

MILLWOOD PRIMARY SPECIAL SCHOOL
NEW CLASSROOM BLOCK
DESIGN AND ACCESS STATEMENT
SEPTEMBER 2023



Bradshaw Gass & Hope LLP

Architects | Consulting Engineers | Quantity Surveyors
21 Silverwell Street Bolton BL11PR



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1.0 INTRODUCTION:

Millwood Primary Special School (MPSS) opened in April 2012 and has the following vision:

'Millwood will open up the world for our school family and community. Driven by our values we will ensure a magical journey and memorable discoveries through our aspirational, engaging curriculum. We will inspire confidence and a love of learning in a happy, safe and nurturing environment with respect for all'.

The school delivers to this vision to n 'outstanding' standard and quality and currently has 171 enrolled children.

This application is for the extension of the existing fully accessible provision to provide 7 new flexible classrooms and a multi-use hall with associated ancillary and non teaching areas and dedicated external play areas.

The proposals have been developed in close collaboration with Bury Council's SEN team to arrive at the proposed layout and extent.

1.1 Type of Application:

This document is to accompany an Application for Full Planning Approval for the proposed provision of a new 7 classroom block with multi- purpose hall and support areas and additional car parking on an existing site.

1.2 Location of the proposed development:

Millwood Primary Special School,
School Street, Radcliffe
Manchester M26 3BW

1.3 Description of the proposed development:

The proposed development is a single storey classroom block, designed to sit in context with the existing school buildings, in scale, proportion and general articulation. The roof is a profiled duo-pitch, built-up metal roof, to afford a good level of insulation, rain noise attenuation and to allow a pitch in keeping with the existing. A new circulation link connects the classroom block to the existing school and entrance.

The proposal is sited to the south west corner of the school site on an area that is currently mostly landscaped as informal and habitat area, with a small area of hard play area.

Walls are faced with brickwork, to fully match the existing brickwork and with emphasis placed on the projecting group rooms, to echo the form of the brick elements of the existing school. Two colours of brick are to be used to articulate and unify the elevations.

Full height aluminium framed windows allow light deep into the classrooms and hall areas and matching ventilation louvres, and panelling above, afford full height breaks in the elevation, to visually reduce the scale of the building and to continue the theme from the existing classrooms.

Each classroom has its own dedicated and secure play area with low level fences offering containment and security while affording views across the wider site and adjacent landscaping.

The proposals include provision for a corresponding increase in the on-site parking capacity and has been planned to allow the works to proceed with the existing school remaining operational throughout.

1.4 DATE OF PREPARATION:

September 2023

1.5 DATE OF ANY AMENDMENTS

This is the draft first issue of this document.

1.6 APPLICANT

ISG Construction Ltd

1.7 AGENT

Bradshaw Gass & Hope LLP
21 Silverwell Street,
Bolton BL11PR

2.0 REASON FOR THE PROPOSAL

The Special Educational Needs and Disabilities (SEND) reforms of 2014, aimed to link support for children and young people (aged 0-25) with SEND, across education, health care, and social care and was enacted through 'The Children and Families Act 2014'.

Inspections of the provision within Bury in 2017 and 2019 identified a lack of sufficient maintained specialist provision and Bury Council have worked with the DfE as an initial participator in the 'Project Safety Valve' programme to improve and increase the provision.

As part of this strategy, the application proposes the extension of the current provision at Millwood Primary Special School, to include 7 new dedicated classrooms and a large multi purpose space/classroom/hall along with associated ancillary facilities and further specialist therapy provision which will also enhance the whole school therapy provision.

This is proposed in a new classroom extension, linked to the existing circulation and school, and located to the south west corner of the existing school site. Dedicated play areas are accessed off each class-base and these are enclosed with low level fencing as the existing classrooms.

The classroom block extension will allow provision for an additional 70 pupils within the school in classrooms designed to be flexible to adapt to varying pressures for numbers, age and SEND requirements within the Borough.



3.0 THE SITE

The site is within the curtilage of the existing Millwood Primary Special School in Radcliffe and approximately 2.5 miles south west of Bury town centre. The school was opened in April 2014 as a dedicated SEND school for the Borough of Bury.

The site is bounded to the south by the continuation of School Street, which is the entrance to the school site.

There is a residential area to the south of the site and a residential development is planned for the brownfield land immediately to the east. An existing belt of trees to the south west boundary has been supplemented to extend the screening and sheltering function around this exposed corner of the site.



The now derelict Manchester, Bolton and Bury Canal defines the boundaries to the west and north of the site and is a valuable community footpath amenity as a green corridor and separates the school site from the commercial developments directly to the west.

The school is largely surrounded by areas of open grass and habitat areas. To the north of the site there is a MUGA facility and dedicated play area that serves the whole school. The east side of the school forms the main entrance, parking, drop off and pupil arrival functions of the school and is designed around a vehicular one way system. This currently caters for 115 parking spaces, including 8 disabled spaces and drop off provision for 6 minibuses. 3 of the spaces are allocated for visitors and one for the Head Teacher.

The existing school has a contemporary aesthetic with profiled metal pitched roofs and walls articulated with elements of brick, render and glazed curtain walling, breaking up the horizontality of the long classroom blocks. A central clad hub unites the classroom wings with the therapy, communal and staff accommodation.

