

Star Radcliffe Academy Design and Access Statement



Star Radcliffe Academy

Design and
Access Statement

2023.00187.000

Bury Metropolitan BC
September
2023



Version	Issue Status	Version date	Dr By	App By	Comment
P01	Planning	04 September 2023	EB	IK	

Project Team

Client	Department for Education
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Introduction

1.1 Executive Summary

This design and access statement has been prepared on behalf of Morgan Sindall to accompany the application for approval for the Star Leadership Academy, Radcliffe's new 5-form entry 750 place, 11-16 secondary school at Spring Lane.

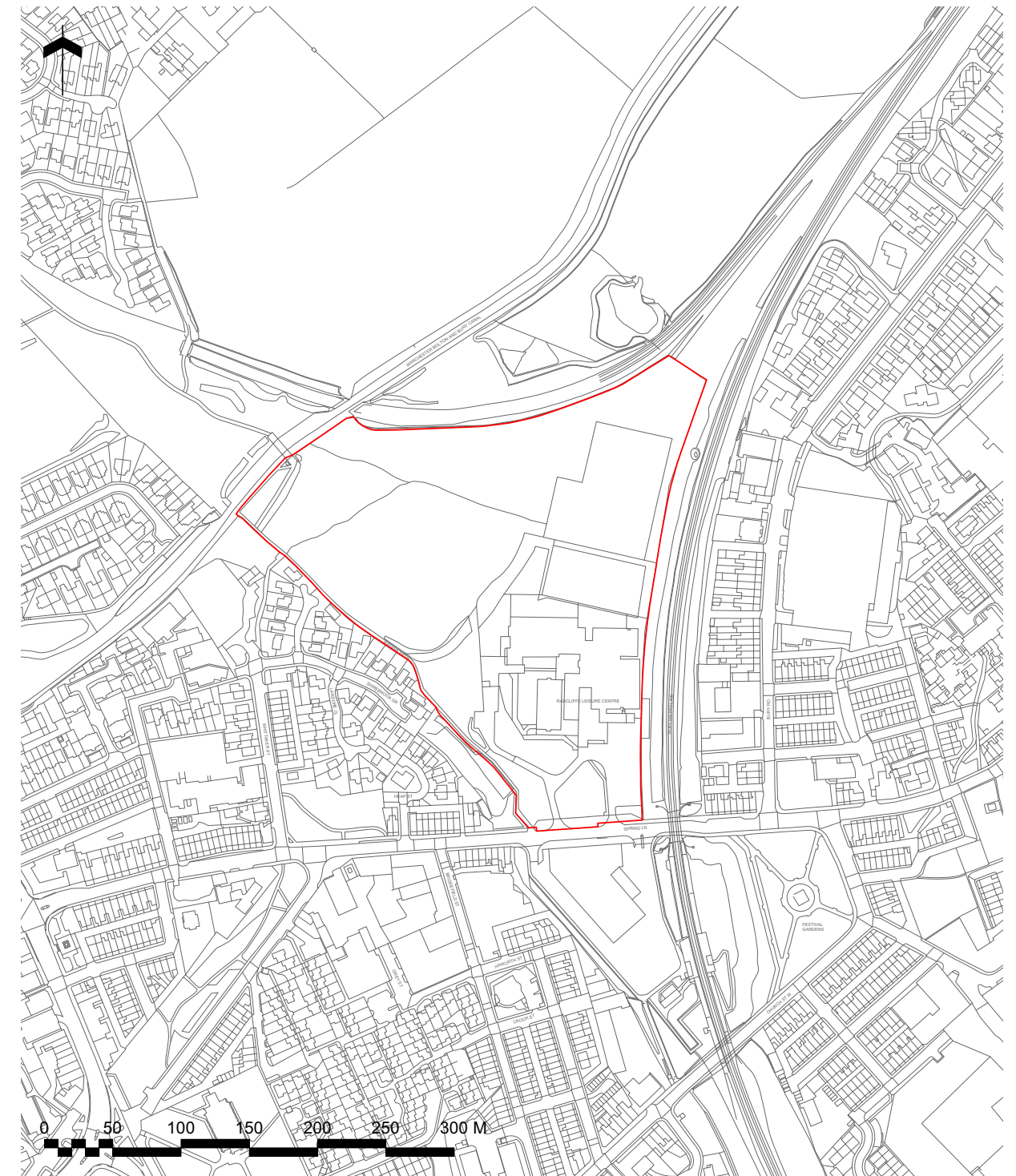
The proposal involves the creation of a new 3 storey teaching block with associated sports facilities to be built within a site currently occupied by the former Coney Green High School and Radcliffe Leisure Centre. The leisure centre will be relocated to the new civic hub. During its opening year, the school will admit an intake of 150 pupils in year 7. The school will continue to admit a new intake of Year 7 pupils at the beginning of each academic year.

This statement is supported by a series of detailed drawings, reports and other information and it should be read in conjunction with these accompanying documents.

This statement responds to the requirements of the Town and Country Planning (General Development Procedure) (Amendment) (England) Order 2006 for planning applications to be accompanied by a design and access statement that explains the design principles and concepts that have been applied to the development and how issues relating to the access to the development have been dealt with.

This statement has been prepared by AHR Architects in conjunction with the wider consultant team which includes:

- Planning consultants - TetraTech
- Landscape architects – Ares
- Structural consultants – Renaissance
- Civil consultants – Renaissance
- Fire consultants - DFC
- Acoustic consultants – Sol Acoustic.





1.2 School Overview

The development of a new secondary school for Radcliffe is funded by the Department for Education. The purpose of this programme is to provide Star Academies Trust with the adequate facilities to deliver the national curriculum. Like all Star schools, Star Radcliffe Academy will have “Leadership” as a specialism. Plans also include the delivery of two outdoor all-weather sports pitches, as well as a multi-use games area, to also be used by the community outside of school hours.

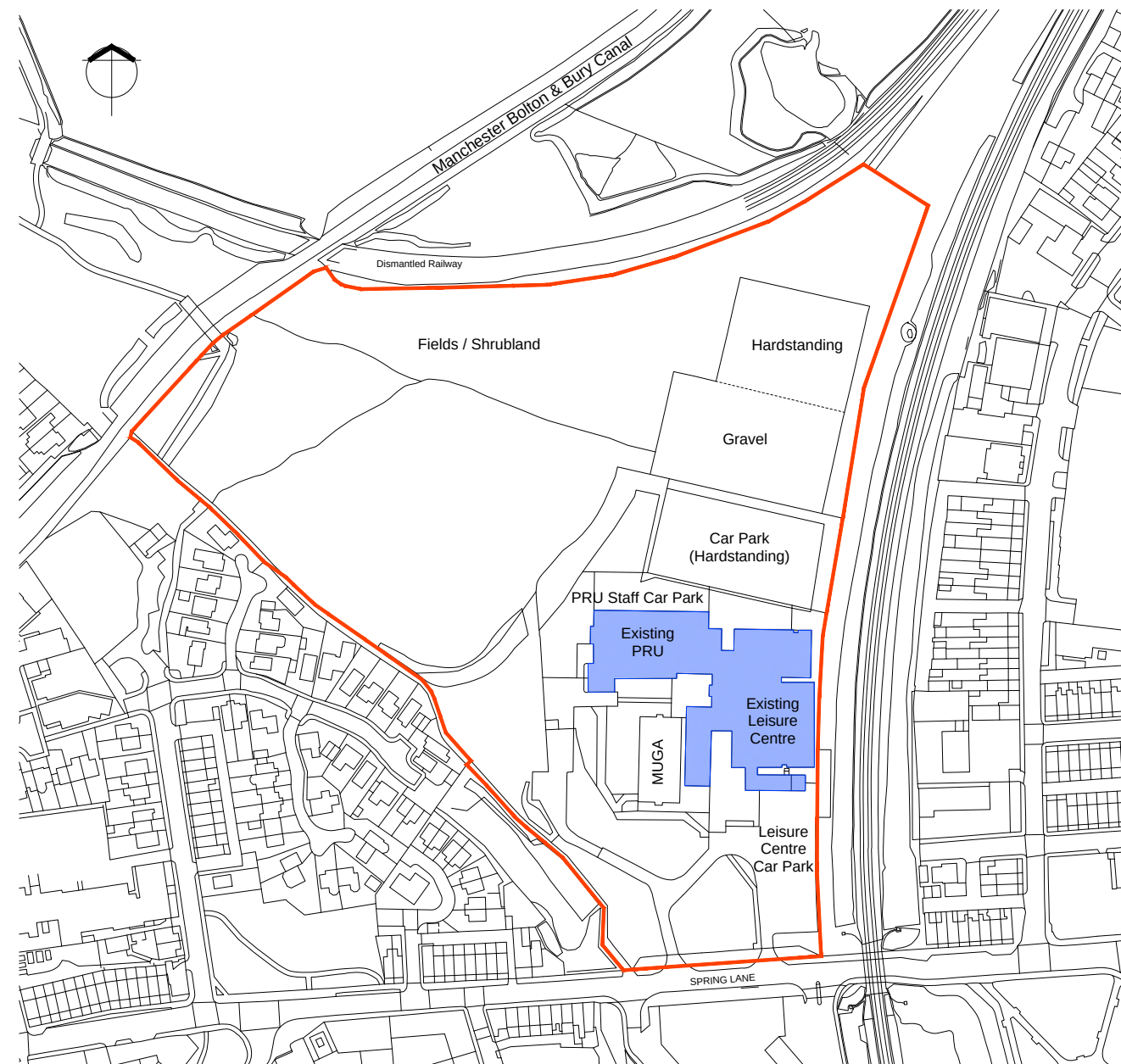
Site Analysis

2.1 Site Description

The site is located in the grounds of the former Coney Green Secondary School. Currently the site is occupied by the Spring Lane pupil referral unit, which is set to be relocated to the Spurr House off Pole Lane in Unsworth and the Radcliffe Leisure Centre which will move to the civic hub in Radcliffe town centre. The site is bounded by the Metrolink to the east, Manchester Bolton and Bury Canal to the north, low level housing to the east and Spring Lane to the South.

