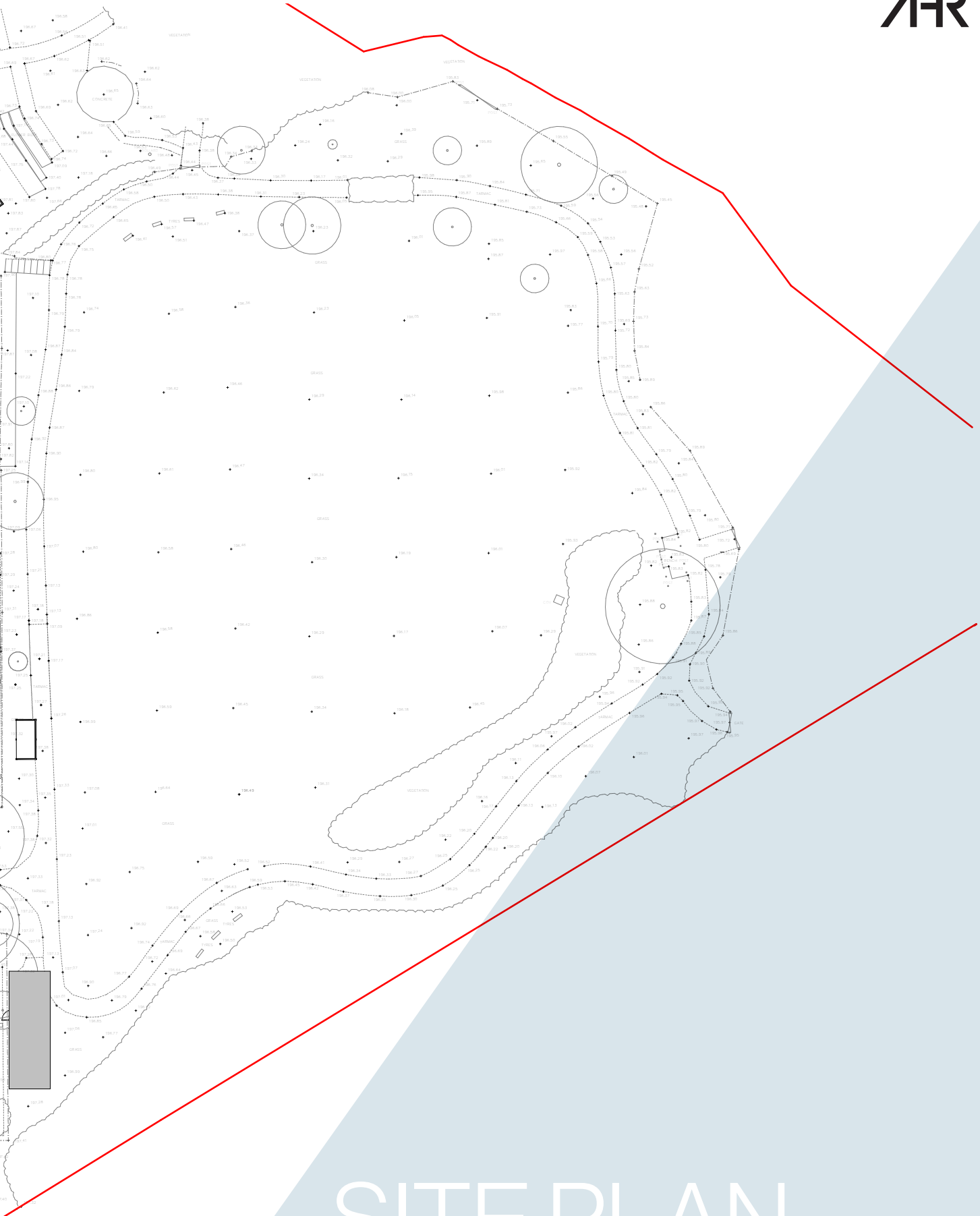
PMLD - Profound and Multiple Learning Difficulty

SEND stands for Special Educational Needs and Disabilities. It provides additional support and activities beyond regular school hours for students with Special Educational Needs and Disabilities, encompassing after-school programmes, therapeutic services, family support, and community engagement to ensure holistic development and equal opportunities.









SITE PLAN

Site Analysis

- Description of the site's location, context, and any existing structures.
- Site opportunities and constraints.

Location and Context:

Tor View School is located at Clod Ln, Haslingden, Rossendale, BB4 6LR. The school is strategically positioned within the jurisdiction of the Rossendale Borough Council. The area is primarily residential, reflecting the community-centric nature of the locale.

Surrounding Environment:

To the West of the site, there are industrial units, which add employment to the otherwise residential setting. The South and East, in contrast, open up to expansive countryside, offering a serene backdrop and a natural buffer. This juxtaposition of urban and rural elements provides a unique character to the site.

Access and Egress:

The site is well-connected with a single access point from Clod Lane to the west, serving both vehicular and pedestrian traffic. This ensures smooth inflow and outflow of traffic during peak school hours. Additionally, there's a separate vehicular exit leading to Clod Lane, further streamlining the traffic movement and reducing congestion.

Historical Context:

Tor View School has been an integral part of the community for over six decades. The school's infrastructure has witnessed several evolutions, with buildings from different eras showcasing varied architectural styles. In 1995, the school underwent a significant expansion to accommodate a growing student population of 85 pupils.

Architectural Overview:

The building is single-storey with the facade of the school showcasing a red/brown brickwork and is complemented by a mixture of concrete tiled and flat roof areas. The school's buildings present an eclectic mix of architectural styles. Traditional construction techniques are evident in some structures, while others showcase Curtain walling with coloured spandrel panels. The use of UPVC frame windows adds a modern touch, and the roofing styles vary between flat and pitched designs. Notably, temporary classrooms have been set up in the playground area to address the current overcrowding issue.

Heritage and Conservation:

The site does not house any listed buildings, ensuring flexibility in potential redevelopment or expansion plans. Furthermore, the school is not situated within a Conservation Area, which provides a degree of freedom in design considerations for future projects.

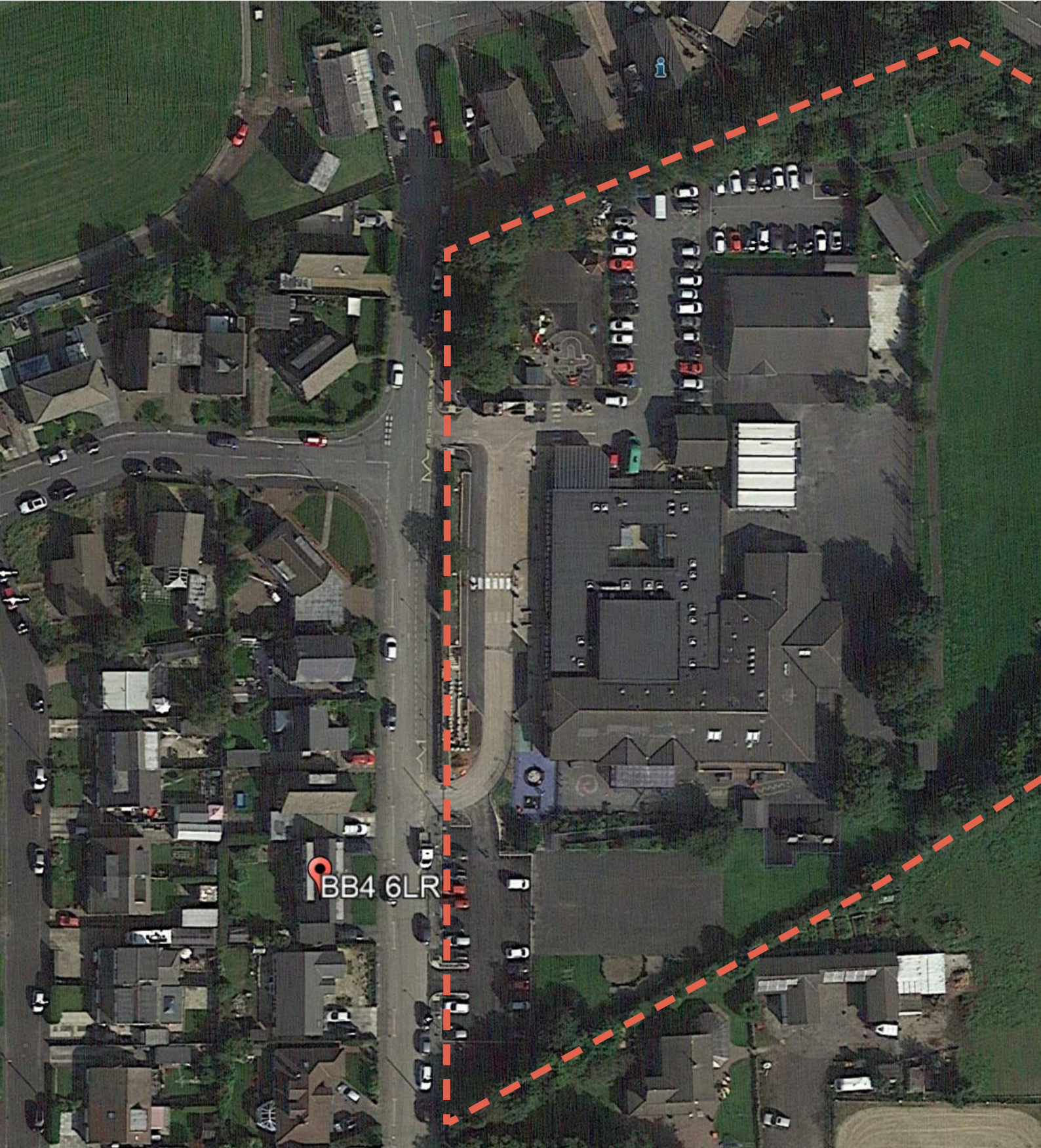
Neighbourhood Composition:

The immediate vicinity predominantly features residential buildings. Some stand-alone private residences further enhance the neighbourhood's character, offering a blend of community living and individualistic architectural styles.

Natural Boundaries and Vegetation:

One of the site's defining features is its natural boundaries. Large shrubs and mature trees envelop most of the school's perimeter. These green barriers not only enhance the site's aesthetic appeal but also provide privacy, effectively shielding the school from some of the neighbouring properties and street views. The green canopy extends to the rear field, further accentuating the site's natural charm. Importantly, none of the trees within the school's premises are under Tree Preservation Orders, allowing for potential landscaping or construction activities without stringent restrictions.

In conclusion, Tor View School's site offers a harmonious blend of architectural diversity and natural beauty. Its strategic location, coupled with its unique features, makes it a pivotal educational institution in the Rosendale area.