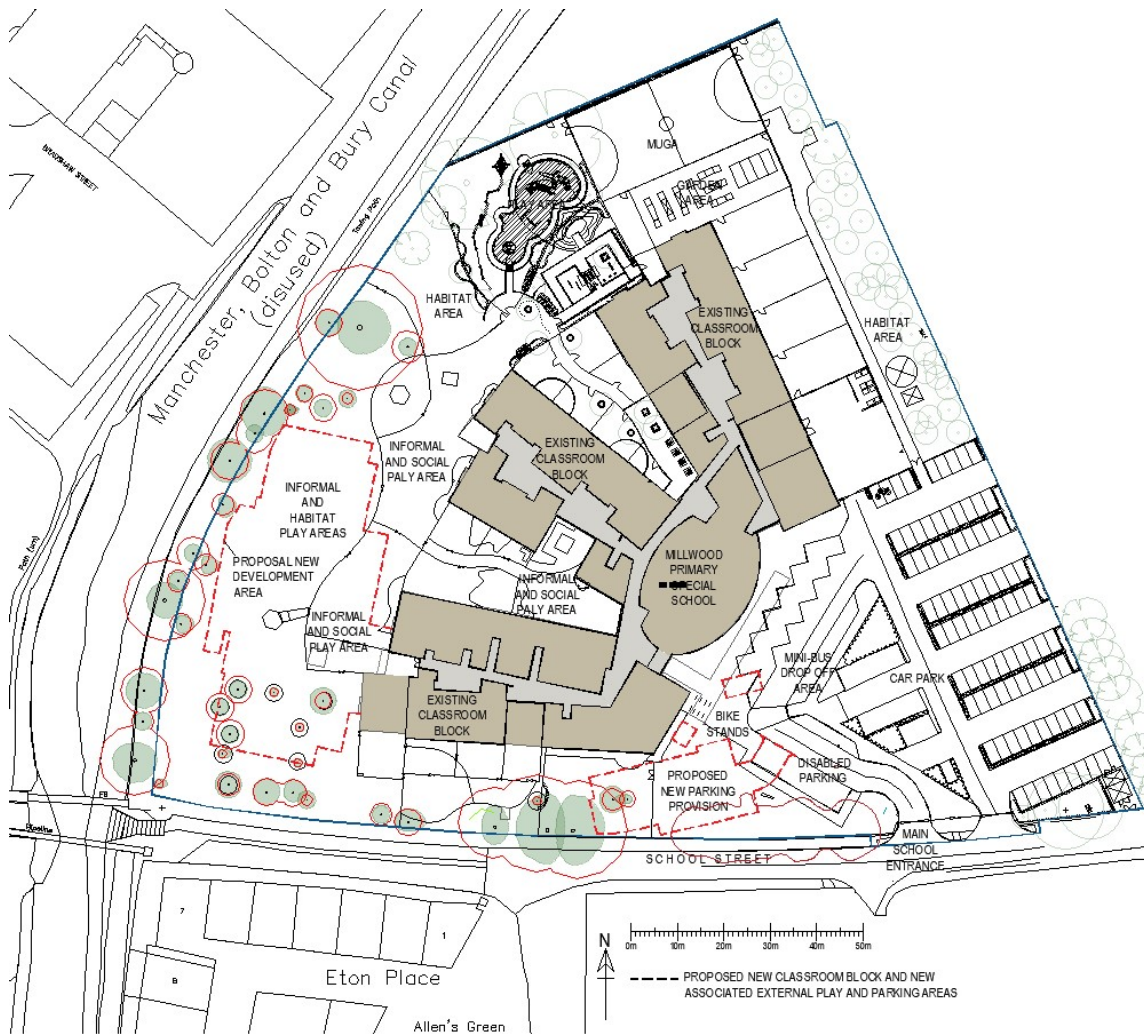
3.0 THE SITE - Continued

The proposed development is principally the area to the south west of the school site. This is currently an area of open grass soft informal play use and a small section of hard play use.

The new classroom block (shown with a dashed line) will align itself with the north face of the existing south classroom wing and will form a partial enclosure of the existing play area, between the Early years and key stage 1/2 accommodation.

A section of the open grass area to the west of the main school entrance will be adapted to allow the provision of 22 new car parking spaces, including two new disabled spaces to offset two that will be required to form the new road to the spaces (a net total of 20 additional spaces).

A proposal is also to provide an additional bike store and an additional mini-bus drop-off bay as part of the extended provision. This replaces an existing car pull in space so the final net gain of spaces will be 19.



The new accommodation has been designed and sized to retain the existing belt of trees to the perimeter of the site but will require the removal of some newer planting installed as part of the original school development.

The additional parking provision, to the west of the school entrance, has provision for the turning of vehicles at its end, to prevent vehicles from reversing onto the access road.

4.0 PROPOSED USE

The site is already in use as part of the Millwood Primary special School and is an established use in this location.

The use will support a key strategic aim of the Borough under the Bury Council's 'Sufficiency Strategy,' to deliver an increased SEND provision, of high quality and locally within the Borough. This will also help to meet a growing demand for placements at the school.

The use of the site as a Special School is well established and fits well into the demographic, at the periphery of the town but will good transport links to Radcliffe and Bury.

The ability to provide additional parking within the existing site will avoid the need for on-street parking for staff vehicles and the school has well designed and managed drop off and collection facilities that will also be extended, within this application, to accommodated the additional numbers.

The Millwood site's location is such that the building of the new classroom block can be carried out with the existing school remaining operational throughout.

There is an on-going programme of roof and structural remediation works progressing at the school, due for completion in 2025, and the same contractor, ISG, has been commissioned for both projects. This will bring the advantage that ISG are familiar with the operation of the school and can co-ordinate operations on site to address the needs of the school and pupils. This will also allow the new SEND provision to be delivered while the other works are progressing.



The school site in context. It is proposed that the new classroom block is built on the grass area to the lower left of this image.

5.0 AMOUNT

The proposed classroom block has been developed to replicate the classroom and ancillary arrangement that has proved successful around the existing school, providing continuity of provision and surroundings for the pupils.

The general arrangement is that each pair of classroom is separated by its own group room and food preparation room and has shared access to a hygiene suite and storage area. This provides an acoustic buffer between the rooms and provides a recognisable arrangement to all classrooms within the school. These are in one of two hands and dedicated cloak storage is provided within the adjacent corridor areas..

The classrooms have an area of 62 sq. metres and corridors are generally over 2m wide to provide the spacious and open area in support of the use.

The overall area and number of classrooms has been controlled to ensure that there is an appropriate perimeter area for dedicated out-door play areas to be apportioned for each class and with a low fence separating it from a landscaped belt and perimeter beyond and from the adjacent areas.