2.2 Existing Site Access

There are currently two access roads into the site from Spring Lane. One providing access to Spring Lane School (the PRU) and another providing access to the Leisure Centre. The access road to Spring Lane School will be used for site access whilst the access road to the leisure centre will be initially retained to provide access to the temporary school building which forms part of a separate planning application. Once the first cohort of year 7 pupils have moved into the main building the temporary facility will be removed and the drop off area and associated soft landscaping will be constructed.



2.3 Existing Site Photos



Existing site access



View from Banana Path



South West view

2.4 Planned Development

The development involves the construction of a new 3 storey building to deliver key stage 3 and key stage 4 teaching. As part of the development a new sports hall with associated changing facilities will be provided which will also be available for community use outside of school hours. Externally, there will be 97 car parking spaces provided, including six accessible and 12 electric vehicle charging bays as well as two outdoor all-weather sports pitches and a multi-use games area.

Subject to attaining planning permission, construction will aim to start on site in 2024. We are aiming to complete the new building ahead of September 2025.



- ▶ Vehicular Entrance
- ▶ Pedestrian/ Cyclist Entrance

Concept Evolution

3.1 Development Objectives

The key objective for the development is to primarily enhance the schools provision to deliver the required curriculum for the pupils. The building aims to sit within its surrounding context with the materiality relating to the existing adjacent buildings and surrounding area. As the location is densely populated with minimal space, it was essential the development reacts to the site and efficiently maximises the space and use. Photovoltaic panels are being used to provide renewable energy to the school.

3.2 Design Development Principles

The overarching design principle has been to ensure the functionality of the school and provide further opportunities for learning, student wellbeing and engagement with the wider community. In addition, a number of key principles for the development of Star Radcliffe Academy have been identified from the assessment of the site and surroundings; these principles are:

- A high-quality design that inspires users to learn
- Sustainable design and environmental servicing
- Good use of the site
- Secure buildings and grounds welcoming to both pupils and the wider community
- Good organisation of spaces in plan and section, easily legible, fully accessible
- Well proportioned, fit for purpose internal spaces that meet curriculum needs
- Good environmental conditions throughout, including optimum levels of natural light and ventilation
- A simple palette of attractive materials, robustly detailed and easily maintained.

A series of design workshops have been undertaken with the school and the DFE to ascertain the key requirements of the teaching spaces.





The Scheme

4.1 Use

The main teaching block will provide classrooms and associated learning spaces, a SEN block, assembly hall, dining facilities and library. Linked to the main teaching block will be the sports block which will also be accessible off the car park for out-of-hours community use. This block will provide a 3-court sports hall, storage facilities, an activity studio, and changing facilities including a hygiene room and accessible shower rooms. The school aspires to have greater community involvement, the sports facilities will be available for public use and provide opportunities for an events space. Security and access have been considered and will allow for the school to be partially closed off during these times.

4.2 Accommodation

The proposed building has been developed in response to the Schedule of Accommodation brief which relates to DFE current standards, and the developed education policy identified by the school.

Based on the Schedule of Accommodation brief, the Gross Internal Floor Area 6016m2, the schedule of main areas can be seen in the table below.

SOA	GIA m ²
Teaching Spaces	2287m ²
Learning Resources	222m ²
Staff and Admin	333m ²
Storage	299m ²
Circulation	814m ²
Sports Hall	504m ²
Assembly Hall	201m ²
Dining Hall	180m ²
Total	4,840m ²



4.3 Layout

The positioning of the proposed secondary school has been determined by reacting to the site constraints, existing building positioning and access roads and the wider context. The location of the school within the site provides a natural buffer away from the road, reducing noise disruption, whilst also allowing ample space around the building for associated car parking and outdoor sports facilities. The nature of the construction sequence and temporary education facility provision also drives the need to retain the access road to and hard standing left from the demolition of the Radcliffe Leisure Centre.

The internal layout is driven by the spatial requirements of the teaching spaces, the integrated ventilation strategy and daylighting design. All classrooms are designed to maximise the benefit from natural daylight whilst maintaining a compact efficient building mass. The entrance and reception area is central in plan for ease of access and legibility of the space and internal movements. The assembly hall and activity studio are accessible through the main teaching block and also externally off the car park for out of hours community use. The ground floor of the main block provides school admin and office space adjacent to reception, school kitchen and dining space, a SEN department with associated sensory garden, a library, design and technology studio, music practice rooms and assembly hall. The first floor hosts several teaching spaces including the food room and art room. The second floor hosts further teaching spaces as well as the science studios and laboratories. Each floor follows the key design considerations put forward by the DFE and the trust to ensure efficient circulation and provide sight lines down corridors from staff workrooms ensuring a safe environment for pupils.

Department Legend

Basic Teaching

Circulation

Large Spaces

Learning Resource

Non-Net

Staff and Administration

Storage





P10	Issued for planning	31.08.23	BT	IK
P09	Issued as S4 - LAR Authorisation	11.08.23	BT	IK
P08	Drawing number updated	31.07.23	BT	IK
P07	Issued for Stage 2	04.08.23	BT	IK
P06	Updated for CEM 1	24.07.23	BT	IK
P05	Issued for final comment	06.07.23	SH	IK
P04	WSP issue following Academy comments	04.07.23	SH	IK
P03	Updated to incorporate steel frame	29.06.23	SH	IK
P02	Updated following CEM 3	27.06.23	SH	IK
P01	Stacks added to the back of classrooms	25.06.23	SH	IK
Rev	Description	Date	Dr	App
SH		09/28/22	IK	

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Client name

Department for Education

Project

Star Academy Radcliffe

Drawing

Second Floor

Computer file

Added Star Academy Radcliffe 01013 AHR 02 02 A-A 001.rvt

Plot date

Project number

2023.00187.000

Scale

1 : 100

Issue

@A1

Working number

PS1013-AHR-01-02-D-A-2002

Rev

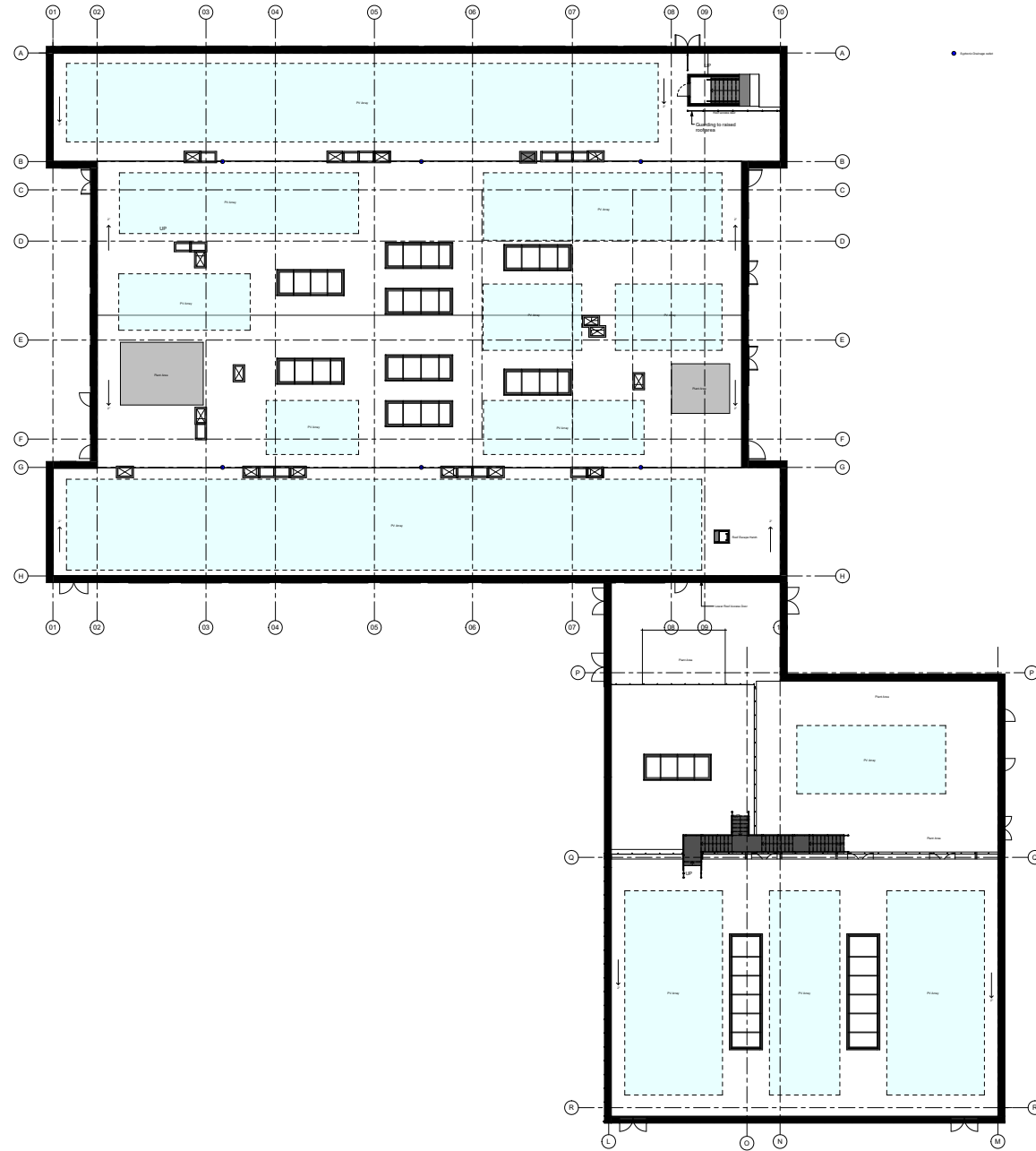
P10

Issue status

S4

This drawing is to be used in conjunction with all related drawings. All alterations must be checked and verified on site before commencing any work or producing shop drawings. The originator should be notified immediately of any discrepancy. This drawing is copyright and remains the property of AHR.