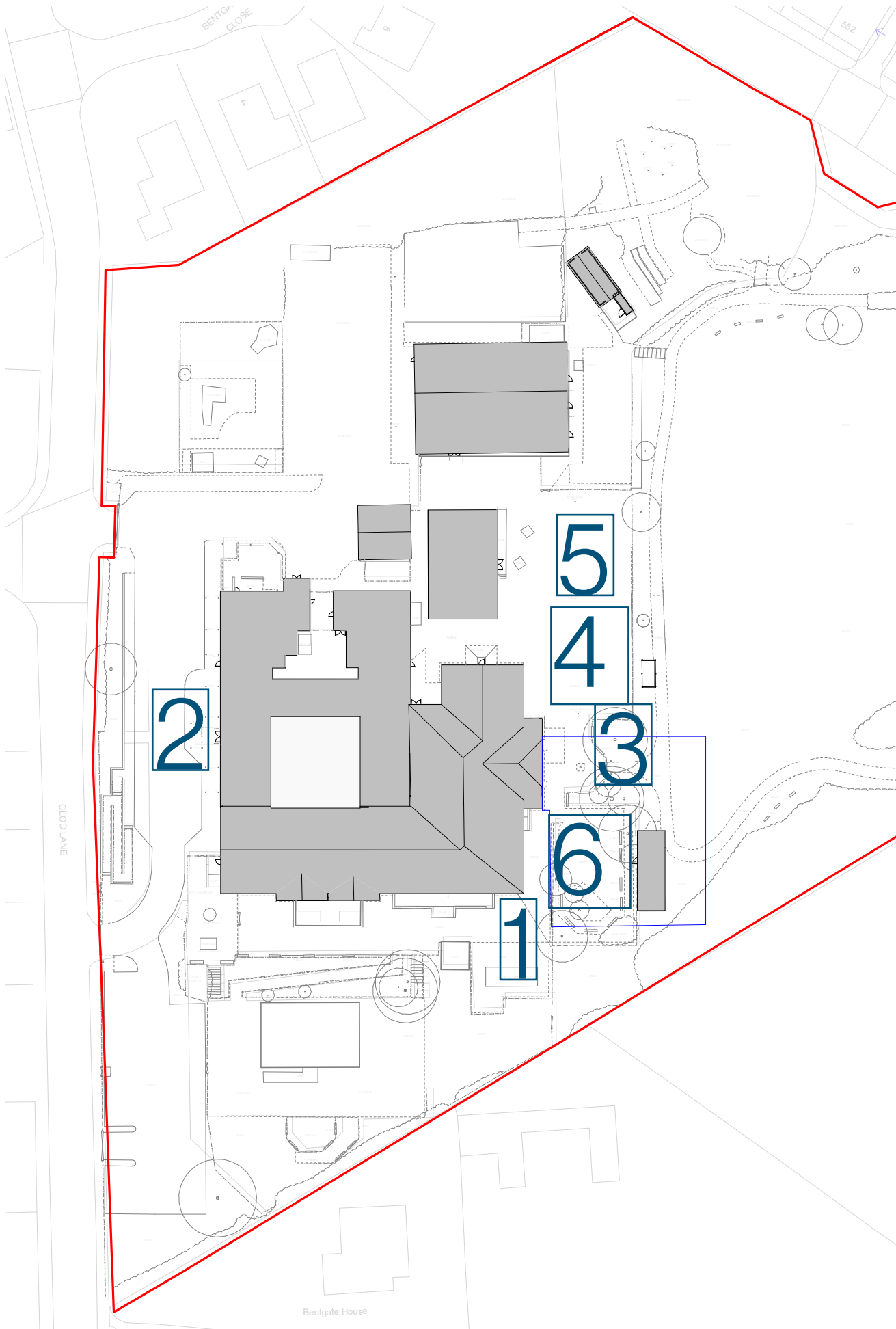
BB4 6LR

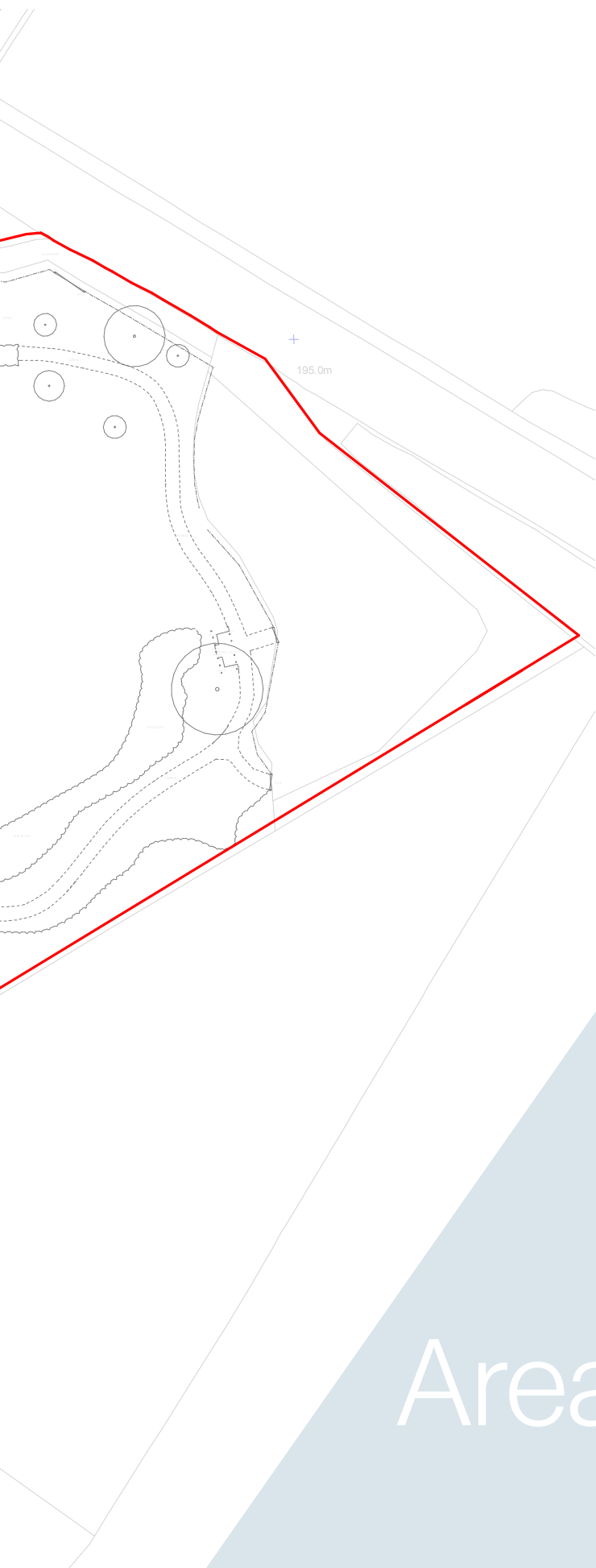


AERIAL

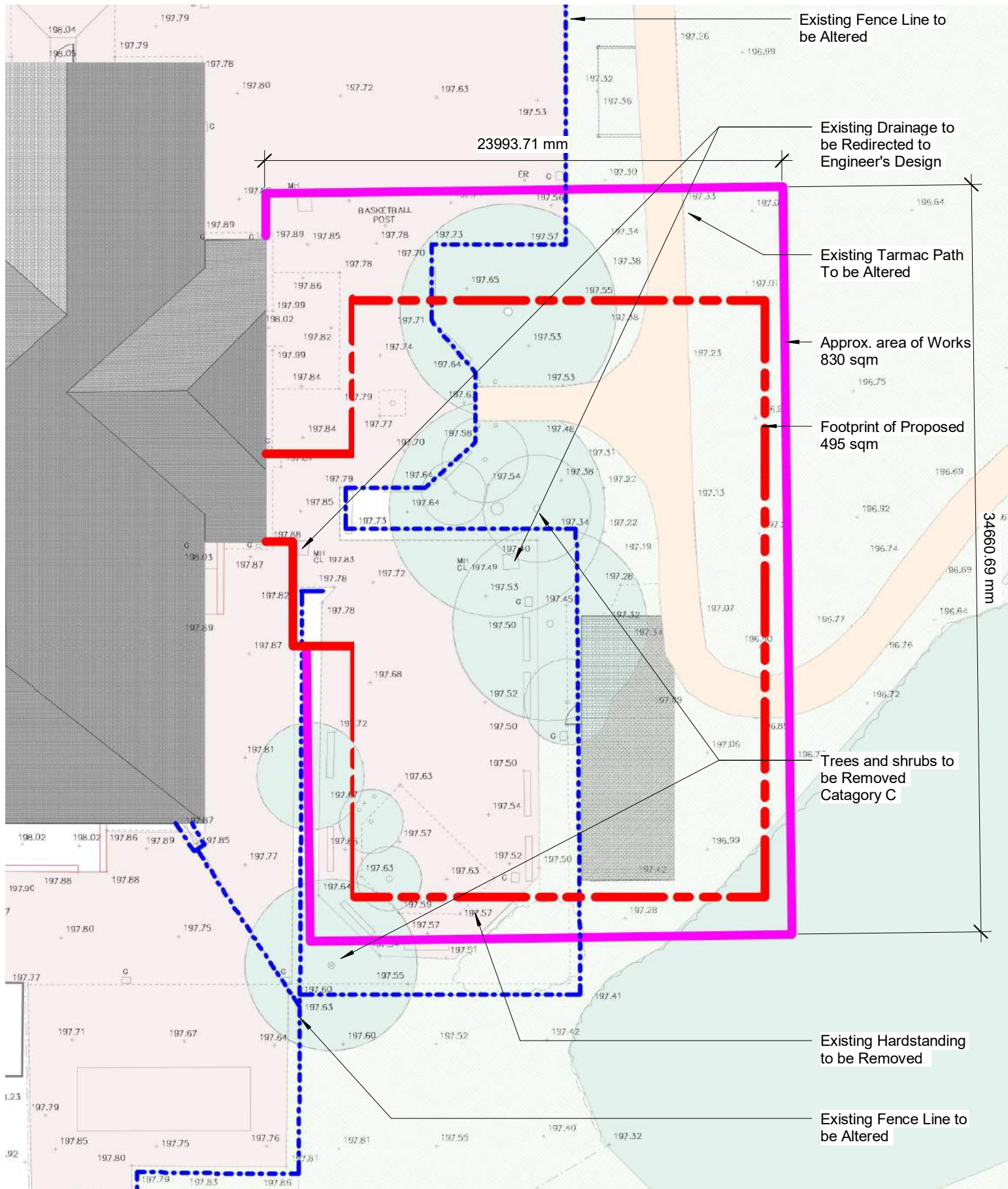








Area of Works





EXISTING LANDSCAPING

Design Principles and Layout

- Vision and objectives for the school.
- Design Development

Our overarching design objective for this development is to provide a flexible multi-use space that not only meets the functional requirements of the school but also enhances the overall user experience. The envisioned multi-use space will feature:

- Capacity for badminton courts, ensuring ample space for students and potential community events.
- Future provision for accessible changing rooms, toilets, and shower facilities, ensuring inclusivity for all users.
- Dedicated spaces for plant rooms and equipment storage, ensuring efficient operations and maintenance.

In 2019, Tor View School secured approval from Rossendale Borough Council for a planning application concerning a similar extension. The application was filed under the reference 2018/0589. As part of the application the council stated that while the proposed development is within the Green Belt and could impact its openness, the significant need for improved sports and physical education facilities for students with disabilities at this Special Educational Needs establishment presents 'very special circumstances' justifying the approval. The development, subject to conditions, was not expected to adversely affect the area's character, neighbor amenity, or highway safety. The proposal aligned with the National Planning Policy Framework and several policies of the Council's adopted Core Strategy DPD (2011).

In light of the previous application's feedback, the size of the newly proposed building has been revised and reduced.

Initial Design Development: Phasing Options:

During the initial stages of the design development, a phased approach was considered to address both the immediate needs of the school and the constraints of the budget. The phasing options were conceptualised to ensure that the school could benefit from incremental enhancements to its large open spaces, even if the full vision couldn't be realised all at once.

The initial phasing options were as follows:

Phase 1: Construction of a smaller standalone block. This would provide immediate additional space for larger group activities, addressing the most pressing needs of the school.

Phase 2: Further development to include changing rooms, toilets, plant rooms, equipment storage, and the covered walkway. This phase was designed to enhance the functionality of the space and provide additional amenities for students and staff.

Phase 3: The final phase envisaged the expansion of the smaller block to a comprehensive larger, multi-functional space, fully realising the long-term vision for the facility.

Planning Submission: Revised Design:

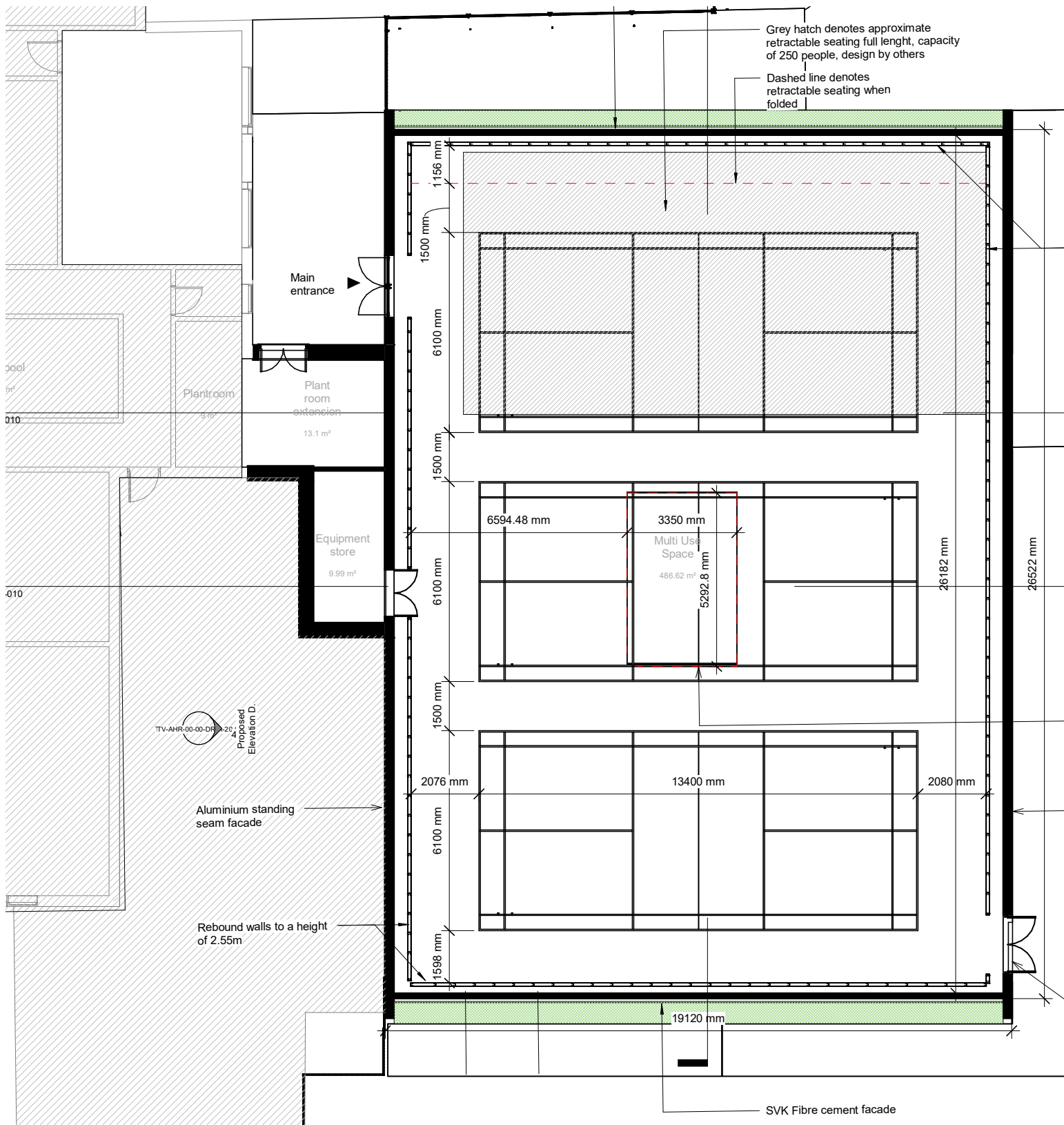
After careful consideration and evaluation of the school's immediate and future needs, the Phasing was revised. The focus shifted to prioritising the construction of a larger, multi-functional space from the outset. This decision was driven by the understanding that a larger sports facility would cater to the school's growing requirements more effectively and would be a more efficient use of resources in the long run.