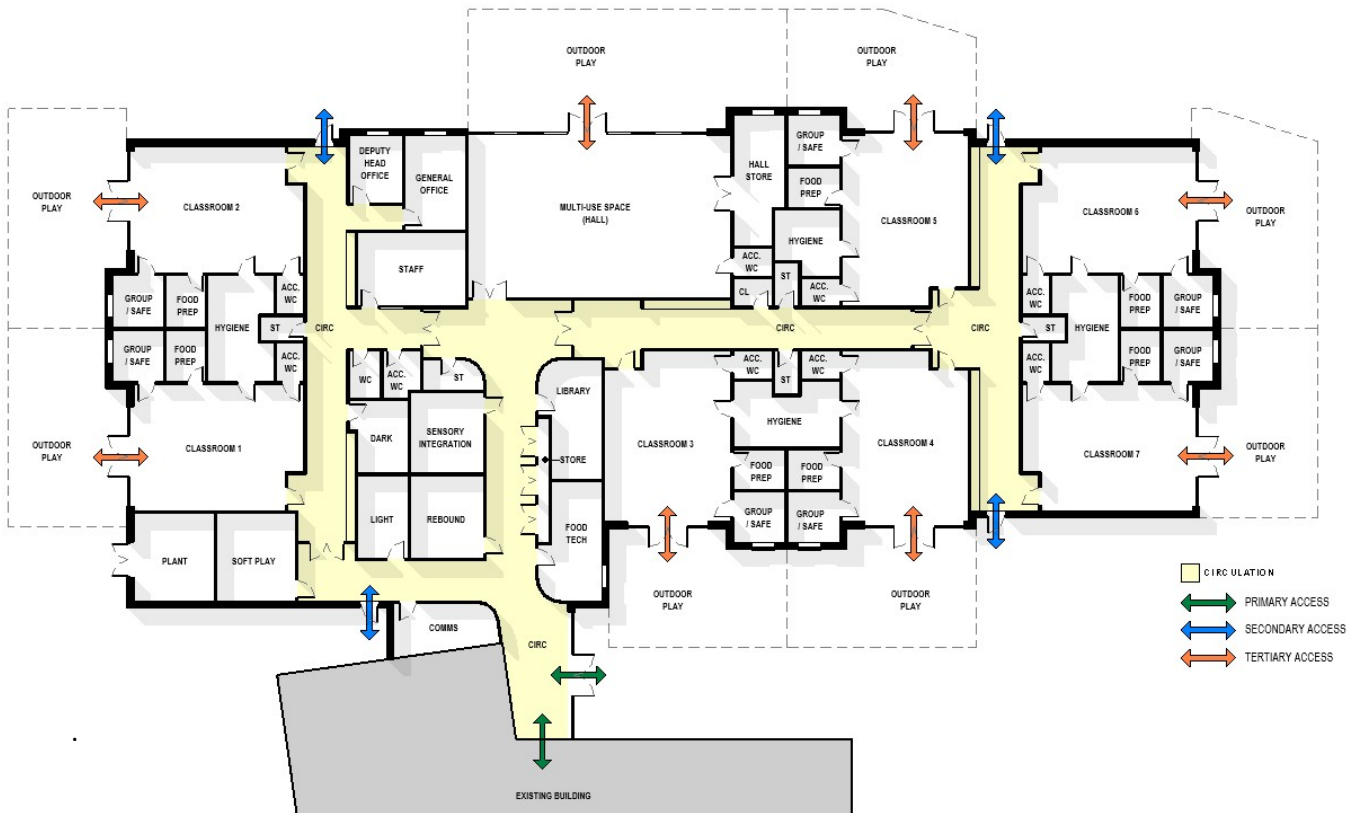


A dedicated staff room and staff accommodation has been provided to support the increase in staffing and pupil numbers.

The new classroom block also incorporates a large multi purpose hall and storage as an amenity for the new classes and the wider school use. Additional therapy provision is also included in the form of a library, sensory interrogation room, rebound room, soft play room and food technology room.

A direct link, as an extension to the early years corridor, allows access from the main school entrance and the sharing of facilities within the wider school. There is also managed provision for children to enter/egress through the main corridor final exit doorways. The school and extension will have level, unobstructed access throughout and all doorways will offer level thresholds to afford unrestricted access to the outdoor areas.

6.0 LAYOUT - CIRCULATION



Proposed layout – turned through 90 degrees for clarity of description and as approached from the main school entrance (from the lower side of the plan).

The layout takes its form from the existing classroom blocks with paired classrooms and associated ancillary accommodation, grouped around a central set of corridors. The classrooms, hall and group rooms exploit the external views and daylight factors while therapy rooms, food prep, stores and hygiene suites are located to the central areas of the plan, some with natural lighting via skylights.

The link corridor from the main entrance leads into a communal area of the new classroom block, with direct access to staff accommodation and therapy rooms, including soft play, rebound, sensory integration and light rooms. There is also direct access into the library and food tech rooms and to the multi use hall to the west face of the building. Following from these areas, the corridors provide access into the classroom areas and provides circulation for access, cloak storage and escape.

There is access from the link section of the corridor to the west side of the school for access to the external play areas and all corridors lead to final exit doors.



6.0 LAYOUT – CLASSROOMS AND OTHER TEACHING AREAS



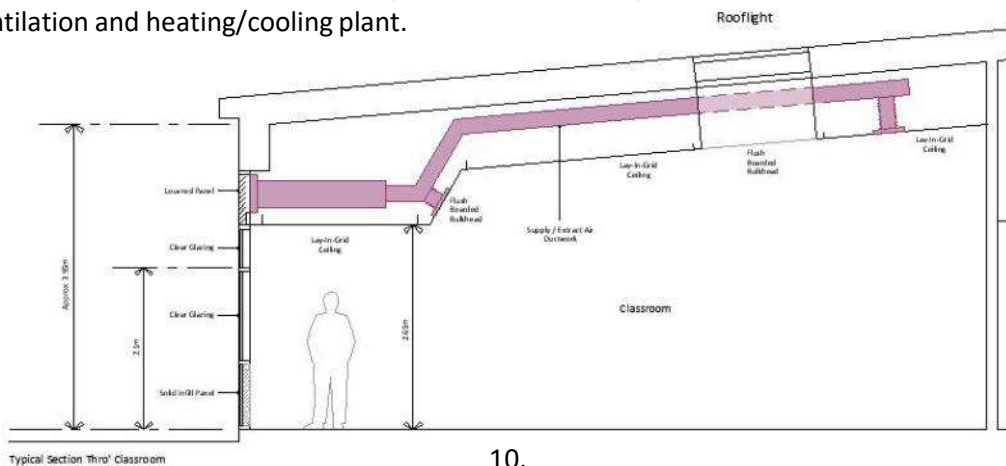
Proposed layout – turned through 90 degrees for clarity of description and as approached from the main school entrance (from the lower side of the plan).

This layout shows the distribution of teaching spaces, including the multi purpose hall, which provides for flexible use. Each classroom, and the multi purpose hall, has direct level threshold access to its own secure outdoor play/activity area. There is also access to the shared soft and hard play and habitat areas to the west of the school.