pg 15

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4.4 Scale

The proposed building massing has been influenced by its context and presents an opportunity to create a building with a distinctive character. The arrangement of the teaching block and sports hall elements will provide a modern learning campus feel to the school.

The teaching block sits at 3 storeys, whilst the sport hall steps down and back from the main block to create a contrast of vertical elements. This allows for a less bulky feel to the massing and scale whilst allowing for maximum daylighting into the teaching spaces.

4.5 Appearance

Externally, the design utilises a limited but complementary palette of materials that are appropriate to the context and the buildings intended use.

The analysis of the immediate surroundings identified a variety of brick types and colours have been utilised both within the school grounds and in the surrounding context. The most prominent being red brick. The building envelope design provides contrast with a dark brick plinth which also highlights the entrance whilst the sports hall will be clad in a grey cladding. There will also be a projecting brick banding between window bays to provide a relief to the brick face, break up the elevation and provide visual interest.

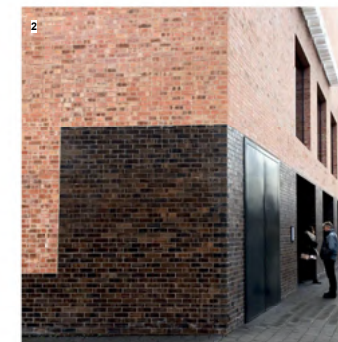
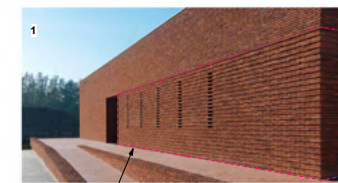
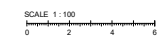
As such, the formal composition of the design defines the teaching block with a red brick to respond to materiality used around the site context. The brick work is punctuated by large aluminium powder coated window frames to provide sufficient daylighting internally. Above the entrance there will be a soldier course banding to highlight it as the main point of entry. The sports hall will feature aluminium cladding in a grey tone to visually contrast the blocks. The brick façade is designed to offer a robust and lasting finish to the building exterior and the patterns and interfaces are employed to represent the buildings use as a place of learning.

Materials have been selected for their robustness and shall be detailed to maximise life spans and simplify maintenance.

The cladding and exterior window frames will be selected to complement the brickwork and work well with the surrounding contextual palette of colours. The resulting appearance of the proposed building is one that is designed to convey a sense of modernity and permanence whilst also remaining sensitive to context.



The Scheme



P03	issued for planning	31.03.23	BT	IK
P05	Creating error - repositioned at S4	16.03.23	BT	IK
P04	Window appearance updated	14.03.23	BT	IK
P03	issued as S4 - LAP Authorization	11.03.23	BT	IK
P03	issued for S4 - LAP	04.03.23	BT	IK
P01	issued for final command	06.07.23	BT	IK
Rev	Description	Date	Dr by	App by
original by		date created	Approved by	
SH		10/03/22	IK	



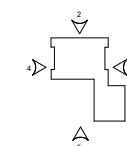
client name

project	Star Academy Radcliffe
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Elevation

computer file
Autodesk Course/Star Academy Student/Portfolio/13-A-6-23-20

project number
2022-00483-000

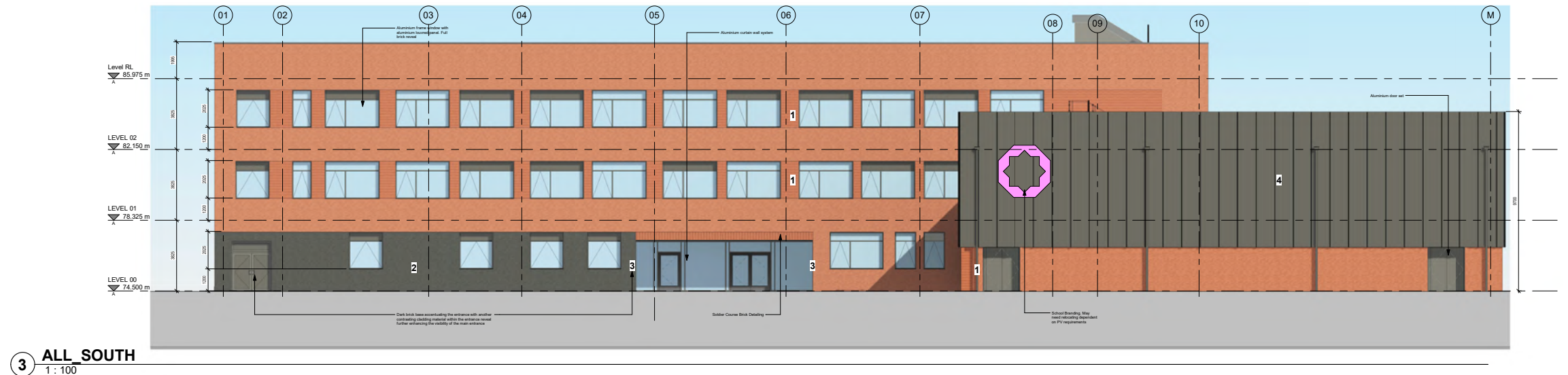
drawing number
ES1013-AHB-XX-ZZ-D-A

4.6 Signage

The proposed building will include contemporary style signage to complement the architectural style of the development. The signage will be influenced by the school 'brand' and the aim is to coordinate this with the building's aesthetic to create a cohesive and easy to navigate development.

The proposed signage is suggested to be displayed to the south elevation on the side of the sports hall where the aluminium cladding will provide a complimentary and neutral backing.

The image (right) provides an indicative illustration of a suitable signage zone.



4.7 Materiality

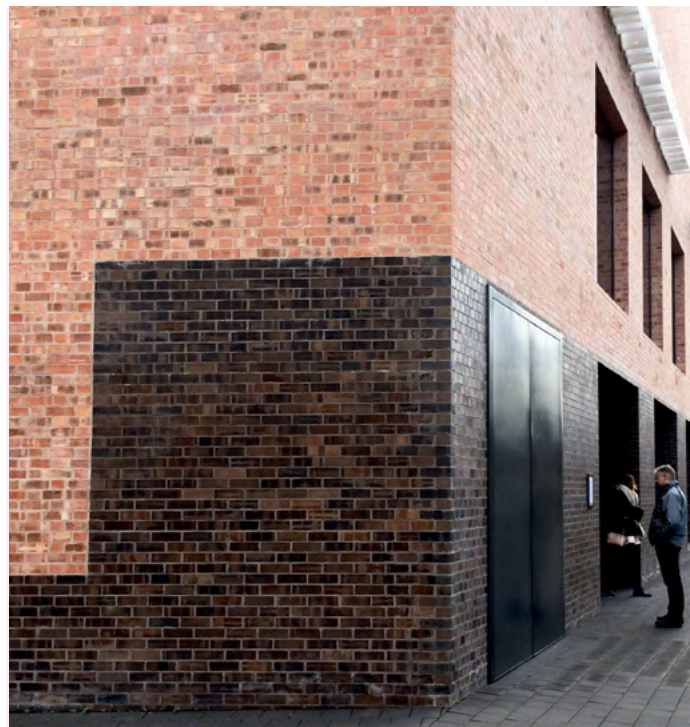
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Feature Relief Brick Detail



Contrasting dark brick at the base, accenting the entrance



Feature material in the entrance reveal



Cladding to the sports hall



Dark Brick



Red Brick

Landscape

5.1 Introduction

The layout of the site is influenced by the site constraints, project objectives and the design intent.