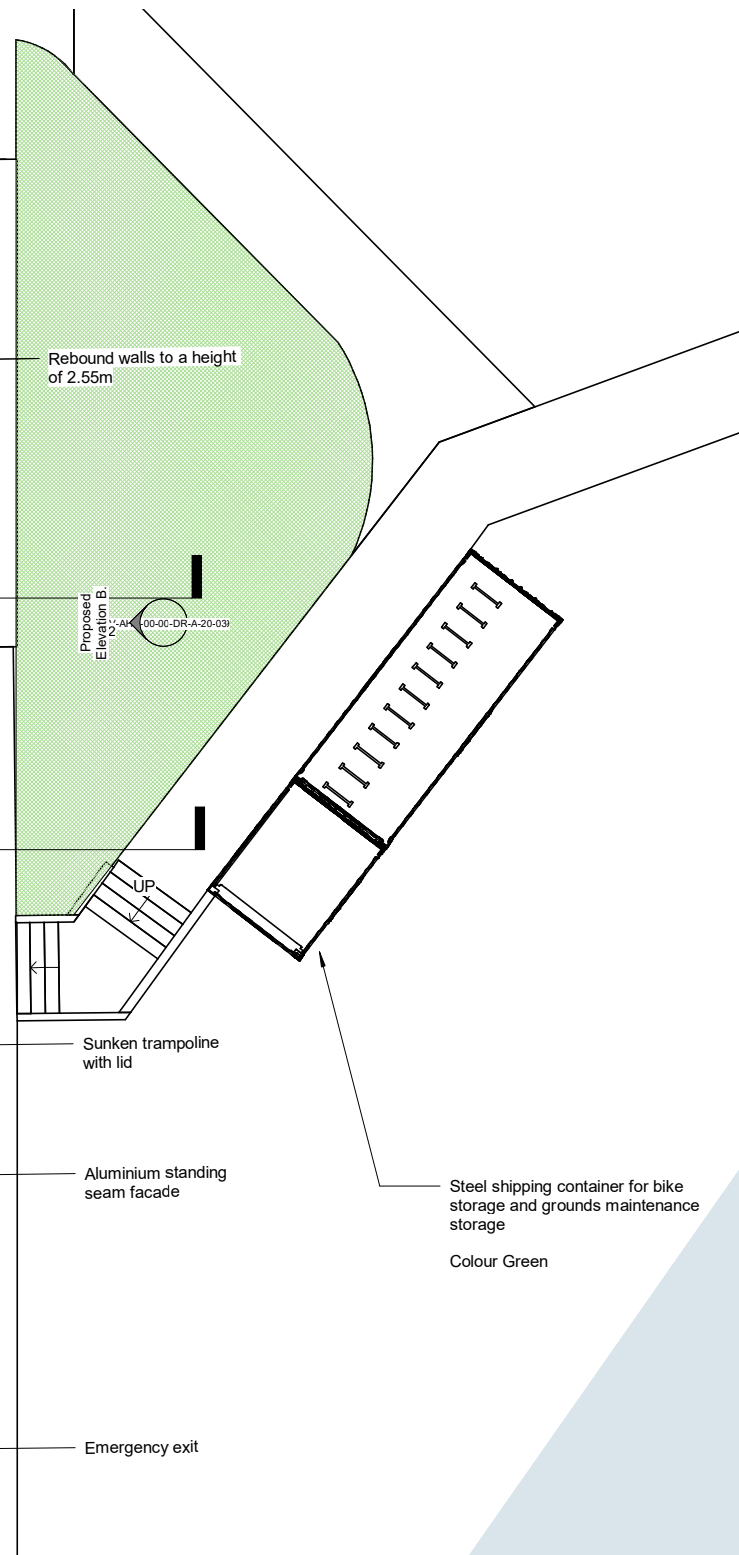
The revised planning submission proposes:

Immediate Development: Construction of a large multi-functional space. This design ensures that the school has ample space for sports activities, assemblies, and other events, meeting its immediate needs.

Future Phase: Once the large space is operational, a subsequent phase will be initiated to add the toilet and changing facilities. This phased approach ensures that the school can benefit from the expanded facilities as soon as possible, with additional amenities to follow in the near future.

In summary, the design development for Tor View School's Sports Hall has been a dynamic process, adapting to the school's requirements and the available resources. The planning submission reflects a commitment to providing the best possible facilities for the students in the most efficient and timely manner. The future phase, which includes the addition of toilet and changing facilities, ensures that the Multi-use space will be a comprehensive and state-of-the-art facility once fully completed.





GF FLOOR PLAN

Design Principles and layout

- How the design responds to its needs.
- How the design takes into account the site's context and setting.

The design layout and size of Tor View School's Sports Hall have been influenced by the specific requirements and aspirations of the school. Two primary factors have played a pivotal role in shaping the design: the specifications for court sizes and the school's keen interest in accommodating trampolines within the facility.

Court Sizes and Sports England's Guidelines:

The school's vision was clear from the outset: to have a large open multi-use space with the capacity to accommodate 3-badminton courts, space for group physical activities and performances. This requirement set the foundational dimensions for the hall.

Adhering to Sports England's guidelines was paramount. These guidelines provide detailed specifications on court sizes, ensuring that the space is suitable for competitive play and training sessions. By following these standards, the design guarantees that the courts are of a size that is both regulation-compliant and optimally functional.

Beyond the court dimensions, Sports England's guidelines also highlight the importance of overrun areas. These are spaces around the court that ensure players have sufficient room to move without risk of injury, especially during high-paced games. Incorporating these overrun areas into the design was essential to ensure the safety of the students and other users.

Trampoline Requirements and Safety Considerations:

One of the unique requirements of the school was the inclusion of space for trampolines. Trampolining is not just a recreational activity; it's an excellent tool for physical education, especially in a school that caters to students with Special Educational Needs.

Trampolining requires specific spatial considerations. The height of the space is a crucial factor. Given the elevation that users can achieve while trampolining, it's vital to ensure there's ample vertical space to prevent accidents.

Again, referencing Sports England's guidelines, they provide specific recommendations on the optimal height for sports facilities, particularly for activities such as trampolining. While we have taken these guidelines into account, we've chosen to reduce the overall height slightly below Sports England's recommendations. This decision was made based on our understanding of the school's user profile, anticipating that the intensity and nature of sports played here might differ from a typical school setting. Additionally, the height reduction contributes positively to the building's heating efficiency and overall design, ensuring a more sustainable and user-focused facility.

Description of the Proposed Building for Tor View School:

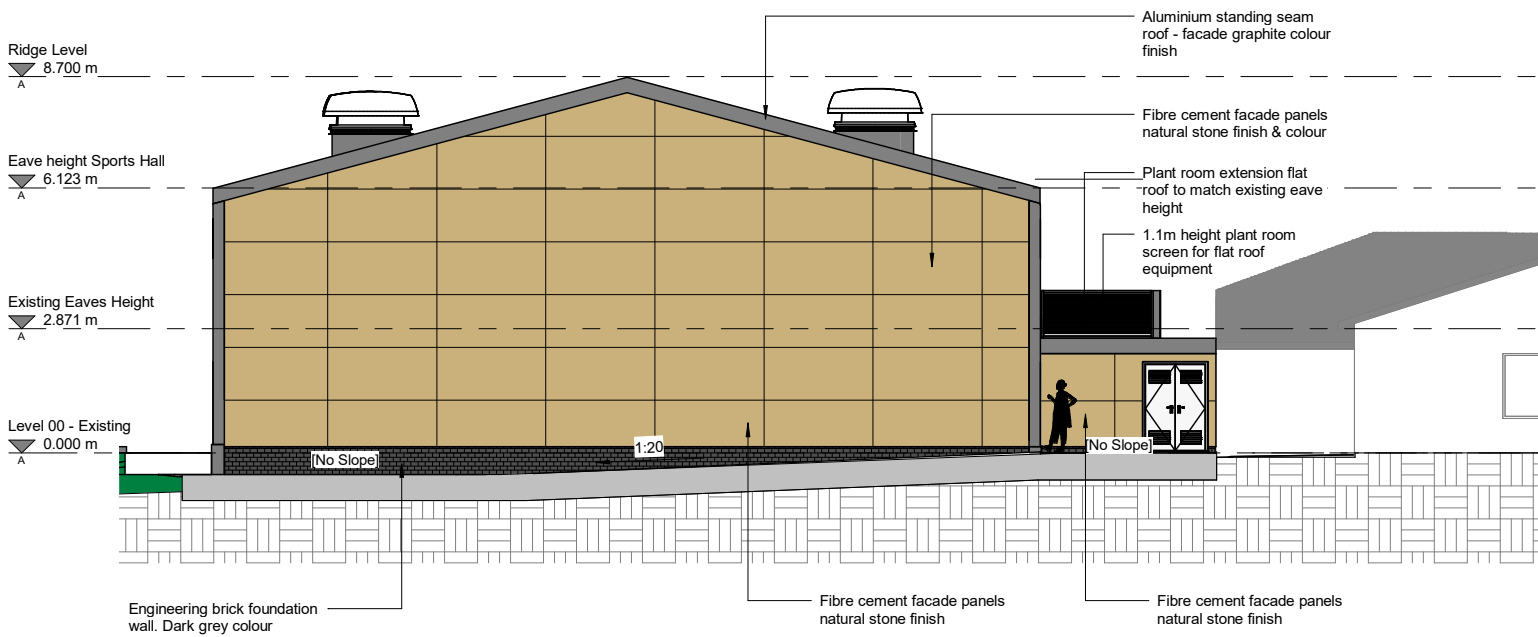
The new proposed building for Tor View School is strategically positioned to the east of the main school structure. This location has been chosen with foresight, leveraging the expansive open fields that the school is fortunate to have at its disposal. By situating the new building in this area, we ensure that there's no encroachment on the school's existing playground space, preserving the recreational and outdoor learning areas that are vital for the students' holistic development.

The design language of the new building is both aspirational and functional. It aims to be more than just a structure; it seeks to be a symbol of the school's unwavering dedication and commitment to its students. Every line, curve, and material choice in the design articulates the school's mission to provide the very best facilities for its students, ensuring they have an environment conducive to both learning and personal growth.