The paired class bases have two hands of orientation, due to their being paired around ancillary accommodation and there are also two variations in relation to the roof form. Classrooms to the east and west (lower and upper faces of the above) have sloping ceilings that fall towards the window, with a bulkhead above the window for heating/ventilation plant to serve that individual classroom.

The paired classrooms to the north and south (right hand and left hand faces above) have sloping ceilings that slope across the room from side to side, with the same bulkhead detail against the window wall.

The general profile of the classrooms is such that the ceiling slopes with the roof line and that there is a bulkhead against the external window wall for ventilation and heating plant, specific to that room. Louvres on the external elevation, above the windows, serve the inlet and outlet ducts for the ventilation and heating/cooling plant.



6.0 LAYOUT – SANITARY PROVISION



Proposed layout – turned through 90 degrees for clarity of description and as approached from the main school entrance (from the lower side of the plan).

Sanitary accommodation to serve the classrooms and staff, is located to the central areas of the building with mechanical ventilation and lighting. This arrangement allows all of the teaching and non teaching areas to have natural daylight and views onto the surrounding landscape and play areas.

6.0 LAYOUT – ZONING



The corridor arrangement allows the classrooms to be identified within particular zones of the building, with a communal core, a discreet cluster of classrooms that can be accessed via their own corridor (Area 1) and further classrooms that share a corridor (Areas 2 and 3).

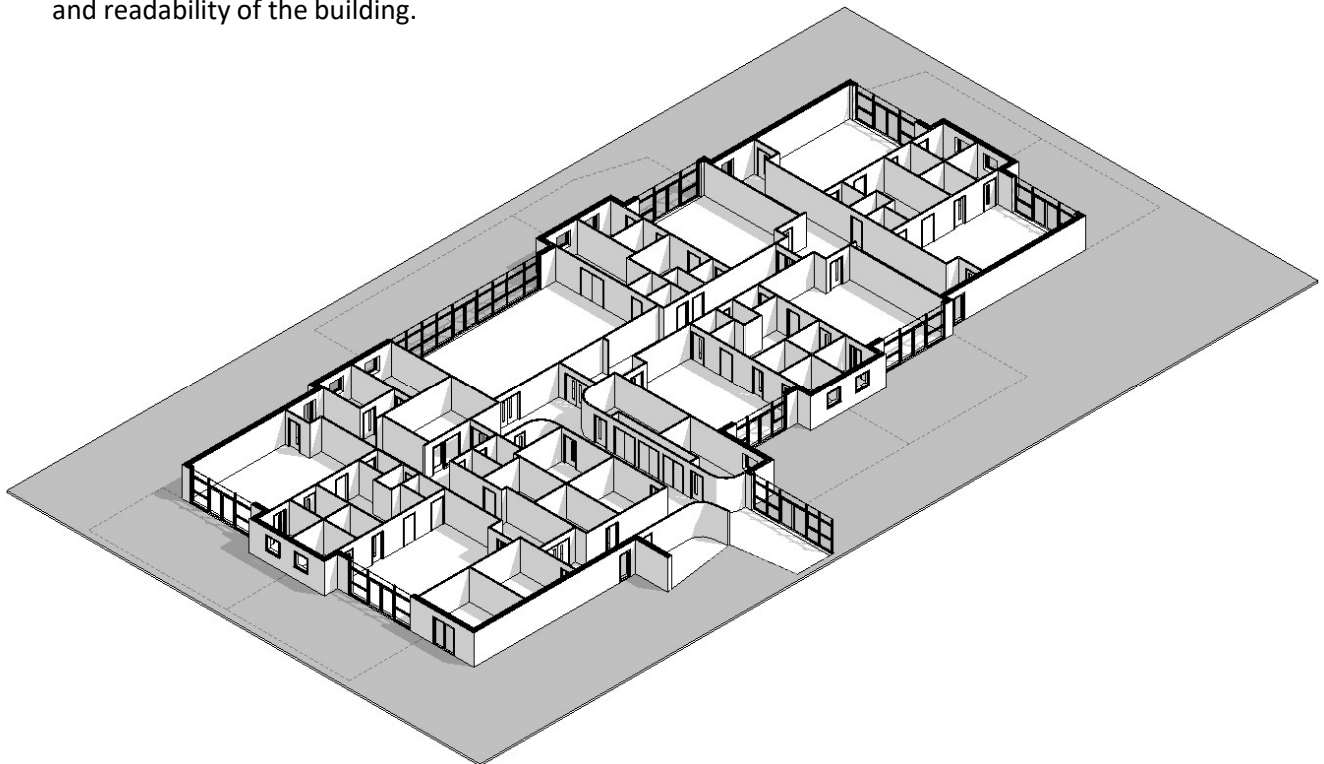
6.0 LAYOUT – OVERALL LAYOUT



Overall layout

The overall layout provides a well integrated and configured arrangement of teaching, non-teaching , circulation and specialist teaching accommodation, extending the existing school provision and supplementing it with additional therapy and resource areas.

The internal layout is expressed externally in the wide open glazed windows of the classroom areas, the more enclosed brick group room areas and the doorways marking the ends of the internal circulation routes. This echoes the articulation of the existing elevations and gives a clarity of function and readability of the building.



Architectural floor plan of a building with dimensions. The plan shows a complex layout with multiple rooms and corridors. Key dimensions are labeled:

- Overall width: 17.4m
- Overall height: 9.9m
- Room dimensions (from left to right):
 - Top left: 6.0m x 11.6m
 - Bottom left: 6.0m x 10.3m
 - Top right: 6.0m x 9.9m
 - Bottom right: 6.0m x 9.7m
 - Bottom center: 6.0m x 9.7m and 6.0m x 9.9m

external ground level. (Refer to plan for Key)

North Elevation

2 1 3 4 1 2

8 7 6

5555

7.0 SCALE - Continued

The dimensions and layout of the proposed classroom block, and its accommodation, have been adapted to allow the extension to fit comfortably within the available site area, and leaving a fringe of landscaping around the south and west boundaries and sufficient room for a habitat path to link the different parts of the site.

This has been achieved by making the corridors a little narrower, but also shorter than the existing to minimise the effect of the narrowing between the wider areas. Door reveals to classrooms are set into the classroom, creating wider sections along the corridor and allowing borrowed light from within the classrooms to illuminate the reveals to bring daylight into the corridors.