An abridged summary of the constraints is as follows:

- The Site is within a 'Coal mining development high risk' area
- Potential for constrained to be present in shallow soils in vicinity of the electricity sub stations, boiler house, plant room and car parking areas
- The site is in the Top 1 to 5 % for crime rates
- Spring Lane is the dominant noise source with intermittent contributions from the Metrolink line to the east
- Existing storm water culvert with 5m easements
- Potential high water table
- Future development sites are identified to the west for housing and requirement to share access road

Project Objectives:

- Adhering to Star academy requirements and the DFE specification
- Meeting the BB103 requirements
- Having clear site access
- An ease of circulation into and around the site for pedestrians, cyclists and vehicles
- Achieving a secure site
- Maximising opportunities for sport and outdoor learning
- Creating a site that meets the needs of the school

5.2 Design Intent

- The whole school strategy is to have health and sustainability at its core:
 1. A strong woodland habitat buffer installed around the perimeter of the site
 2. Photo-voltaic canopies
 3. 86 new trees planted
 4. Soft landscape banks used in place of concrete walls where possible
- Sports provision prioritised in the space allocation is
 1. MUGA
 2. 3G All-Weather Pitch
 3. 2Gen All-weather Pitch
- A SEN garden located within a quieter part of the site. This will have trees, vegetation and seating to create calming space.
- External dining spaces encourage use of outdoor space.
- A large school yard with lawn area to create opportunities for formal and informal gatherings
- Car park and service area are kept within one space to the west ensuring a secure, clean school area.
- Planting across the site creates views of nature from buildings.
- Hard surface area provides space for 750 pupils.

5.3 Site Layout

The site layout for Star Academy Radcliffe has been thoughtfully planned to maximize functionality, accessibility, and aesthetics. The main school building is strategically situated in the northwestern corner of the site, ensuring ample open space to the south and southeast. The Bolton & Bury canal borders the northwest boundary, offering a scenic backdrop to the school.

To the west of the building, the main car park provides ample space for staff. This area has been designed to accommodate easy ingress and egress, ensuring smooth traffic flow throughout the school day. The primary vehicular and pedestrian access is carefully placed along the access road, stemming from Spring Lane to the south.

To the east of the building, the outdoor court provides a vibrant space for recreational activities, promoting physical activity and social interactions among students and staff. Beyond the outdoor court, the sports facilities are thoughtfully positioned adjacent to the Bury Metro line, making efficient use of the available space, and allowing easy access for sports enthusiasts.

The SEN garden is located to the north of the building. Its placement offers a peaceful retreat for SEN students while still being within close proximity to the main school building and the carpark.

In the northeast corner of the site, a dedicated habitat area has been established to enhance biodiversity and contribute to the ecological aims of the development. This space will encourage wildlife and support various species, aligning with the sustainability objectives of the project.

To manage stormwater effectively, a retention basin is situated to the south of the site. This basin will serve as an essential element of the sustainable drainage system, efficiently capturing and controlling runoff.

Further south, the parental drop-off area has been thoughtfully designed for the convenience and safety of parents and guardians when dropping off or picking up their children. This area will be clearly marked and organized to ensure smooth traffic flow and minimize disruptions during peak hours.

Overall, the site layout demonstrates a harmonious integration of educational, recreational, and ecological spaces. The well-organized arrangement ensures efficient use of the available land, promoting a vibrant and sustainable learning environment for the Star Academy Radcliffe.

5.4 Proposed Landscape

The landscape design development for Star Academy Radcliffe takes inspiration from the specific site conditions and project objectives, with the intent of creating a holistic school landscape that will deliver the best educational environment for the long term, in keeping with local surroundings.

A native woodland buffer will be established around the school site, serving as a natural barrier and habitat. Additionally, another woodland buffer has been strategically placed to protect against prevailing southwest winds. To manage stormwater effectively, a dry attenuation basin and sustainable drainage measures will be implemented. The design will also incorporate habitat areas to enrich biodiversity and support species which are likely to use the site such as invertebrates, nesting birds and foraging and community bats. An additional 111no. new trees, including native seed and fruit-bearing species, will be planted on site to target a minimum of 10% biodiversity net gain and an Urban Greening Factor of 0.35.

The design includes a 5m wide dedicated promenade for pedestrians and cyclists, providing easy access to the main entrance. A dedicated cycle shelter will accommodate 40 bicycles, while accessible bays near the main entrance will ensure easy access for all users. Safety and convenience will be addressed with a dedicated parental drop-off area, while the main staff carpark and service area are kept within one space to the west ensuring a secure, clean school area. This enables a level transition onto the site and keeps vehicle movement within the site to a minimum. The teaching block has good adjacency with the car park to provide a strong school frontage, clear access into the secure area and ease of servicing.

The school's outdoor spaces will feature a bold and robust outdoor court for pupils and staff, with photo-voltaic canopies for external dining and teaching. The sport provision includes a Multi-Use Games Area (MUGA) with markings for basketball, netball, and tennis; an all-weather pitch will be provided for football and rugby training; and a 2GEN pitch will cater to 5-a-side football and 7-a-side hockey.

Soft landscape banks used in place of concrete walls where possible. A specially designed SEN garden, located in the quieter part of the site, creates a calming and inclusive space with sensory landscape features.



Aerial Visualisation of Proposed Site



5.5 Design Principles

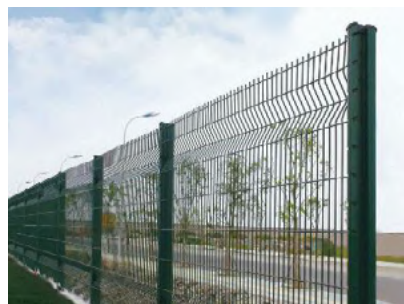
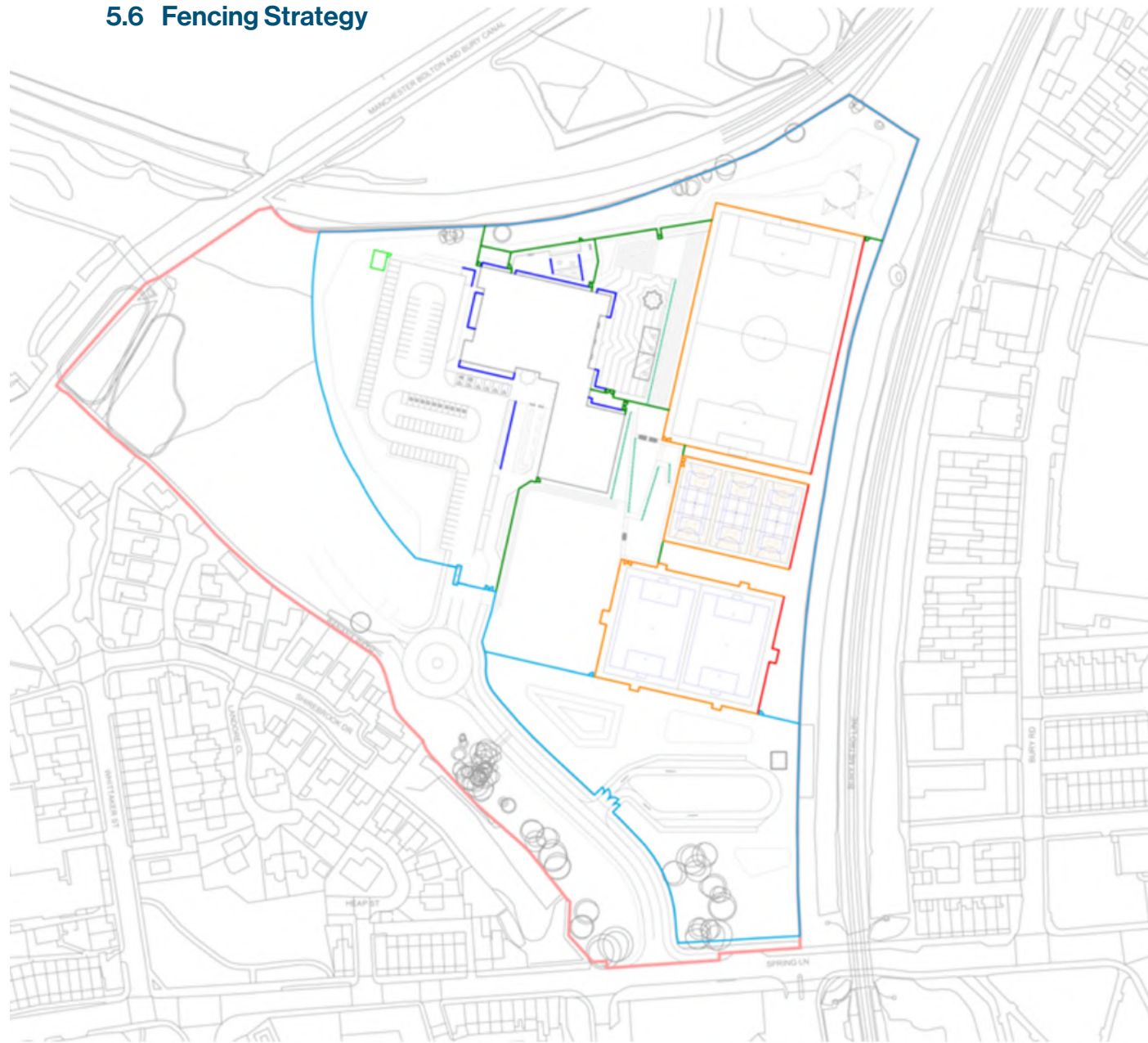
- ▶ Vehicular Entrance
- ▶ Pedestrian/ Cyclist Entrance