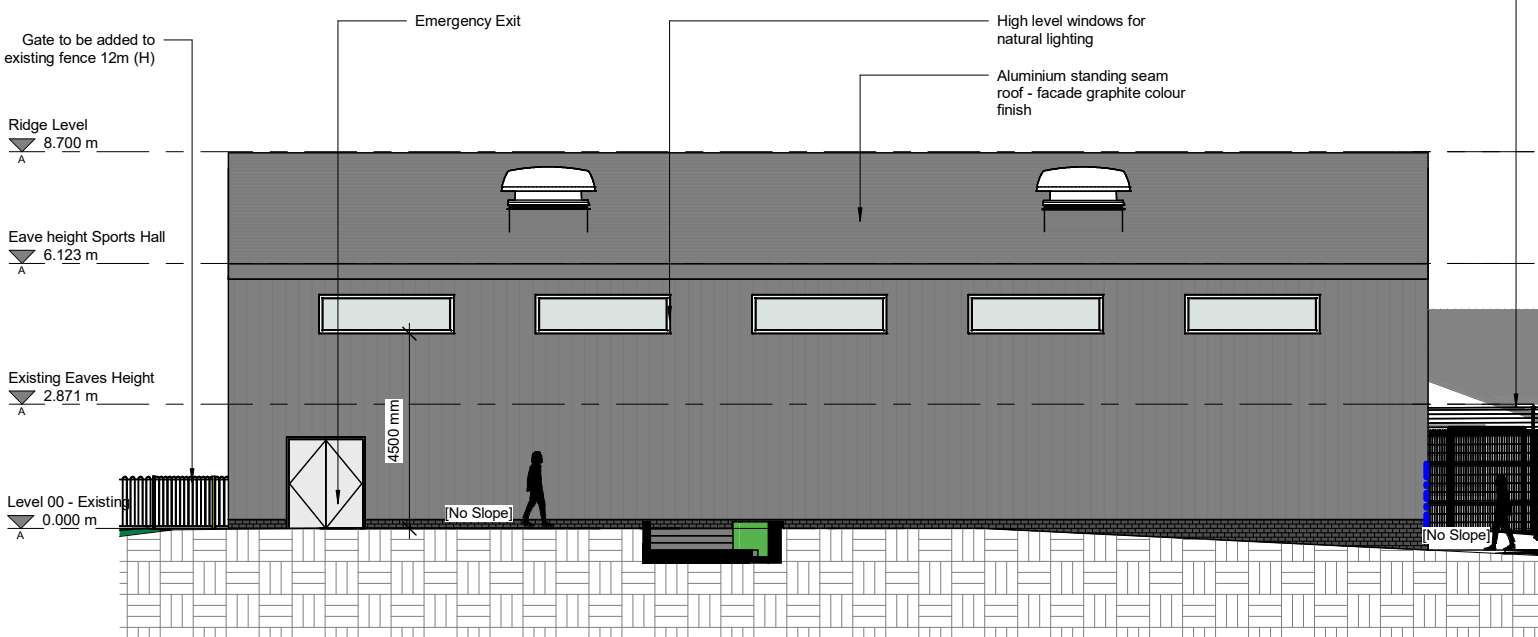
Landscaping around the new building has been approached with both aesthetics and functionality in mind. Recognising the diverse needs of the student body, special attention has been given to ensure wheelchair accessibility. Pathways are designed to be wide and smooth, allowing for easy manoeuvrability, and ramps are integrated where necessary to ensure all areas are accessible. This thoughtful landscaping ensures that every student, regardless of their mobility, can navigate the surroundings of the new building with ease and independence.

In addition to the accessibility features, the landscaping plan also incorporates a new bike shelter. Nestled seamlessly into the landscape, the bike shelter is an amenity for students allowing them exercise around the grounds.

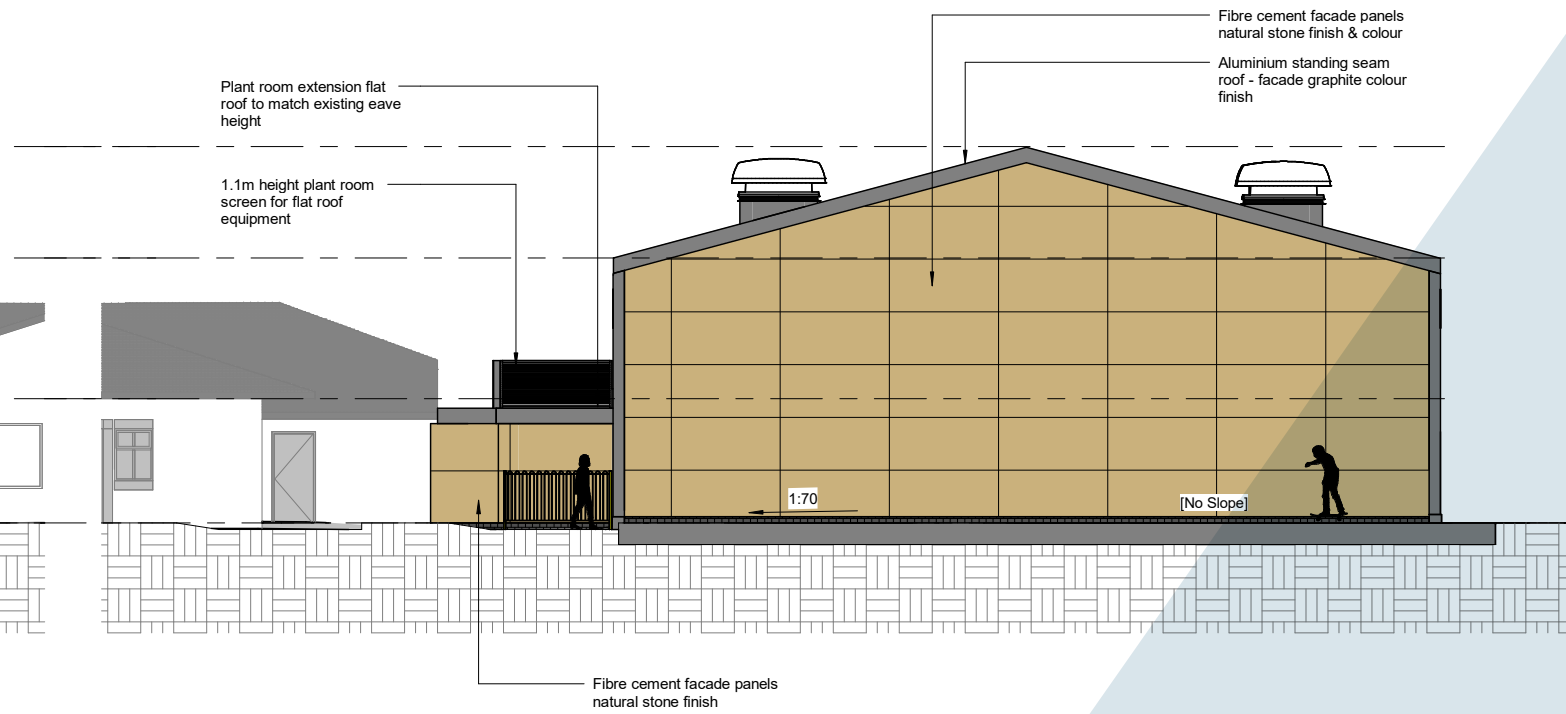
In essence, the proposed building and its surrounding landscape are a harmonious blend of form and function. They stand as a testament to Tor View School's dedication to its students, ensuring not just state-of-the-art facilities but also an environment that is inclusive, accessible, and sustainable.