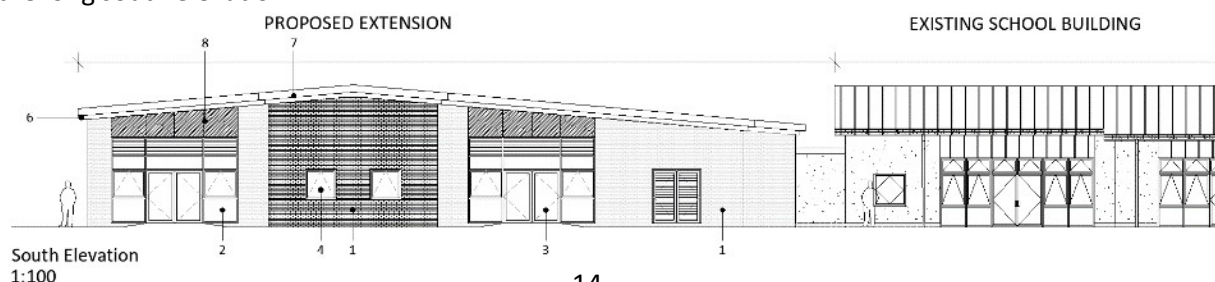


The widened resource and cloak areas of the existing school corridors have been omitted and the multi purpose hall, library and additional therapy rooms offer alternatives as part of the daily curriculum.

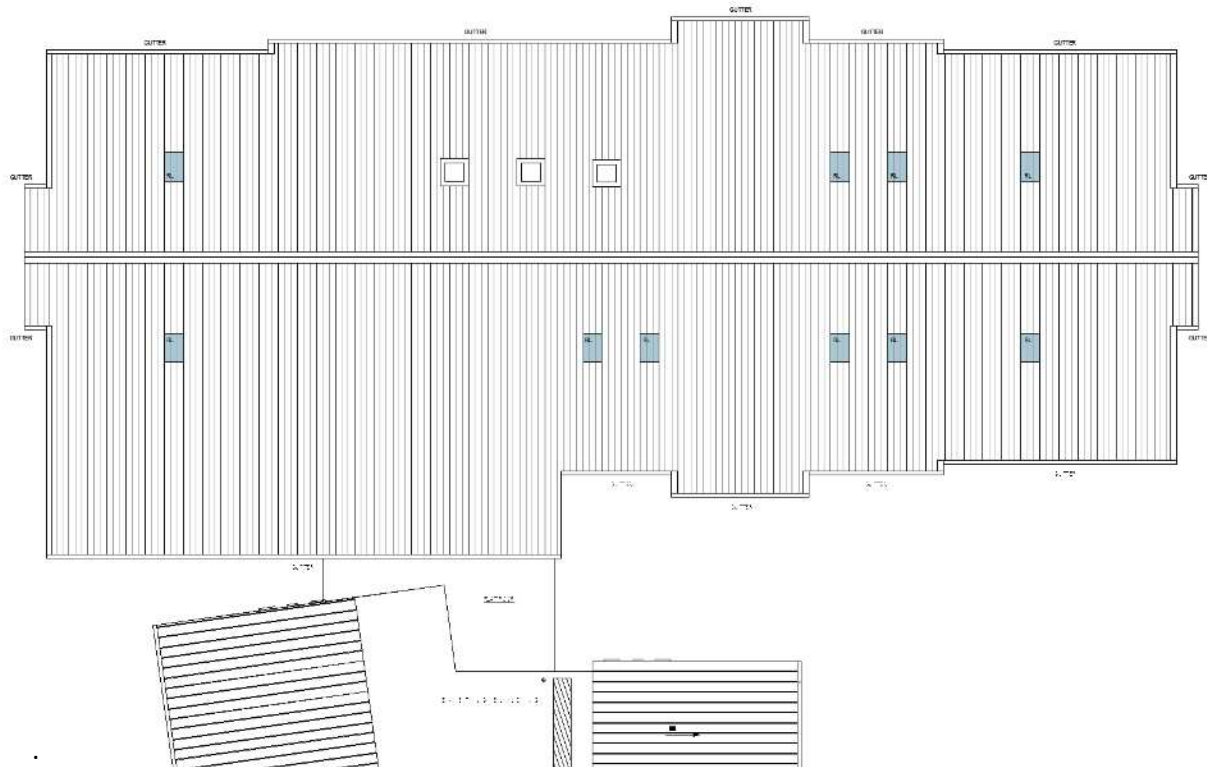
The tailored plan has been developed in consultation with Bury education Department and is seen as an appropriate measure in response to the available site.

The loss of external soft play and habitat space has been offset by the creation of the additional therapy rooms, the shelter given to the early years courtyard and the large, multi-use hall which offers usable and flexible space at all times and is not restricted by the weather. These are whole school resources.

The proposed extension has a ridge line that runs approximately level with the existing and that is turned through 90 degrees to form a natural end to the south elevation. The link corridor is set down between the existing and new elements to articulate the connection and to form a potential secondary entrance and link to the west of the school. The brick gable also acts to resolve the end of the long south elevation.