- A **Entrance & Exit Gates** - Automated Sliding Gates
- B **Car Park** - 97no. Incl 6no. Accessible & 12 n. EVCP
- C **Refuse Lay-by**
- D **Delivery/ SEN Drop off Lay-by**
- E **Coach Drop off/ Pick up** - 2no. Coach Spaces
- F **Cycle Parking** - 20 no. Cycle Hoops & 40 no. Cycle Spaces
- G **Entrance Plaza** - Featured Block Paving
- H **Bin Store**
- I **SEN Garden** - Outdoor Garden for SEN Students
- J **Soft Informal** - Grass Area for Outdoor Play
- K **Hard Informal** - Secure Playground with Seating, Canopies and Feature Line Markings
- L **Proposed Grass Terraces** - Contours to take the Level Difference, can also be used as Natural Bleacher Style Seating
- M **3G All Weather Pitch** - Primary Sport - Football, can also accommodate Rugby training
- N **MUGA** - Accommodates Basketball, Netball and Tennis
- O **GEN 2 All Weather Pitch** - Accommodates Hockey and Football
- P **DDA Compliant Route to Pitches and Stair Access**
- Q **Habitat/ Outdoor Learning Area** - Mown grass path, seating and educational habitat features
- R **SUDS** - Dry Attenuation Basin
- S **Drop off Loop** - Capacity for 14 no. Cars
- T **Existing Substation Retained** - With Reinforced Grass to allow for Vehicular Access



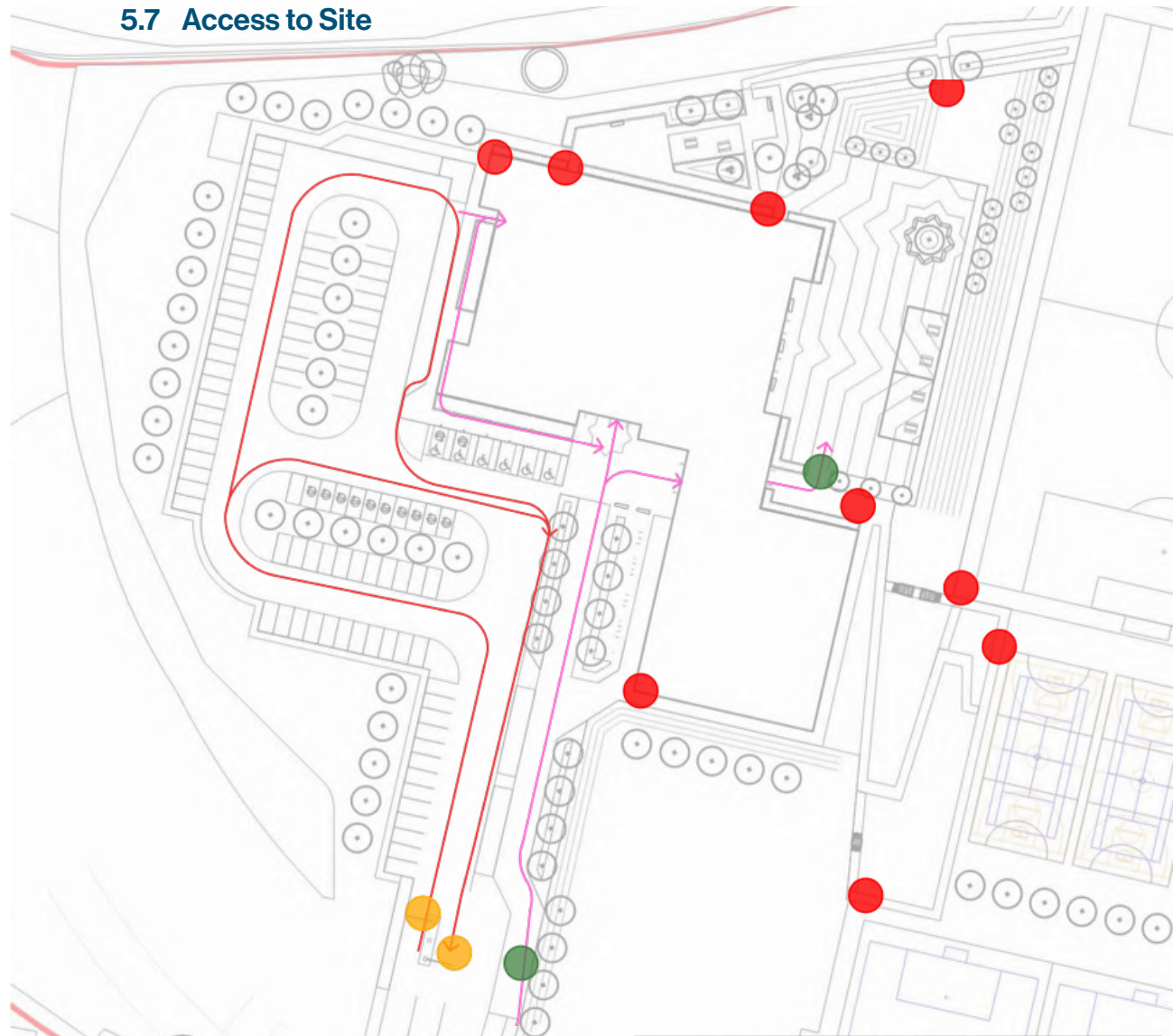
5.6 Fencing Strategy



- 2.4m Weld mesh Perimeter Anti-Climb Fencing
- 1.8m Weld mesh Internal Security Fencing
- 3.0m Weld mesh MUGA Fencing
- 3.0m Weld mesh MUGA Fencing with ball stopping net
- 1.8m Timber Close board Fencing
- 1.1m Timber rail and post Fencing
- 0.45m Timber Knee Rail

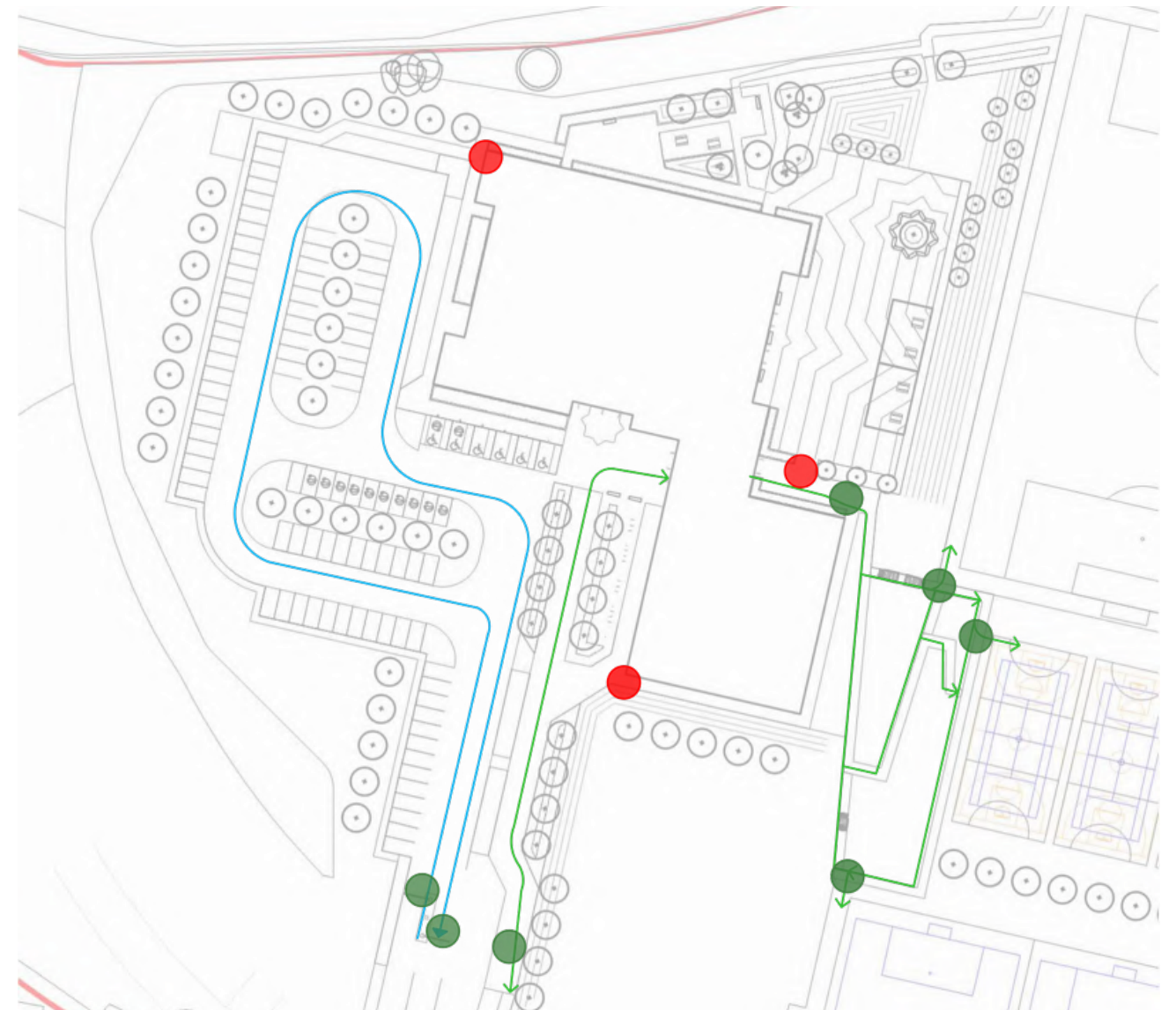
- Secure Area
- Secure Area with Community Areas
- Secure Areas with Maintenance Access
- Controlled Access

5.7 Access to Site



Student/ Staff Arrival/ Departure

- Pedestrian Access
- Vehicle Access
- Parental/Guardian Access
- Gate Locked
- Gate Open
- Gate Managed



Out of Hours Community

Community members can access the school through the eastern entrance which will lead to a vestibule type area with an open gate leading to the pitches.