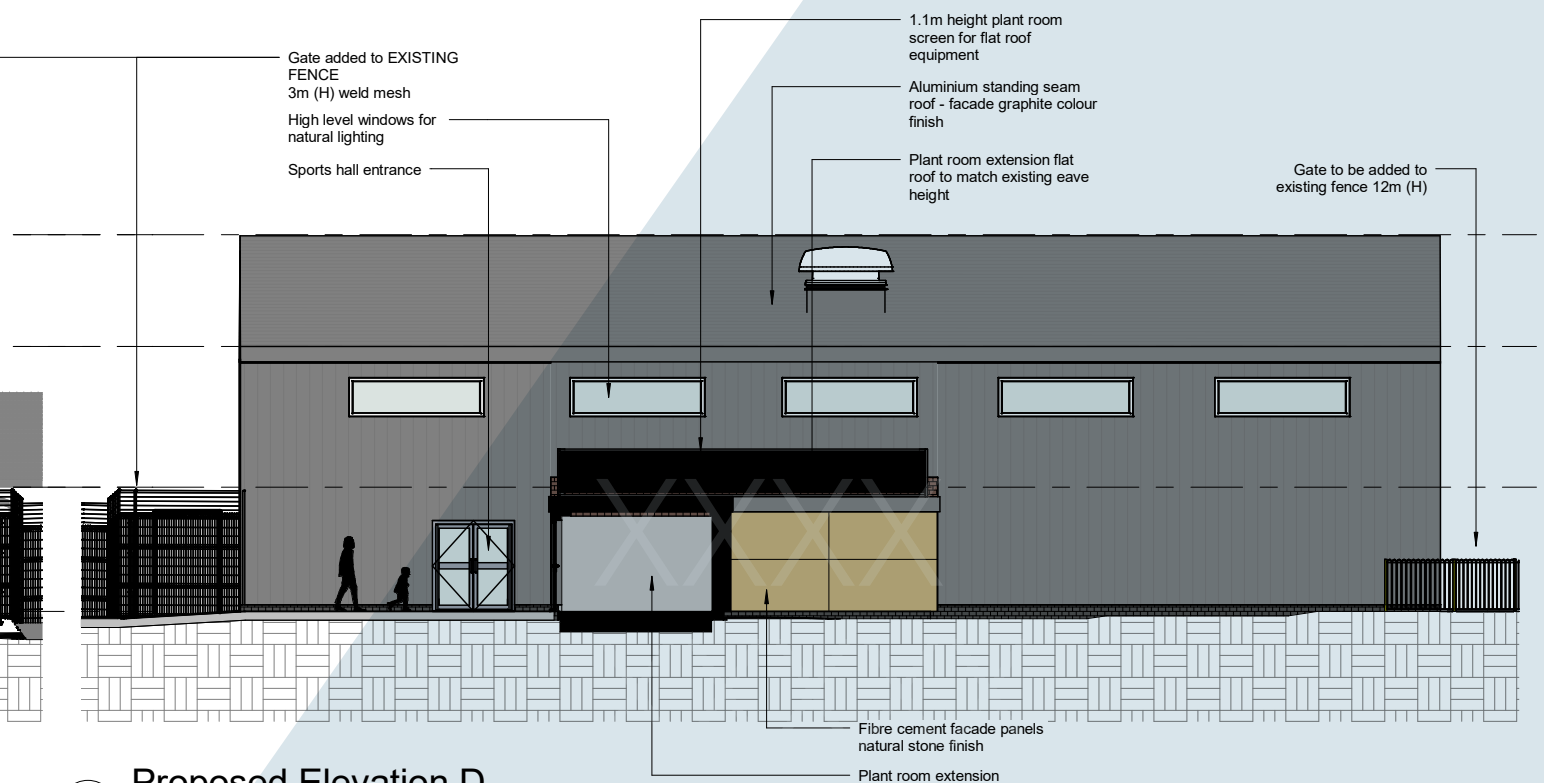
1 Proposed Elevation A
1 : 100



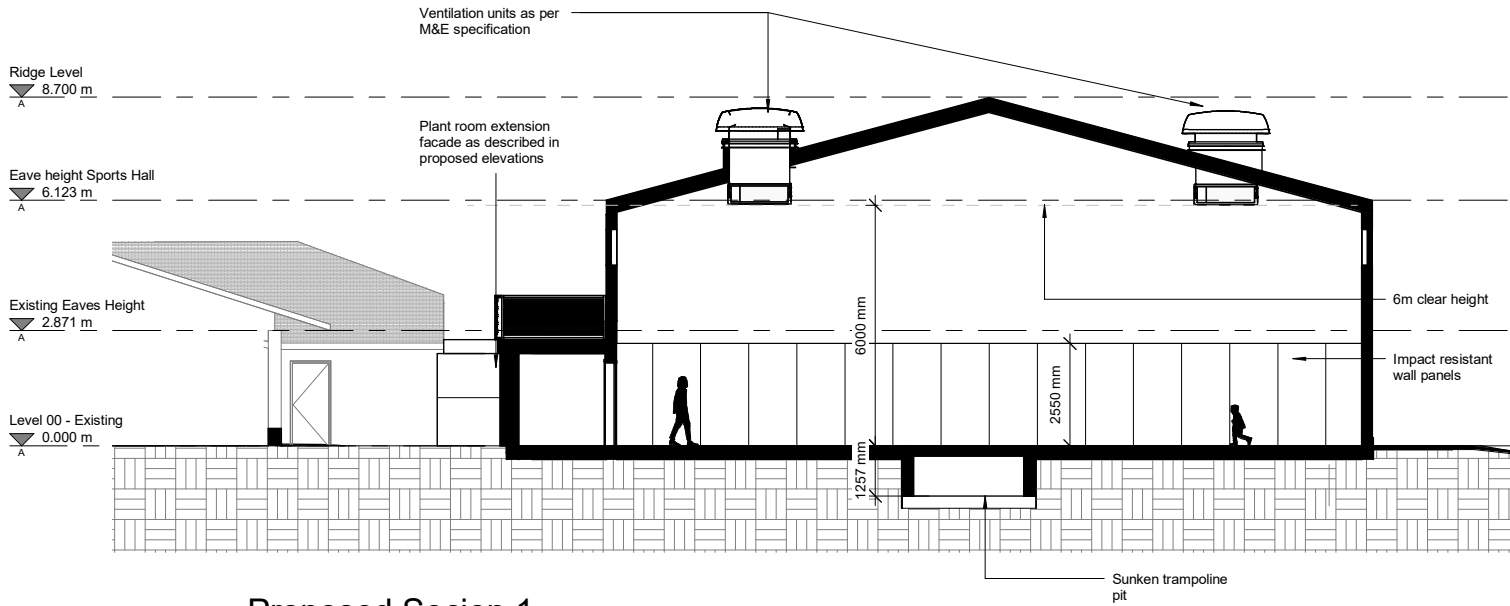
2 Proposed Elevation B
1 : 100



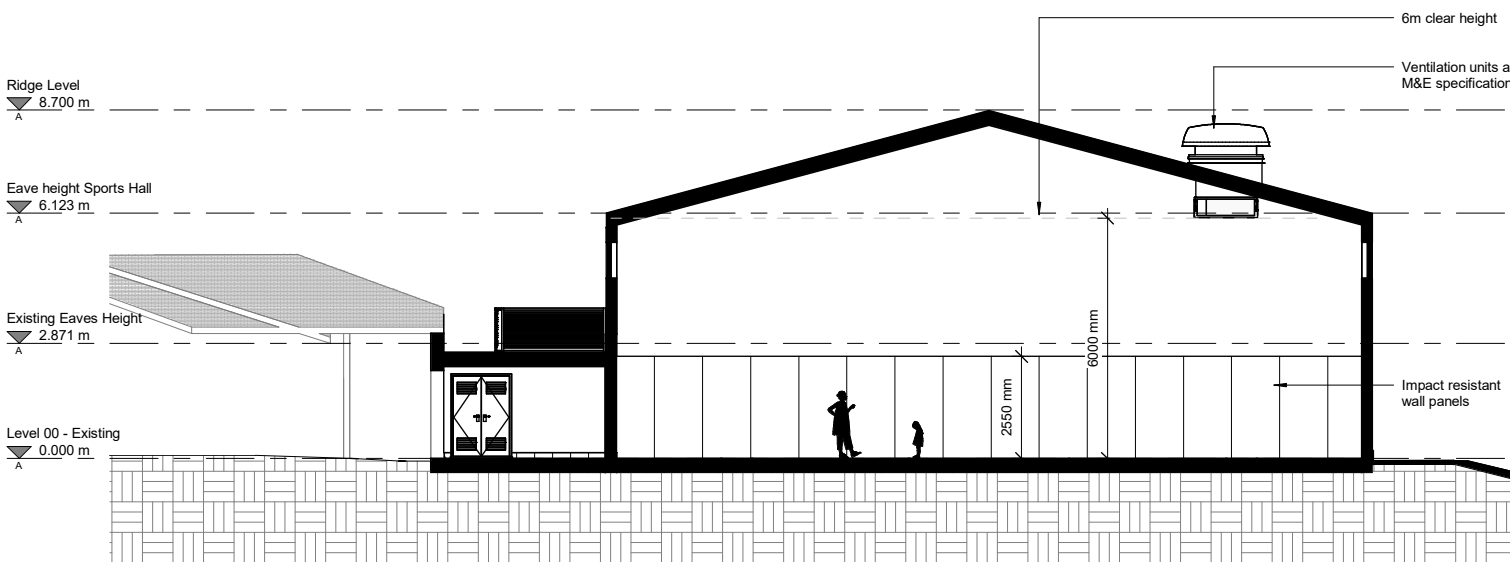
3 Proposed Elevation C
1 : 100



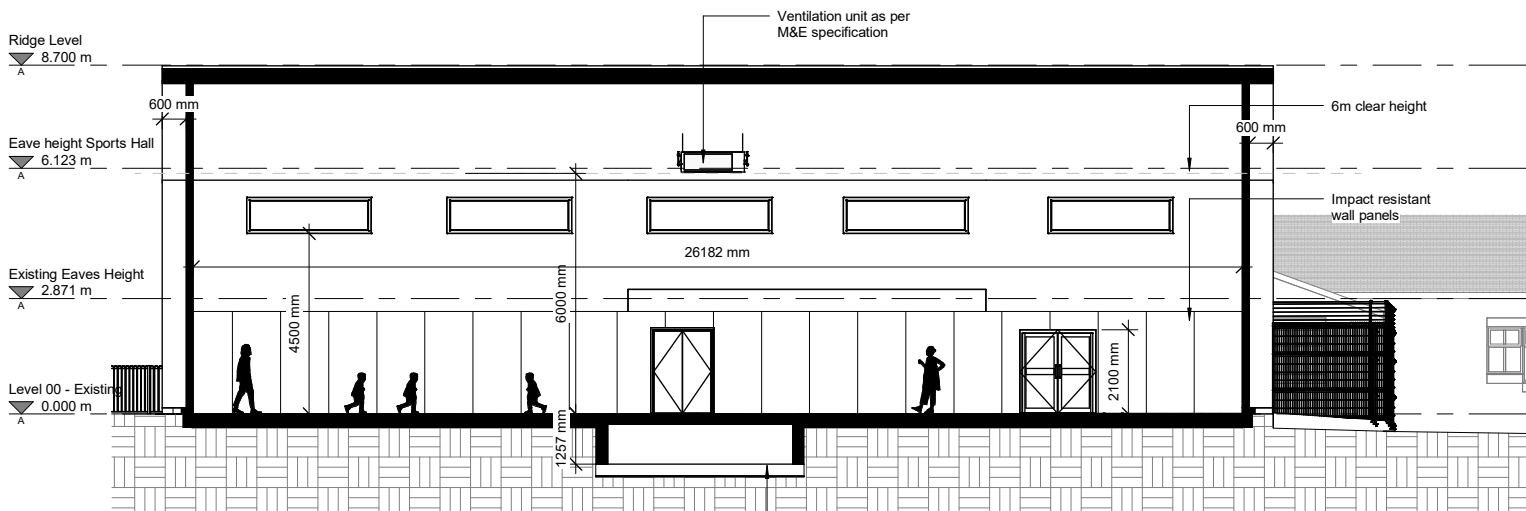
4 Proposed Elevation D
1 : 100

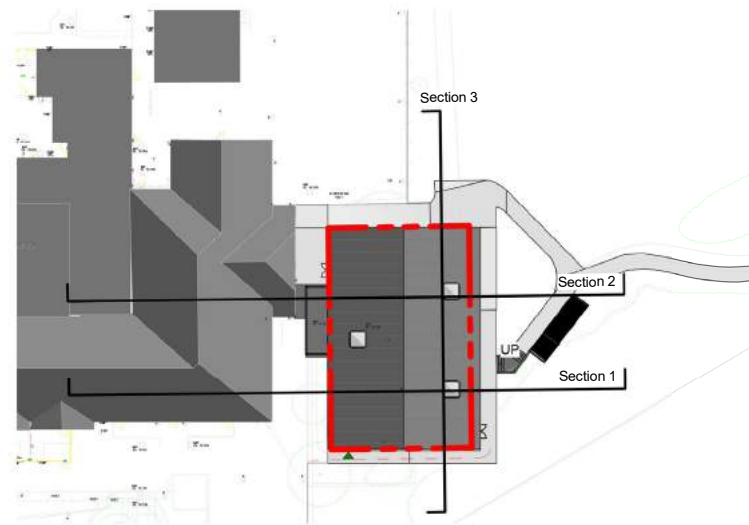


1 Proposed Section 1
1 : 100

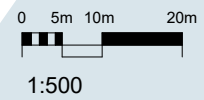


2 Proposed Section 2
1 : 100





④ Location Plan Sec
1 : 500



ELEVATION / SECTION

Appearance

- Materials, colors, and architectural detailing of the buildings.
- How the appearance fits into the local context.

The proposed design for the new development seamlessly integrates both functionality and aesthetics, ensuring that the building not only meets its intended purpose but also enhances the visual appeal of the surroundings.

Material Selection:

The predominant material for the roof and walls is a graphite standing seam aluminium. This choice not only offers durability and longevity but also imparts a sleek, modern finish to the building.

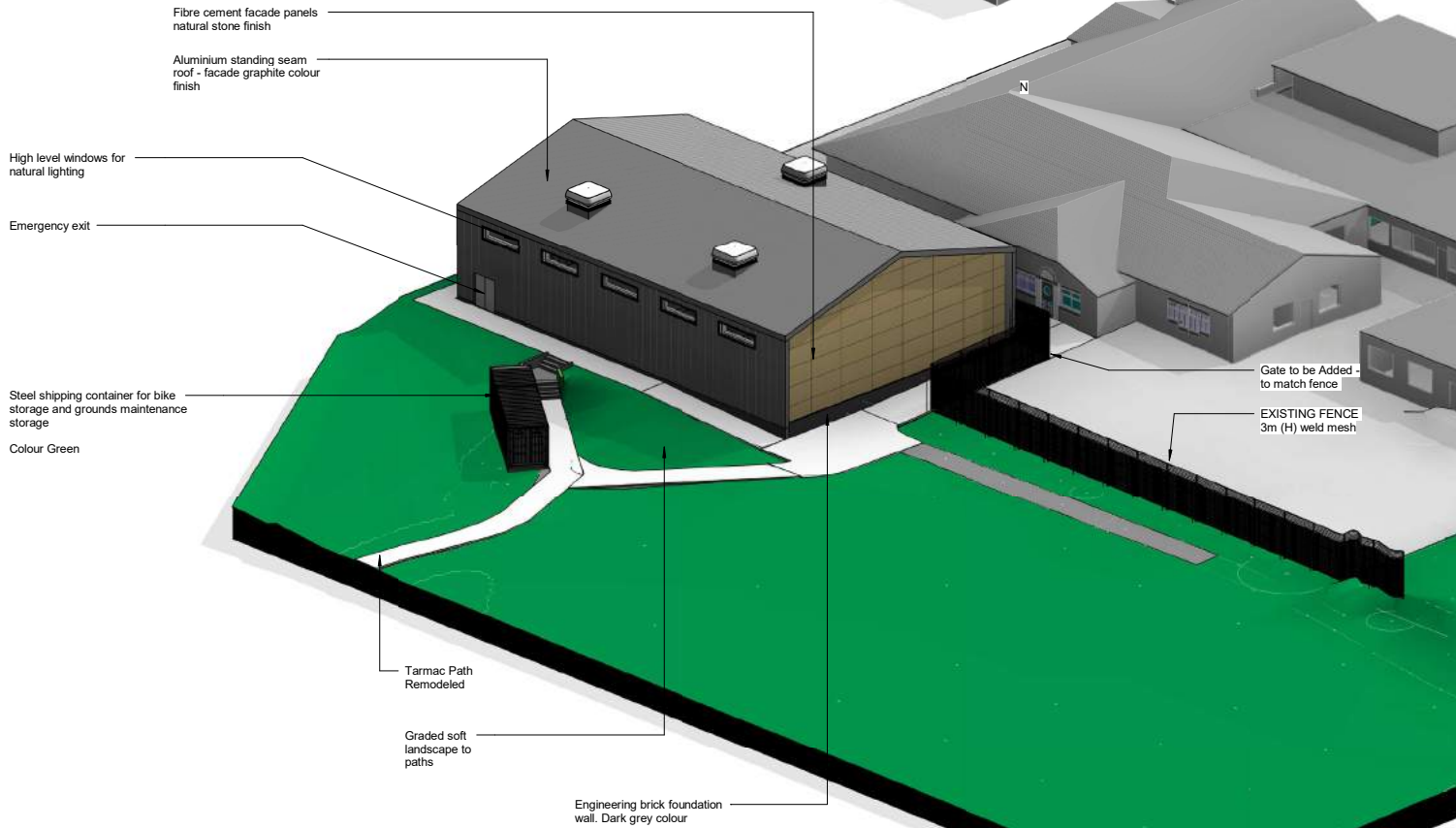
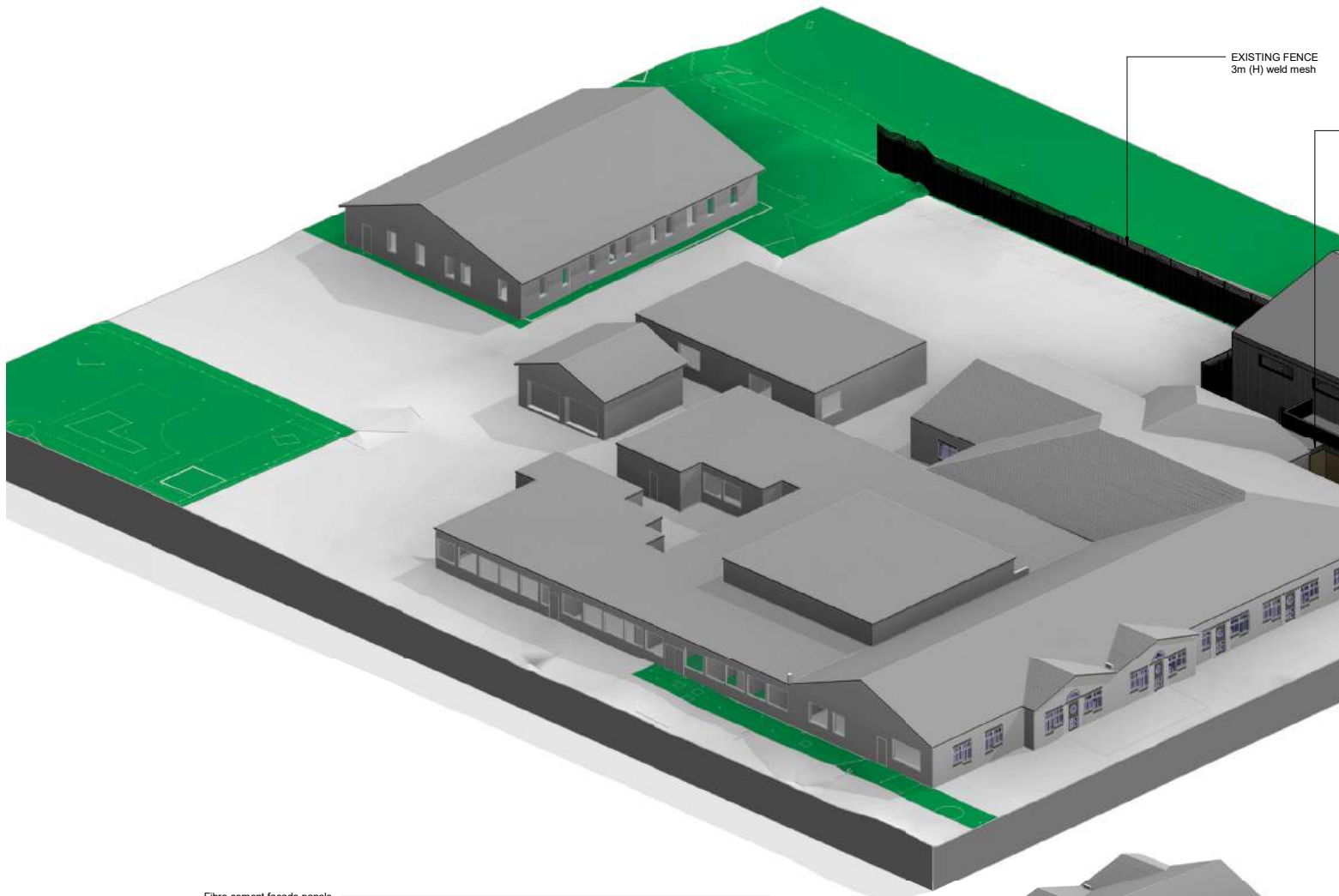
Complementing the aluminium, the gable end walls are contrasted with cement fibre panels that features a stone finish. This imparts a touch of natural texture, bridging the contemporary design with the more traditional elements of the surrounding environment.