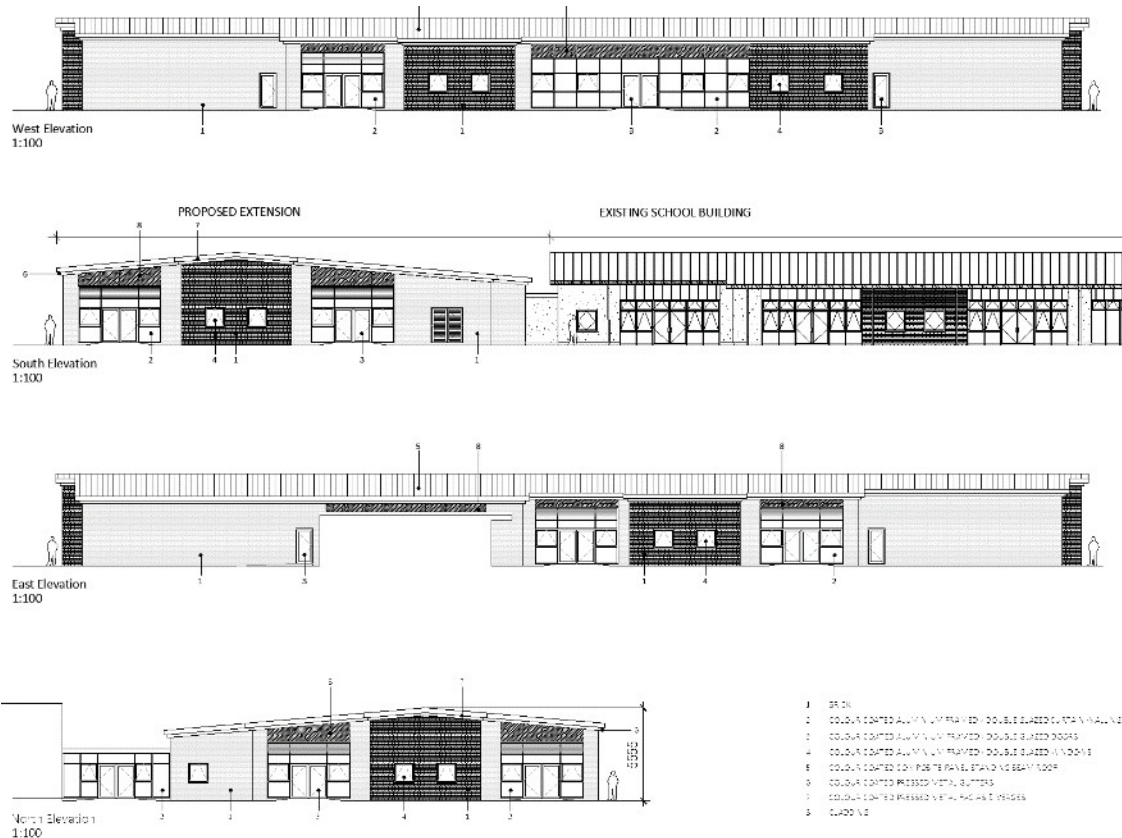


7.0 SCALE - Continued



The new roof has its ridge and general eaves level at approximately the same height as the existing, affording a continuity of elevation. The pitch, however, has been adjusted slightly to achieve this as the new extension is not as wide as the original roof. The length of slope of the north half of the roof (right hand side above) is very close to that of the pitched sections of the existing roof.

The image above shows the location of rooflights and of the wind catchers to the multi use hall. These will be developed during stage 4. The image below shows the general scale and massing.



8.0 LANDSCAPING

The new extension has been located to retain the existing landscaping and kerbed grass areas around its footprint. New low level fences have been located outside the landscaped classroom outdoor play areas and these are located in the existing grass surround. These are to match those of the existing school.

Green space has been maintained around the extension to allow access and the development of an habitat area.

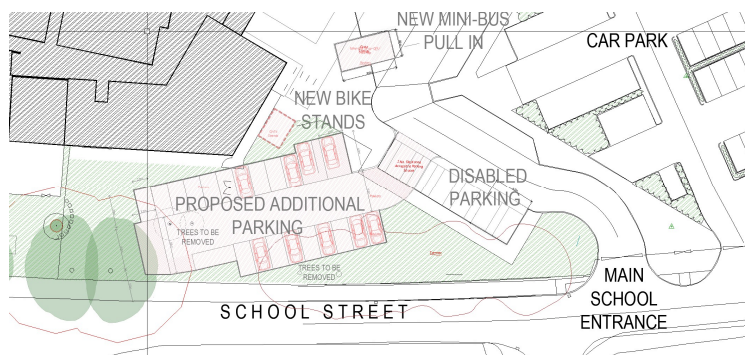
Several small trees have had to be removed to allow the construction of the new classroom block and car parking area. These were largely planted at the time of the building of the original school.



A timber covered pagoda, that is to be removed to allow the building of the new classroom block, is to be re-located to the north of the new extension.

The school will still have a significant area of formal and informal play areas and some of the remaining areas can be developed in the future into habitat areas and for curricular use. Additional parking is proposed for 22 vehicles (Including 2 disabled spaces to offset the loss of two spaces to create the access to the new parking). A further car pull in-drop off space is lost to a new minibus bay. This gives a net gain of 19 spaces and an additional minibus pull in area and bike storage.

The proposed new parking area is to be located in the grassed area to the left of the school entrance gates and an access is to be created out of two of the existing disabled vehicle bays. These are to be replaced in the new parking area



9.0 APPEARANCE

The existing school is in the form of three principal classroom and specialist teaching wings radiating from a central hall, administration specialist teaching and entrance hub. There is a very clear visual hierarchy of elements with the hub raised above the rest of the circulation in a distinctive oval form which also articulates the internal circulation.

The hub has a cladding facing and the nominally flat roof areas that flank it and link it to the classroom wings is rendered in a clean white and restricted pallet of forms.

The long wings are articulated visually to break down their length into elements of a smaller and more vertical nature, creating a smaller scale of events along the elevation.

Open curtain wall glazing defines each classroom and is extended full height with cladding panels to the upper section, echoing those of the hub.

Group rooms and some specialist teaching areas are faced in bold panels of brickwork and are carefully proportioned to provide balanced and bold static points in the linear elevation. As with the entrance hub and circulation, white rendered walls articulate the remaining sections of the classroom elevations, providing a reference back to the entrance hub and preserving the clarity of the classroom and brick faced elements of the elevation. End gables are rendered , providing a visual completion of the wing in reference back to the hub at the entrance end of each.

A clean profiled metal pitched roof unites the elements and completes the limited pallet of materials. The result is a well composed and visually attractive elevational treatment that breaks down the scale of the building to a scale that respects the size and individuality of the users and has a very clear expression of function.



The existing school viewed from the north west.

The roof of the existing classroom wings is split into two facets, separated by, and concealing from view, a flat roofed service zone.

The proposed extension extends at a right angle to the south of the radiating classrooms (to the right of the image above), partially enclosing the early years courtyard and play areas. A flat roof link connects the new to the old while retaining a clarity of composition and creating a natural point for access to the existing outdoor areas.

9.0 APPEARANCE Continued

The form of the proposed new link is designed to complement and sit in unity with the existing school while blending into the existing site area.

The form picks up on that of the existing classroom blocks to ensure a parity of design.