The vestibule area allow the opportunity to keep the schools secure line intact, whilst allowing the community to use the school pitches.

- Pedestrian Access
- Vehicle Access
- Gate Locked
- Gate Open
- Gate Managed

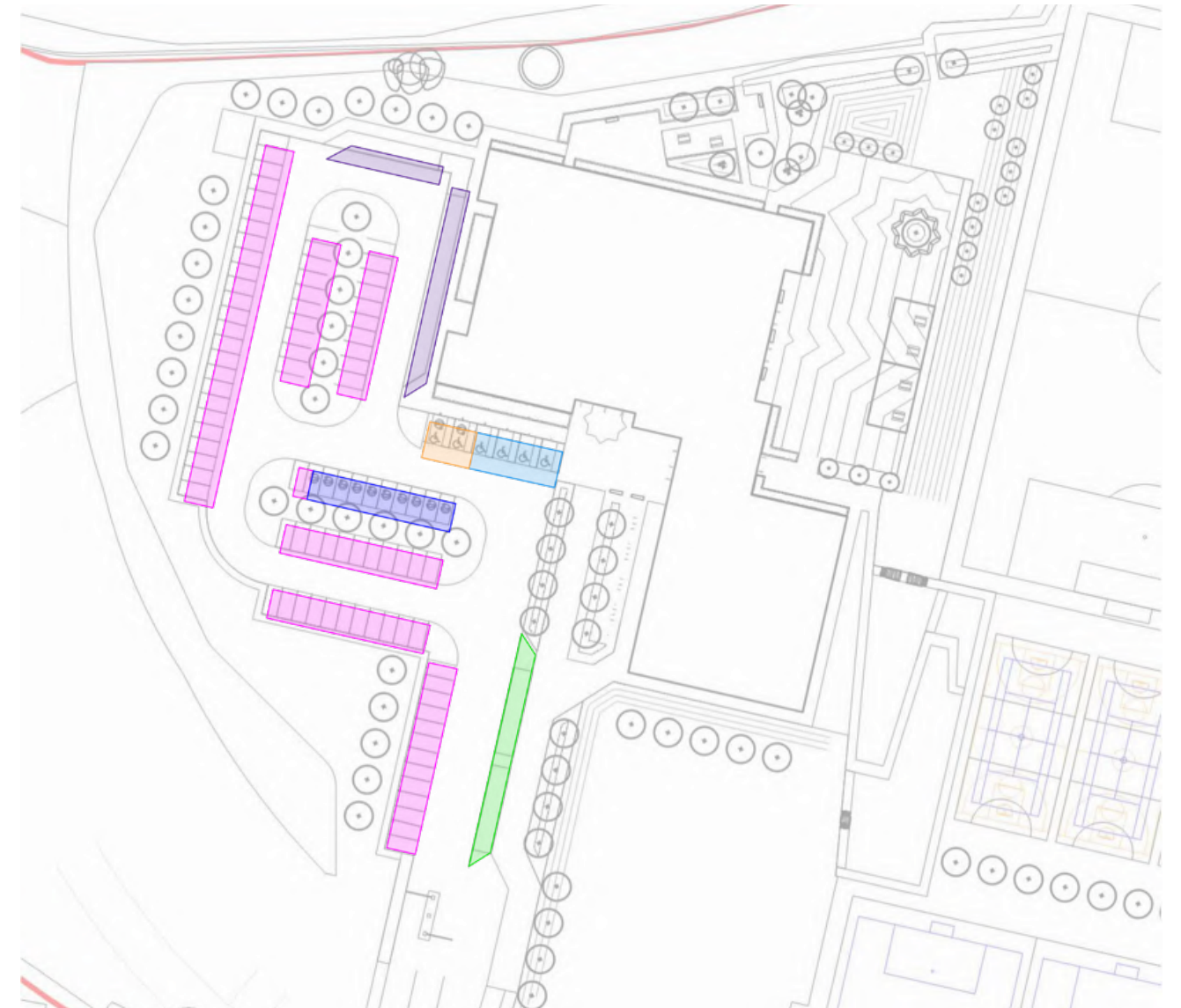


Services/ Delivery/ Refuse Collection

Access into site with the ability to loop around the car park and exist safely

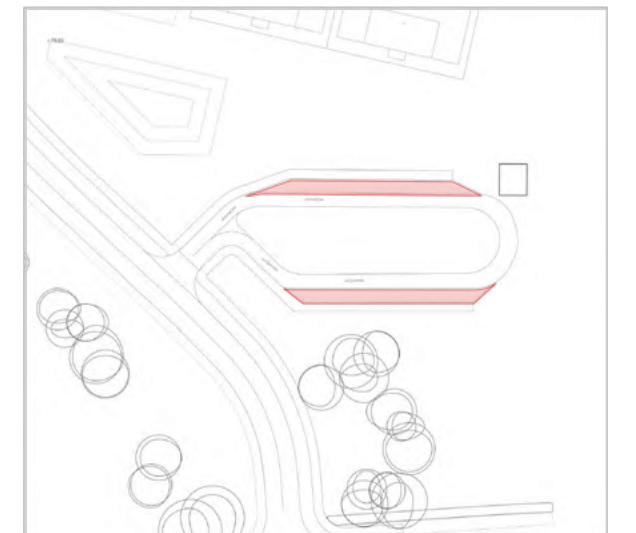
Bin store located close to the kitchen

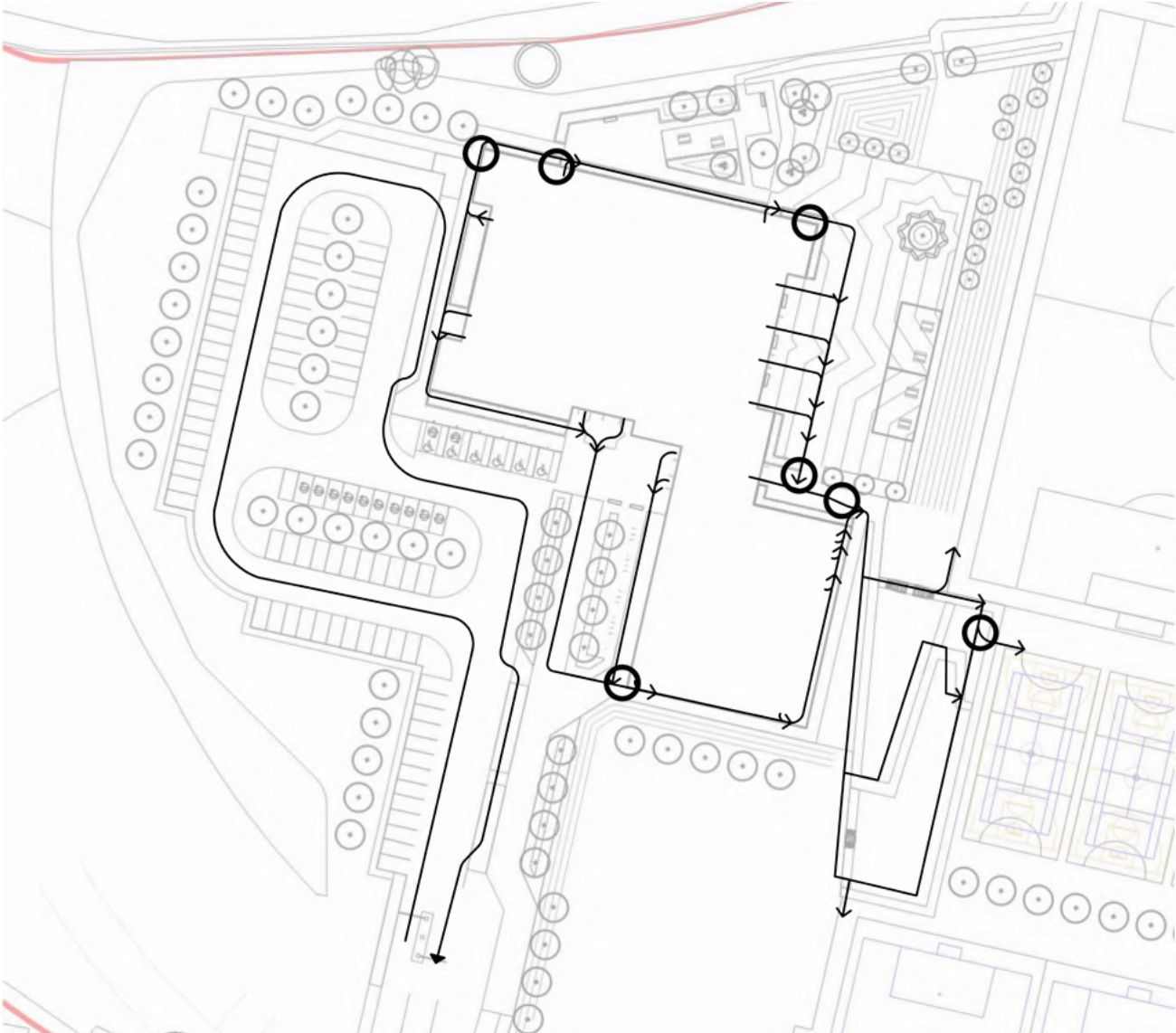
-  Vehicle Access
-  Gate Locked
-  Gate Open
-  Gate Managed