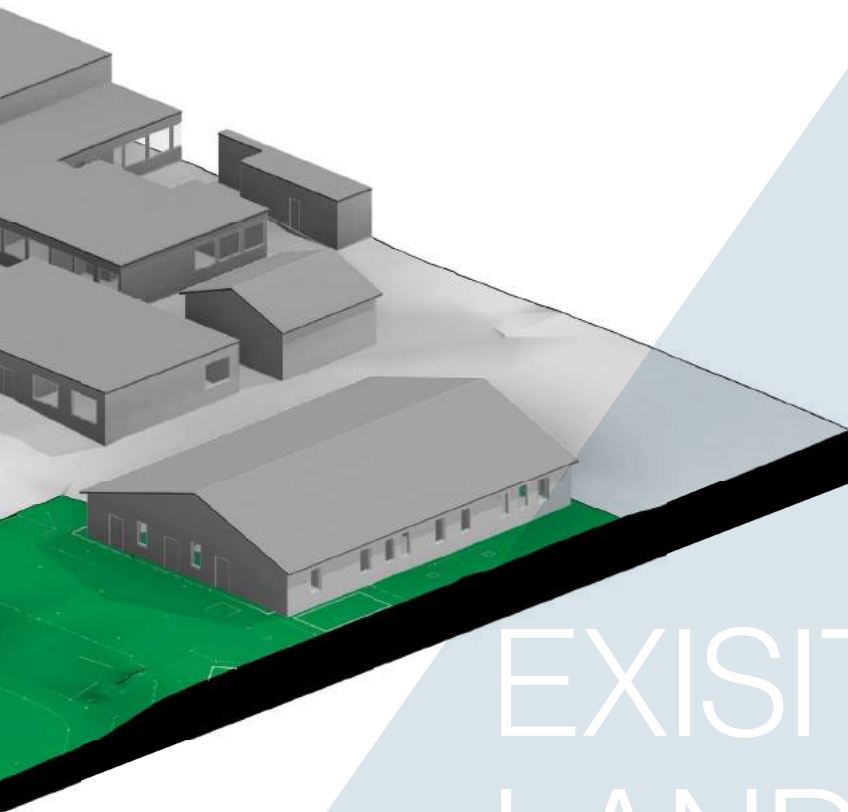
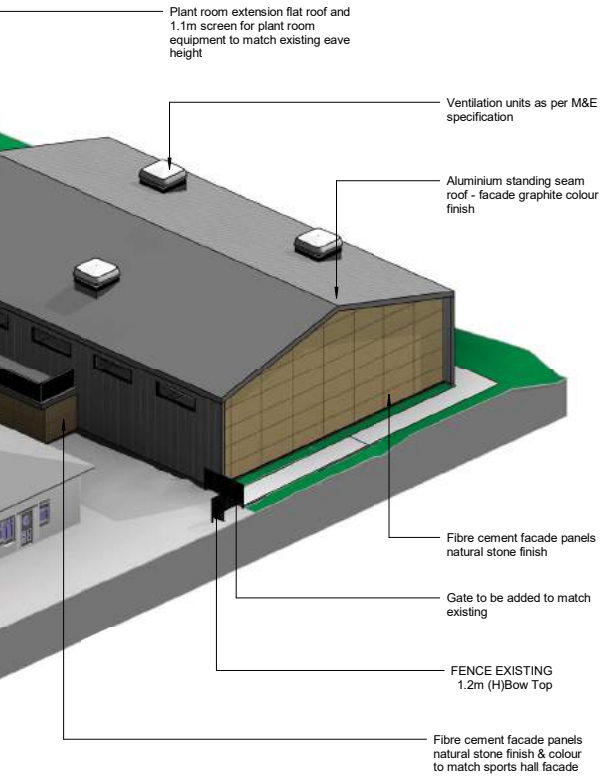
To accommodate the site's elevation slope, the base of the building is constructed using dark grey engineering brick. This not only provides a robust foundation but also adds a layer of visual contrast, grounding the building in its setting.

The windows and doors, finished in grey aluminium, are in harmony with the overarching design palette, ensuring a cohesive look throughout.

Design Rationale:

The material choices have been carefully chosen to ensure that the new development resonates with the existing school's architectural language. While the design introduces modern elements, it remains rooted in the context, ensuring a harmonious blend with the established environment. The contemporary yet subtle appearance aims to be both new and striking, making a statement while respecting the legacy of the existing structures.





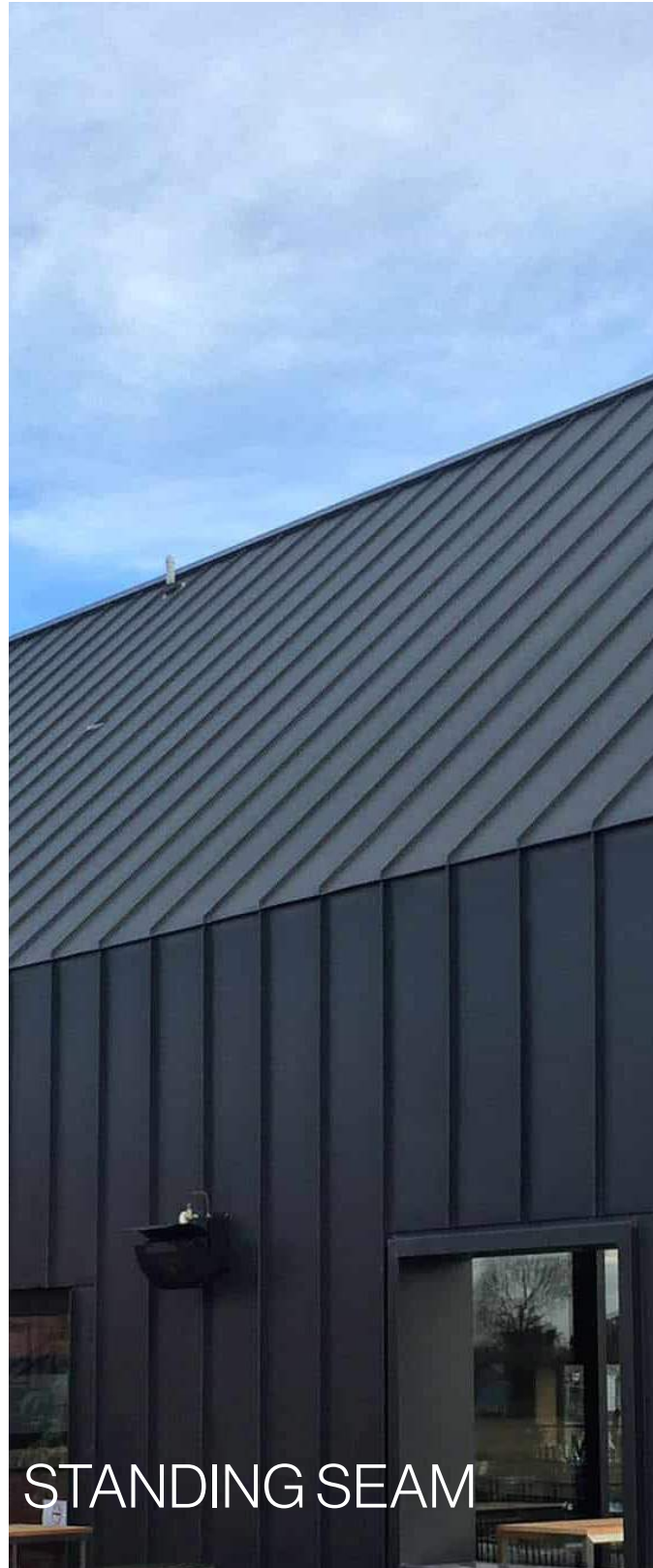
EXISTING LANDSCAPING



FIBER CEMENT STONE



ENGINEERING BRICK



STANDING SEAM



MATERIAL PALETTE

Access & Sustainability

- How everyone, including those with disabilities, will access the school. pedestrian pathways, and measures to ensure safety for students and staff.
- Measures taken to ensure the school is environmentally sustainable.

USER-CENTRIC DESIGN & ACCESSIBLE LANDSCAPING

In the development of the design, paramount importance has been placed on understanding and catering to the needs of the users. Recognising that a building's functionality and the surrounding environment play a crucial role in the overall user experience, the design approach has been holistic, encompassing both the built form and the external landscaping.

Accessible Landscaping:

- The external landscaping has been designed with a clear focus on accessibility. Pathways are wide, even, and free from obstructions, ensuring easy manoeuvrability for wheelchairs.
- Ramps have been integrated at key points, eliminating the need for stairs and making every part of the landscape accessible.

CARBON IMPACT & SUSTAINABILITY

The carbon footprint of a building encompasses both its construction and its operational phases. To ensure sustainability, it's crucial to address the carbon impact from the outset, focusing on both the embodied carbon in materials and the carbon emissions from the building's operations.

Low Energy Use:

- Design will prioritise energy efficiency, considering factors like glazing specifications to prevent heat loss or overheating.
- Enhancements in air-tightness will be pursued, considering the building's typology.
- Emphasis on natural ventilation where feasible.
- Installation of low-energy lighting, such as LEDs, to minimise power consumption.
- Installation of photovoltaic panel array to offset carbon emissions

Measurement and Verification:

- Advanced metering and reporting systems will be implemented to monitor resource consumption, including electricity, heat, and water.
- A sophisticated Building Management System (BMS) will be employed, balancing automation with user control.

Embodied Carbon:

- Material and system selections will prioritise low embodied carbon.
- Local sourcing of materials and labour will be emphasised.
- Existing layouts will be retained where possible to reduce alterations.
- Materials will be chosen based on their recyclability or reusability at the end of the building's lifecycle.
- Designs will aim to futureproof the building, minimising the need for future alterations.