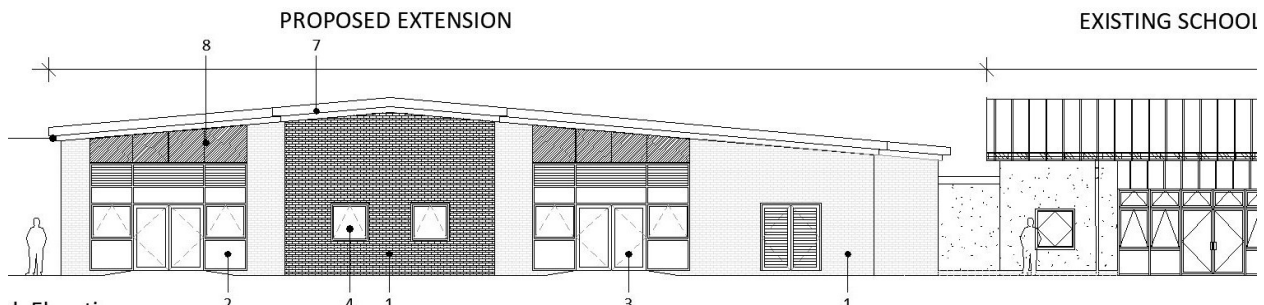
The roof is a single duo-pitch built up profiled metal roof which extends to cover the accommodation but is pitched to do so within the same height as the existing, so that there is visual integrity between the two.

The link block is set lower with a flat roof to provide an interface between the new and original roofs and to retain a clarity of expression of each.

The same language of materiality and expression is used within the elevations. Classrooms are expressed through full height aluminium curtain walling windows with cladding panels above, as the existing. Louvre panels above the windows allow each class to have its own dedicated heating ventilation, housed within a bulkhead in the classroom, to maximise flexibility.

The group rooms are expressed by projecting their end gables forwards of the building line and the use of a bold and well proportioned brick panels provides a visual point of focus and colour along the elevation.

As the new building is closer to the canal and to the mature trees that flank the west boundary, the linking wall component is to be formed in a contrasting and lighter brick, rather than render, to unite the classroom and group room elements into a cohesive elevation.



The location to the south west corner of the site retains the full integrity and scope of the outdoor formal, informal and habitat areas to the north and the scale of the building allows this to extend around the new classroom block.

Enclosed outdoor play areas to each of the classrooms will be detailed to provide opportunities for soft and hard play and for social interaction in a safe and secure environment. The space will be surrounded with low fencing, to fully match that of the existing classrooms. This will allow the outdoor area to become an extension of the classroom.

The profiled metal built up roof will be coloured to match the existing as closely as is possible. Rooflights/sunpipes will be installed to provide daylight to deep plan areas of the classrooms and windcatchers are proposed for the new hall.

10.0 ACCESS

Access to the site: Dedicated disabled parking and drop off points are located adjacent to the main school entrance and these are being supplemented to accommodate the increased numbers that are associated with the new classroom block, in accordance with the recommendations of the transport assessment.

The site is accessed by minibus at controlled timings and there are parent drop off points and staff parking for 115 vehicles (including the six minibus spaces). The new proposals will give an overall increase of 19 spaces (allowing for two spaces that are to be lost to the new parking access road and one drop off point that will be lost to the new minibus parking bay), giving an overall total of 134 spaces (including 8 disabled spaces).

The school travel plan will encourage sustainable access to the school through various schemes and incentives as outlined in the Transport plan.

Access to the site is good with dropped kerbs, tactile paving and uncontrolled crossing points and are of good quality and well lit and a defined safe pedestrian route to the entrance.

Millwood Primary School is considered to have appropriate links with public transport to take advantage of existing transport infrastructure. The nearest bus stop is 400m from the school entrance.

Access within the building:

The new classroom block will be accessed via the main school entrance and corridors but also has several points of access to allow more flexible, managed use.

The proposed extension is designed to create a fully accessible facility for the SEND children and staff that will use and enjoy it. The building has a level floor plate throughout and has accessible level thresholds to all doors and associated graded paths.

Corridors are relatively wide and there will be clear visual contrasts to allow quick identification of walls, doors, circulation routes and class bases etc. This will be aided by appropriate signage and will match the strategy used throughout the existing school. There are also wider areas and quiet spaces off routes.

There are exits to the ends of all corridors and from each of the classrooms and the multi use hall.

The internal corridors are sub-divided to maximise options for escape routes in case of a fire so that all areas are accessible.

Accessibility through appropriate ancillary accommodation and support facilities and services:

All classrooms have adjacent hygiene rooms and there are disabled toilet facilities off the corridor as well as to each classroom.

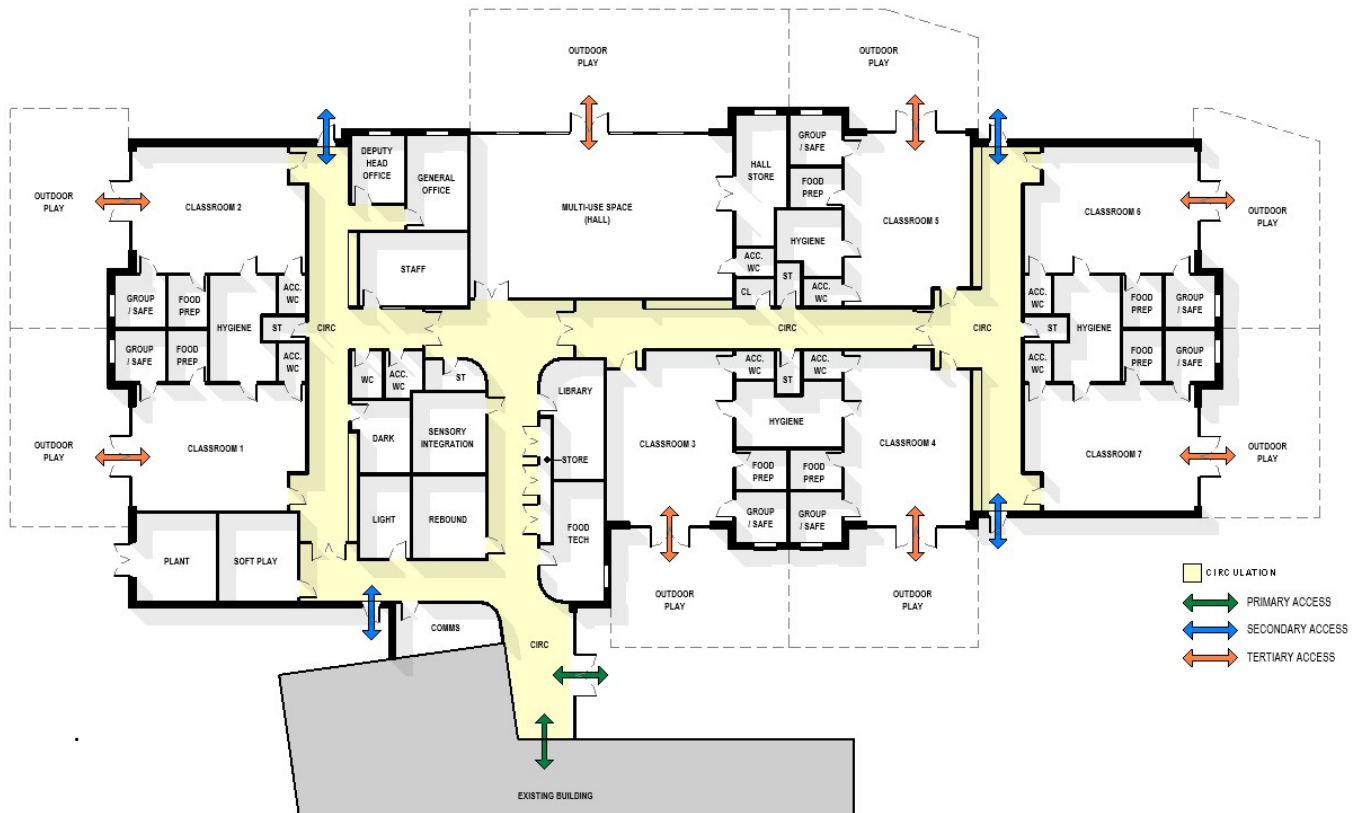
A hoist strategy is followed to allow pupil access around the classrooms and within the hygiene suites.