Parking Provision

-  Staff Parking Bays (91no. Spaces)
-  Accessible Parking Bays (4no. Spaces)
-  Accessible EVCP Parking Bays (2no. Spaces)
-  Drop off/Loading Bays
-  Coach Drop off (2no. Coaches)
-  Electric Vehicle Charging Bays (12no.)
-  Parental pickup/drop off (14no. Cars)
- Motorbike Bays TBC





Fire Tender & Pedestrian Egress

Fire Tender Access allows for access to both the front and back façade

Fire tender to enter the secure line through the southern gate and access the building perimeter

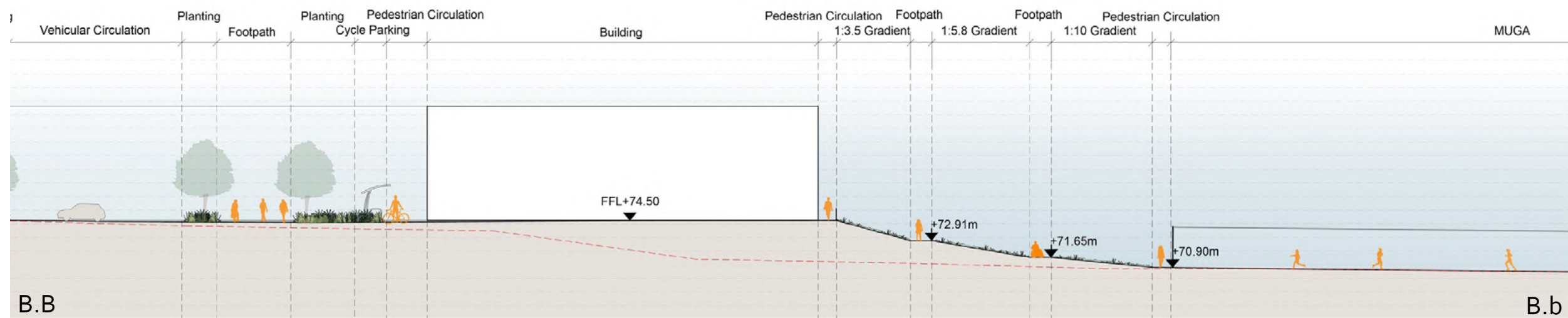
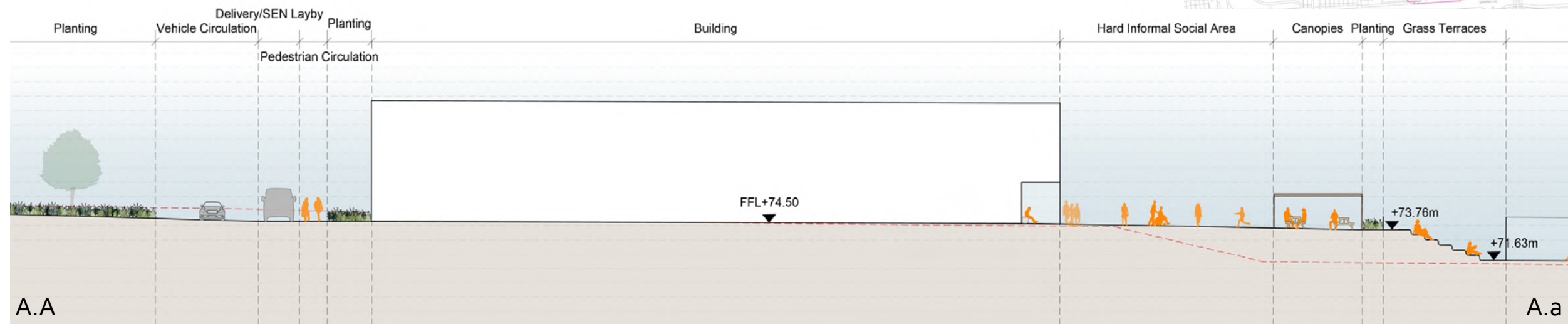
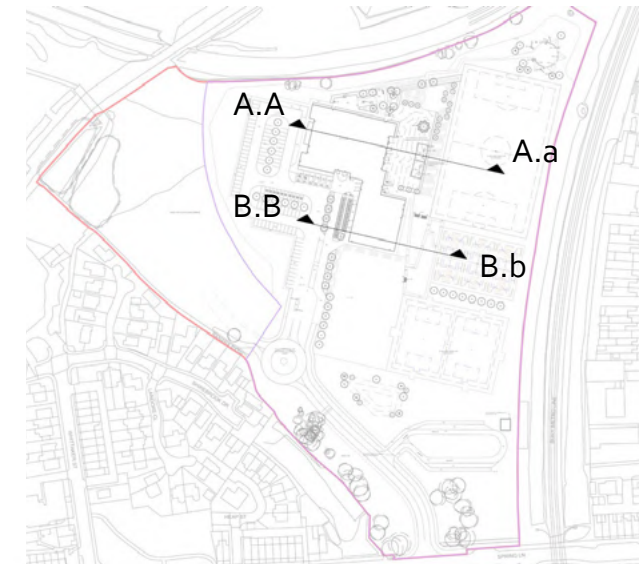
-  Fire Tender Access
-  Pedestrian Fire Egress
-  Magnetic Lock Gates

5.8 Levels Strategy

Level change has been managed using the landscape rather than retaining walls

Due to the retaining the levels of the existing MUGA there is a 4meter level change between the proposed school building and the pitches, this has been managed within the landscape proposal, consisting of DDA compliant routes, set of stairs and grass terraces.

Level access between buildings and the hard social spaces with accessibility in mind.



5.9 Planting Strategy



- x Proposed Tree
- xx Proposed Multi Stem Tree

- Grass Seed
- Meadow Planting
- Swale Meadow Planting
- Woodland Planting
- Amenity Planting Mix A
- Amenity Planting Mix B
- Amenity Planting Mix C
- Amenity Planting Mix D
- Amenity Planting Mix E
- Hedge Planting

The planting strategy has been developed to support learning and to soften the area of hard outdoor social space and provide habitat in keeping with the existing ecological context

A native woodland buffer will be established around the school site, serving as a natural barrier and habitat.

Additionally, another woodland buffer has been strategically placed to protect against prevailing southwest winds

Sensory Planting will be located in the SEN garden

A robust and safe palette of plants that benefits the school context will be proposed