Low Carbon Supply:

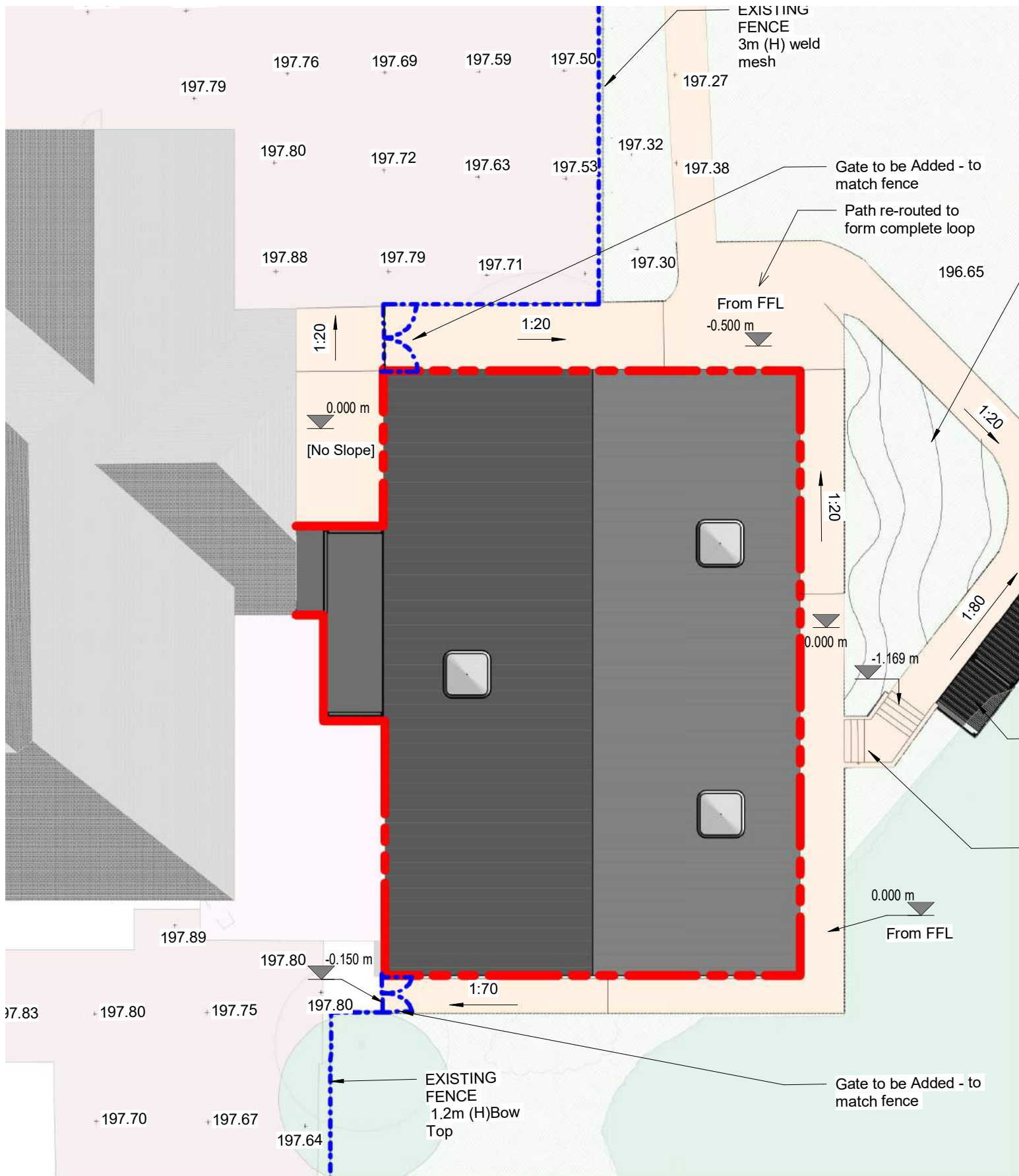
- Efforts will be made to eliminate on-site fossil fuel usage, favouring localised energy systems.
- Installation of photovoltaic panel array to offset carbon emissions

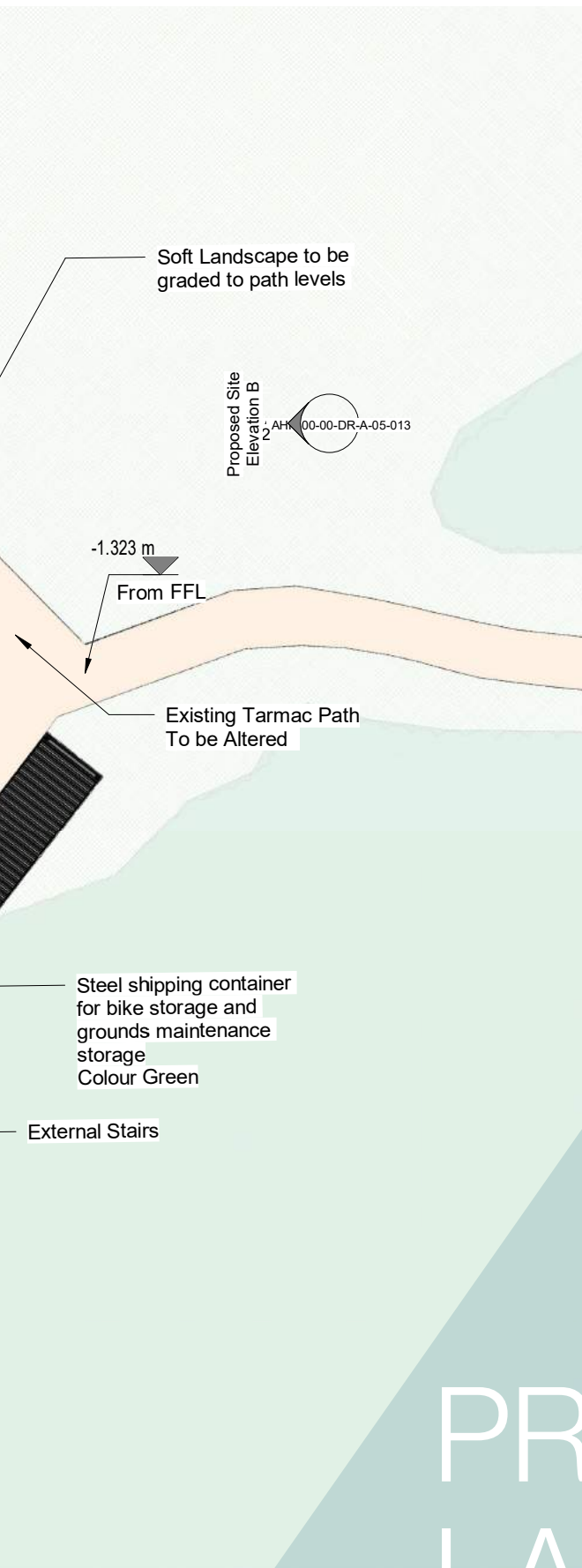
Carbon Balance:

- Carbon balance calculations will be integrated into the design process, setting the foundation for carbon offsetting targets.

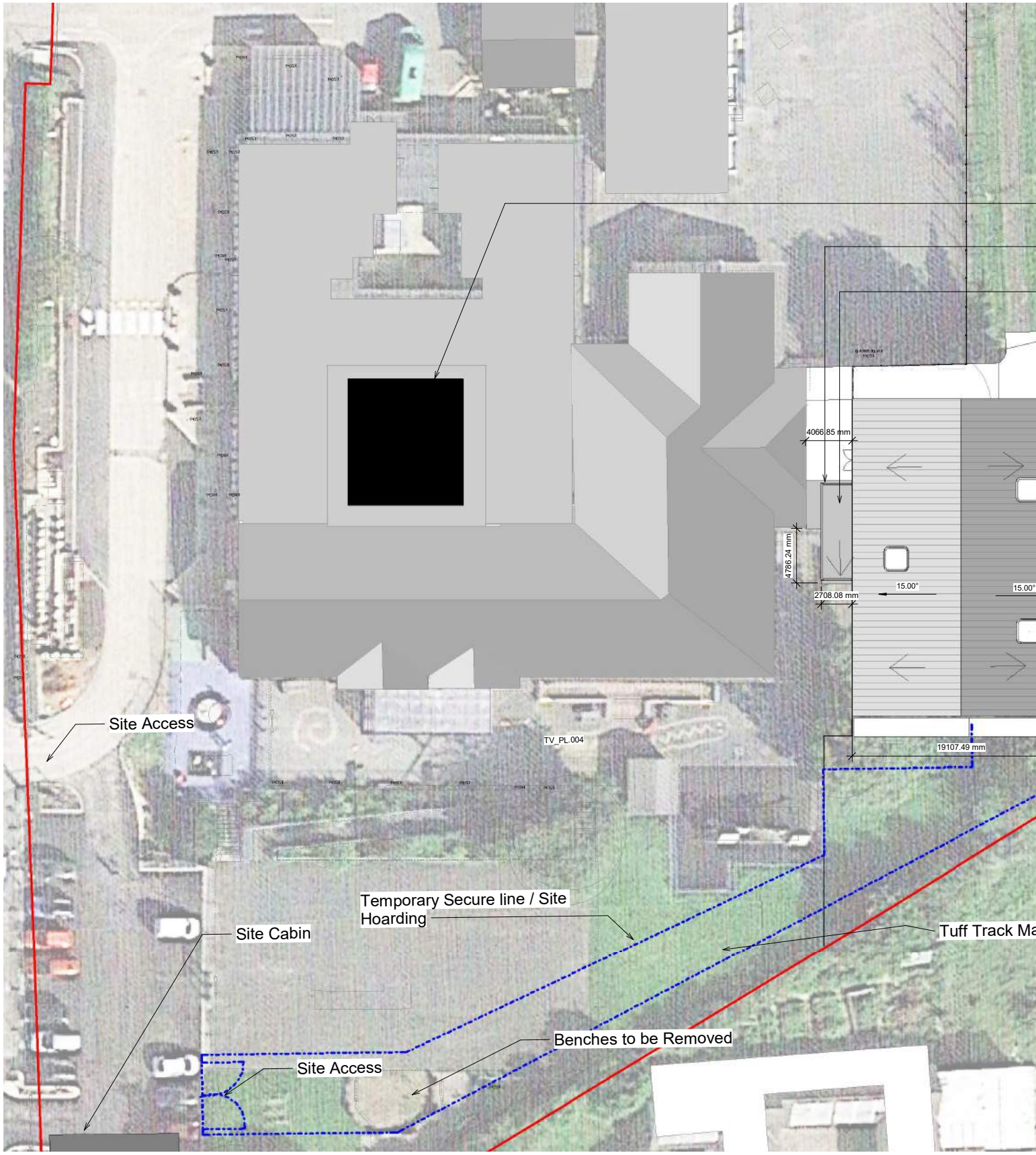
Regulatory Compliance & BREEAM:

- As a new build, the project will adhere to Building Regulations ACoP Part L2A.
- Engagements with Building Control will ensure alignment with prior proposals.
- Clarifications will be sought from Rossendale Borough Council regarding sustainability, energy, carbon emission, and BREEAM targets, as these could influence the proposed works.





PROPOSED LANDSCAPING



Site Access

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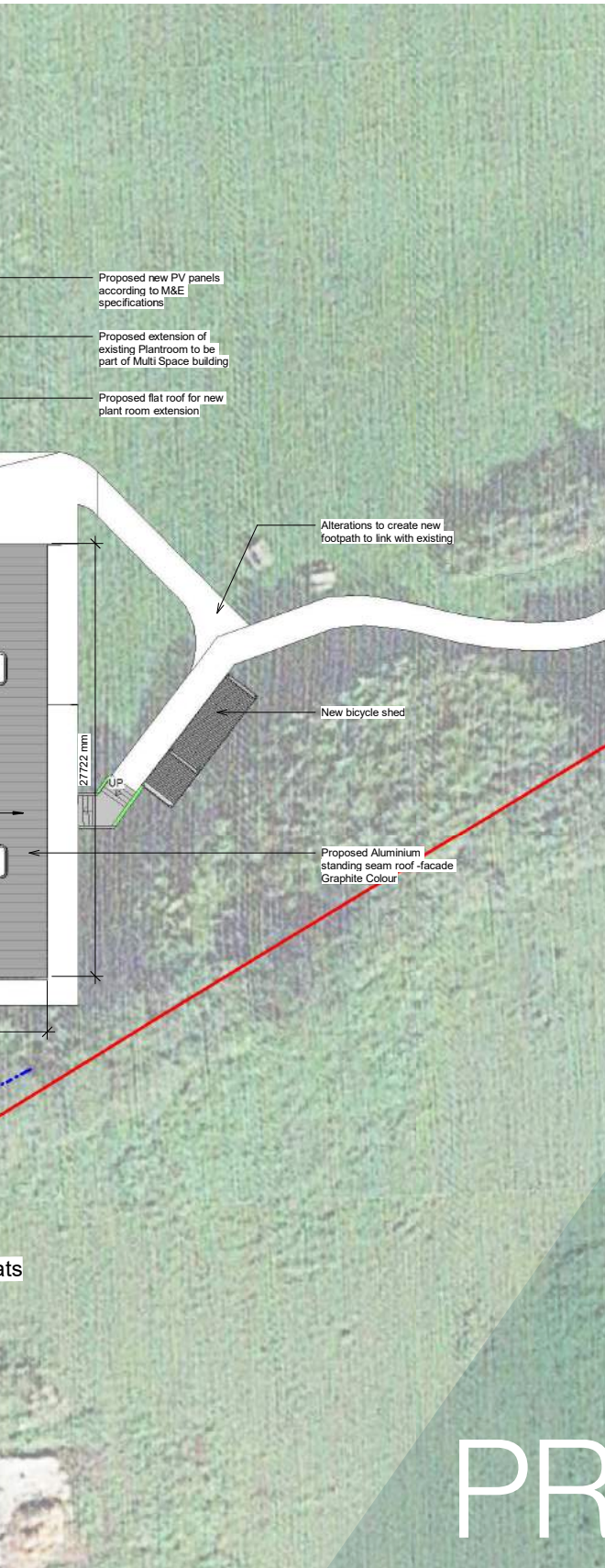
Site Cabin

Temporary Secure line / Site Hoarding

Tuff Track Ma

Benches to be Removed

Site Access



PROPOSED LANDSCAPING

Conclusion

- Summary of the main points of the report.