The classrooms have full height glazed screens, to afford good daylight factors and these provide a strong visual link between the internal and external teaching/play areas. Natural daylight is also introduced into the back of the classrooms through rooflights/sunpipes.

Lighting and heating are being designed to support the SEND use and this will also impact upon the choice of decorative finishes to provide a light and airy internal environment with a good level of control of light levels .

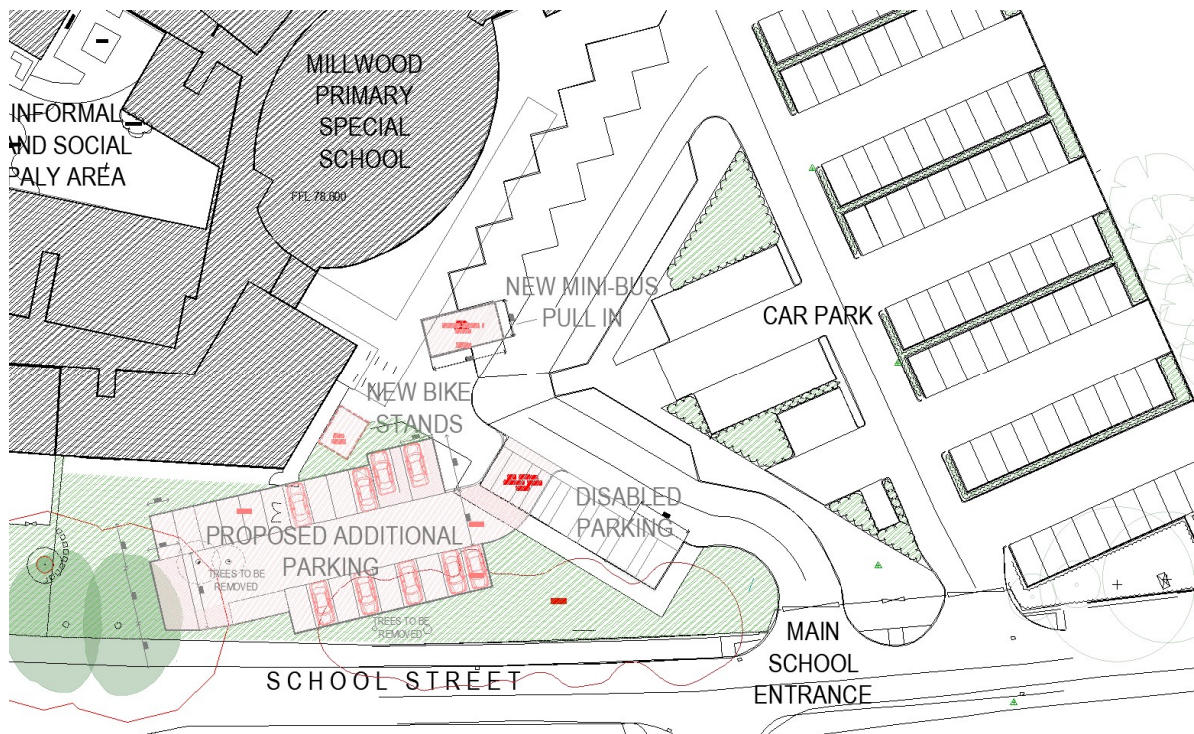
The new classroom block introduces new therapy suites to support those with SEND and is a resource, along with the existing facilities, that is available to the whole school.

10.0 ACCESS - Continued



Proposed layout – Wide corridors allow good access around the new facility and the potential to manage the flow of pupils to different areas. There are level thresholds to all corridor and classroom / hall exists.

The new corridor is enclosed at the link with the existing to provide complete accessibility without the need to leave the building. This also opens up all of the schools other resources for use. There is an existing extended entrance canopy to protect pupils from the minibuses into the school. The new parking retains the current number of disabled parking spaces.



11.0 Design Standards and guidance followed to prepare the Design and Access Statement

This Statement has been prepared with cognisance of the guidance released by the Design Council as a CABI publication 'Design and Access Statements'

Millwood Primary Special School: The layout of the new extension has followed largely from the success of the existing school layout and the tailoring of this to fit the extension comfortably into the available site area while retaining the qualities of space and light and the amenity of the classroom environment.. The number of classrooms has been determined by the site.

Building Bulletin 102 – Designing for disabled children and children with special educational needs:

The proposed extension has been designed in the understanding and spirit of this document and to provide a high standard of environment and facilities to support the joy, inspiration, support and encouragement of the SEND pupils and to meet the school's vision. The design seeks to create opportunities for zoning to ensure that the pupils feel safe and secure according to their needs. The new resources will combine with the existing to offer the pupils a variety of options for engagement, learning and interactions. The wider school environment and site creates a variety of areas and opportunities for both formal and informal social and recreational activities in addition to habitat areas and outdoor teaching resources.

Building Bulletin 104 – Area Guidelines for SEND schools –

Curtins – Interim Travel Plan – Rev 03

Curtins – Transport Statement – Rev 04

Lambert Smith Hampton – Planning Statement