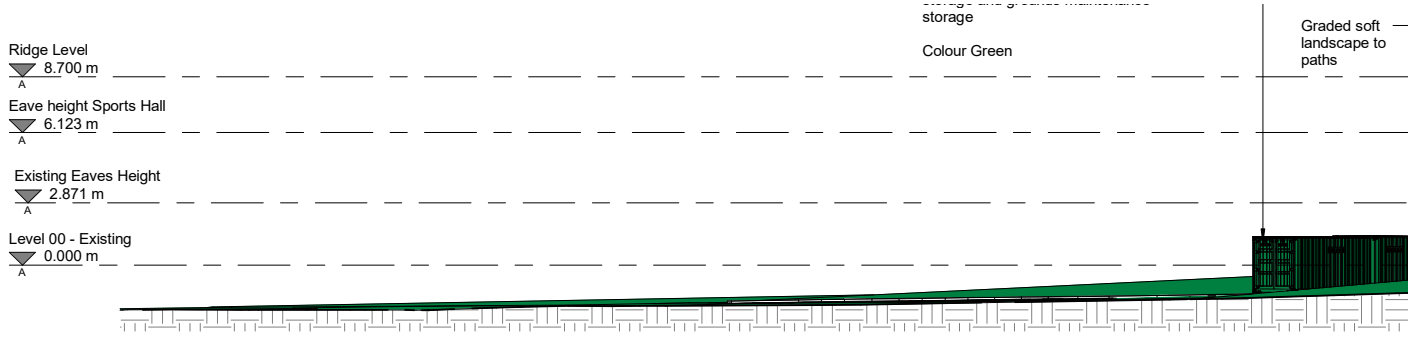
The new proposed building aims to enhance the school's existing facilities, particularly focusing on sports and physical education and performance. Given the school's dedication to catering to students with a wide range of special educational needs, the new development will be crucial in providing tailored facilities that can accommodate and support these students.

The primary feature of the new development will be a Large multi-functional space. This space will be instrumental in promoting physical activity among students, offering them a venue for both structured physical education classes and recreational play and performance.

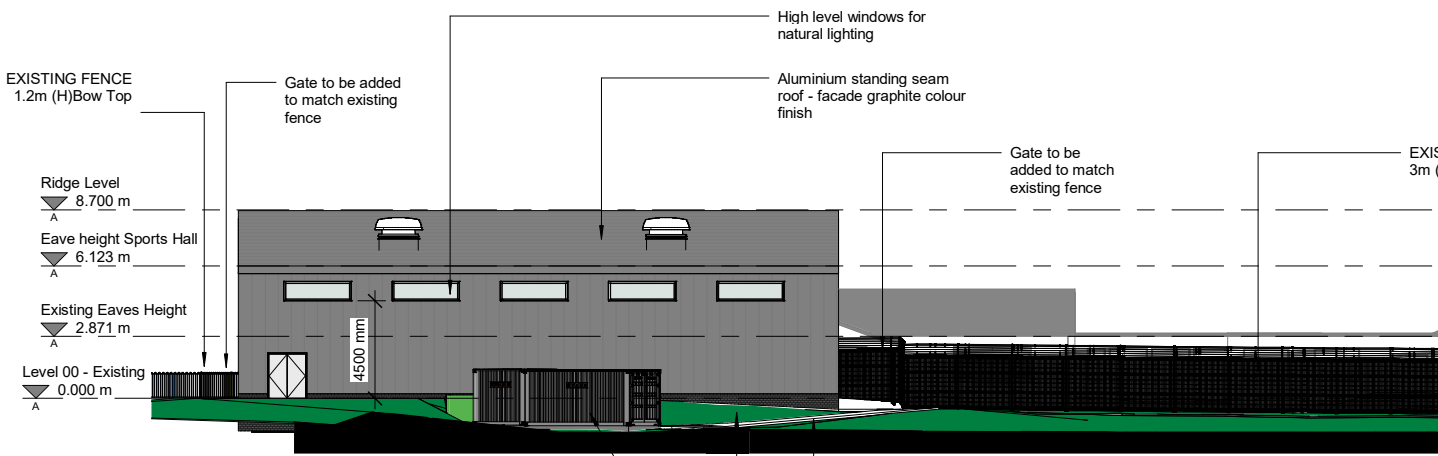
Additionally, the school's desire to incorporate trampolines into the space has been a significant influence on the design. Trampolining is not only a fun activity but also offers therapeutic benefits, especially for students with specific needs. The design will ensure that there's ample vertical space to accommodate trampolining, keeping safety as a paramount concern.

Future phases of the development will see the addition of toilet and changing facilities, further enhancing the usability of the space. The design also envisions a covered walkway, ensuring easy and weather-protected access between the main school building and the new building.

In essence, each part of the development has been designed with the school's unique student body in mind, ensuring that the facilities are not only state-of-the-art but also inclusive and tailored to the students' needs.



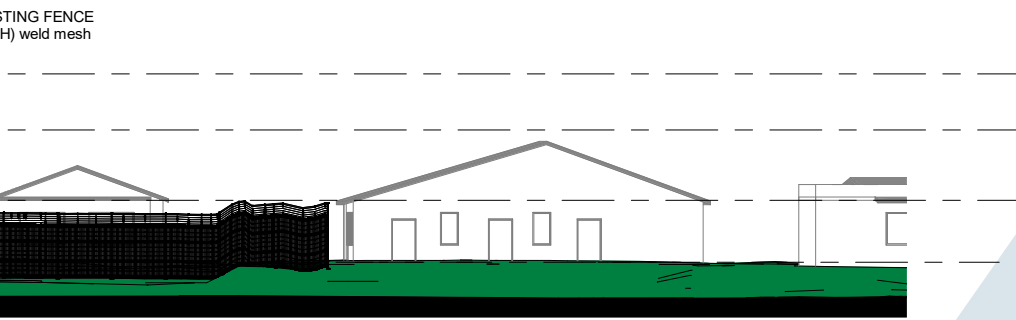
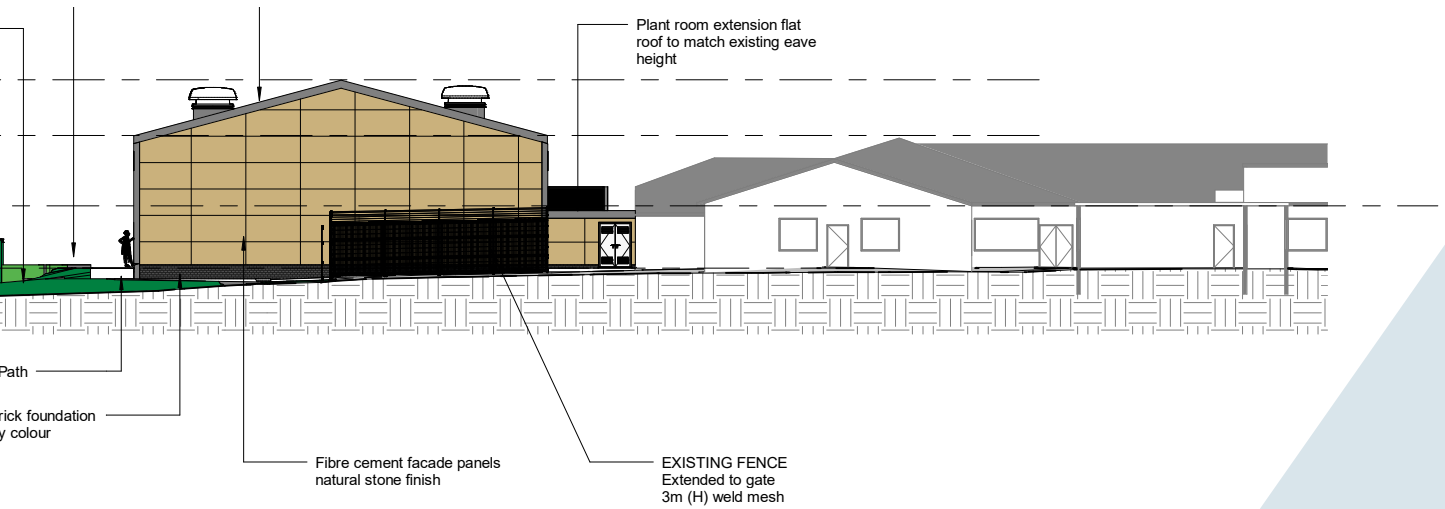
1 Proposed Site Elevation A
 1 : 200



2 Proposed Site Elevation B
 1 : 200

- Tarmac Path to be remodeled to graded landscape
- Graded soft landscape to paths
- Steel shipping container for bike storage and grounds maintenance storage
- Colour Green

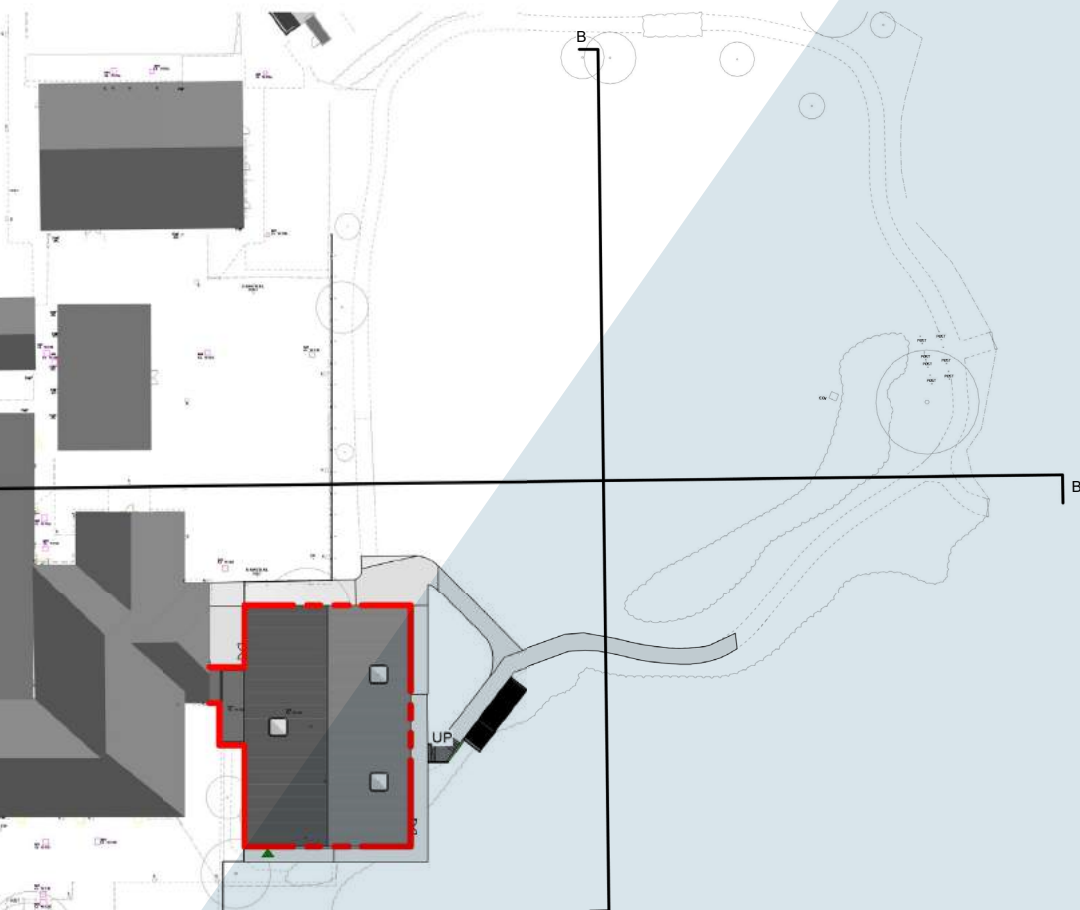




0 1m 2m 4m 10m



1:200





We approach every project with the same commitment to quality, excellence and integrity in all we do.