Grass Seed

Sensory Planting

Woodland Planting



Amenity Planting

Hedge Planting

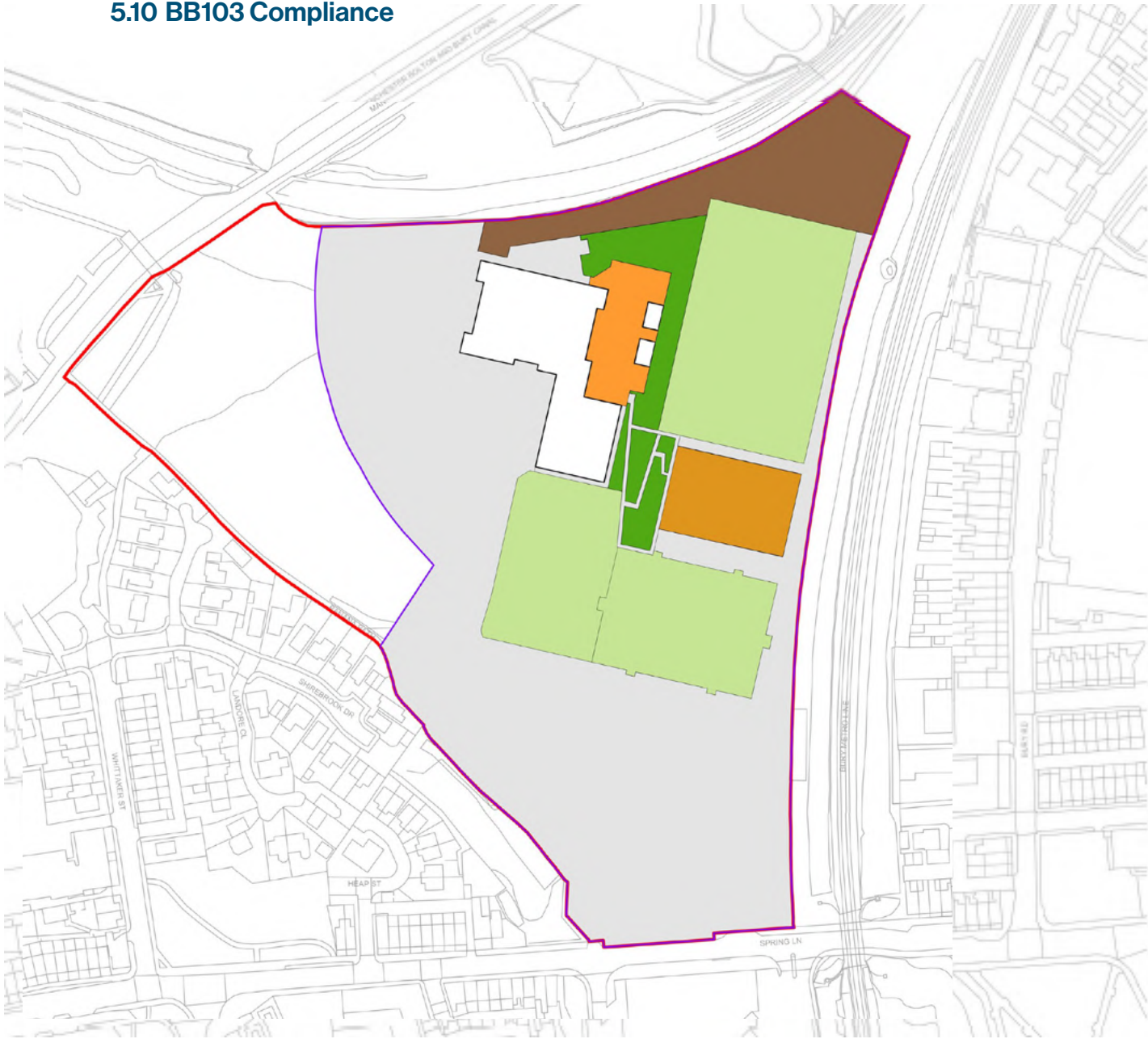
Meadow Planting



Swale Meadow Planting

x Proposed Tree

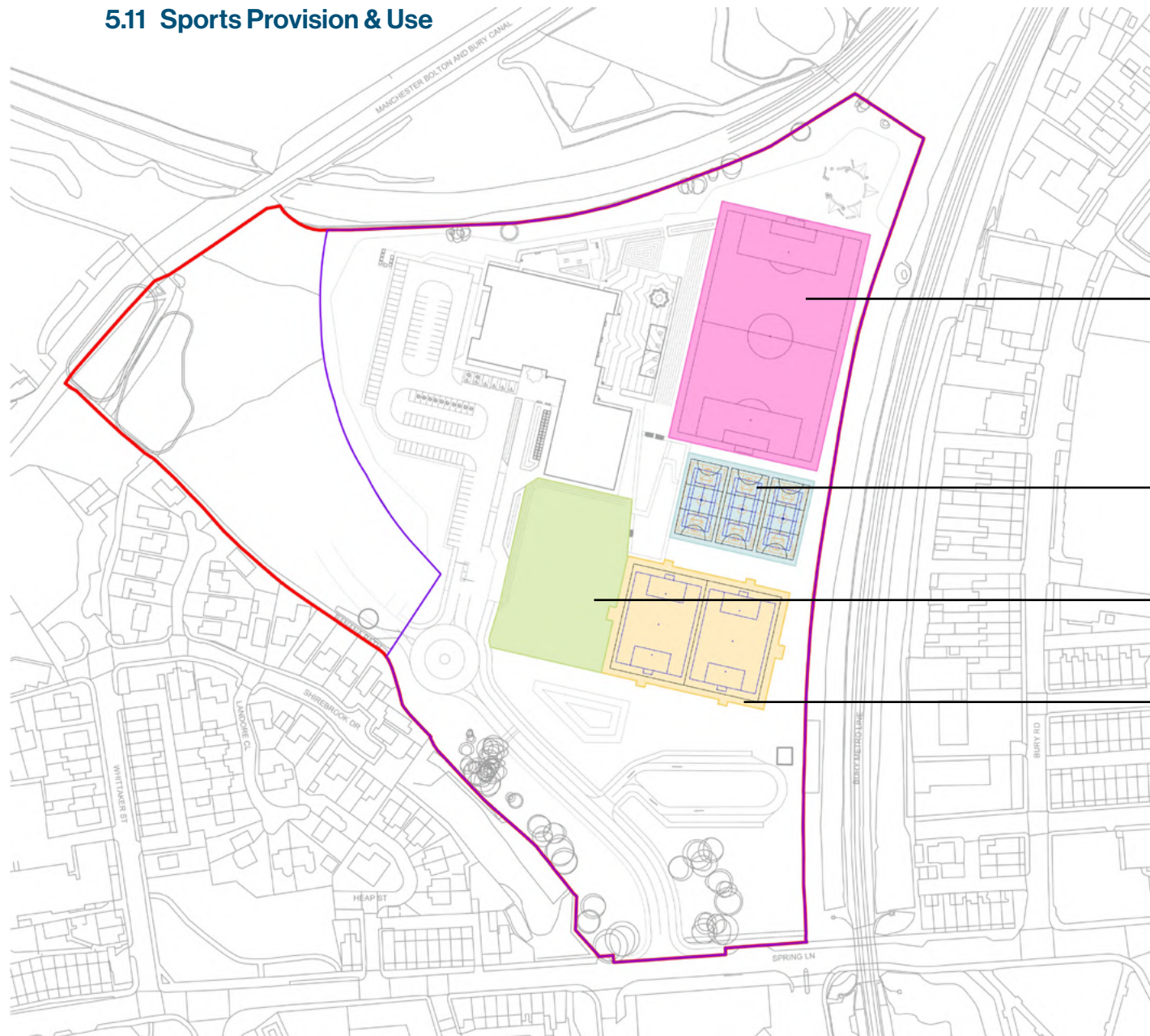
5.10 BB103 Compliance



Key:	BB103 Requirement	BB103 Control Option	BB103 Proposed Areas
	 Hard Informal 950 square metre	 Hard Informal 1366 square metre	 Hard Informal 1419 square metre
	 Hard Outdoor PE 1525 square metre	 Hard Outdoor PE 1509 square metre	 Hard Outdoor PE 1789 square metre
	 Soft Informal 2100 square metre	 Soft Informal 2136 square metre	 Soft Informal 2242 square metre
	 Habitat 375 square metre	 Habitat 1570 square metre	 Habitat 4697 square metre
	 Soft Outdoor 32250 square metre	 Soft Outdoor 24058 square metre	 Soft Outdoor 21541 square metre

This page illustrates how the site area is divided into different category areas based on BB103 guidance

5.11 Sports Provision & Use



Due to the proposed building and fence arrangements, it allows the community to have access to all pitches without breaching the schools secure line.

3G All Weather Pitch-
97x61m
Long pile
Primary Sport: 1x U15/16 Football Also allows for rugby Training

MUGA
34.75x 51.75m
Primary Sports: 3x Basketball Court

3x Netball Court 3x Tennis Court

Informal Grass
Area could be used for informal athletic space in summer months

2GEN All Weather Pitch
66.67x 48m
Short Pile
Primary Sports: 1x 7 a side Hockey

2 x 5 a side Football
Area could also be used for informal cricket practice/games

5.12 External Spaces

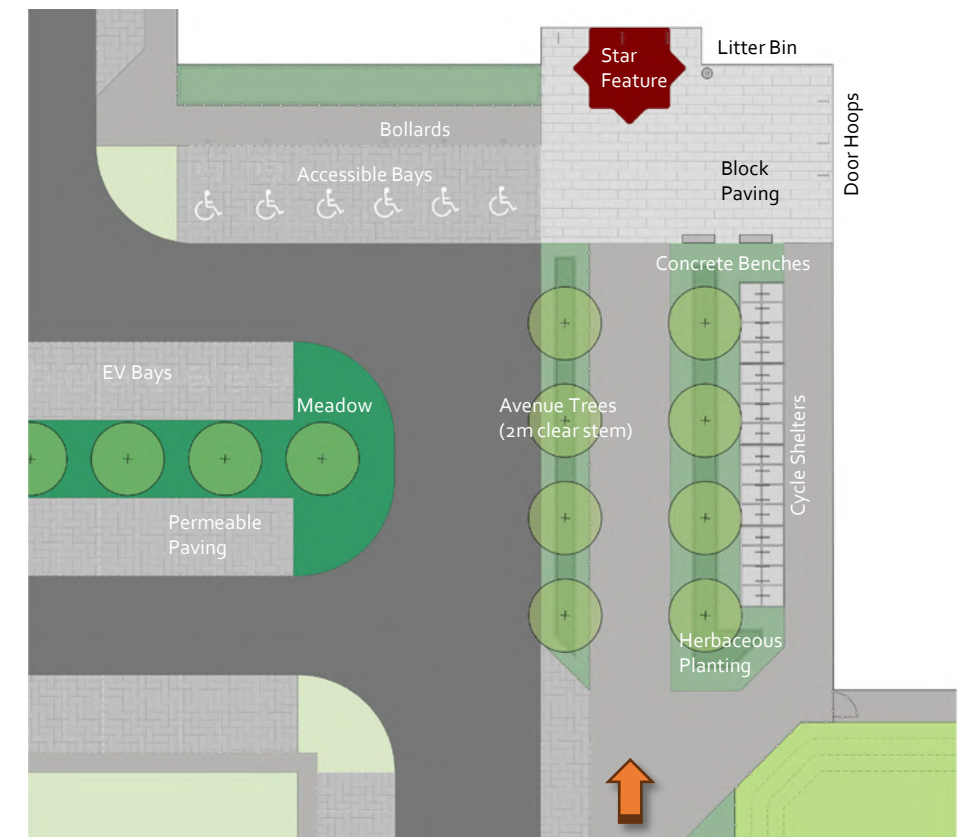
Main Entrance and Car park

The hard landscape material palette comprises robust and cost-effective materials that compliment the building and the context.

Street furniture consists of cycle shelters, cycle stands, benches, bollards and bins.

Design Principles

- Natural materials (metal, wood and concrete)
- Robust design
- Sustainable Materials
- Accessible
- Legible
- Detail-Rich



5.0 Landscape

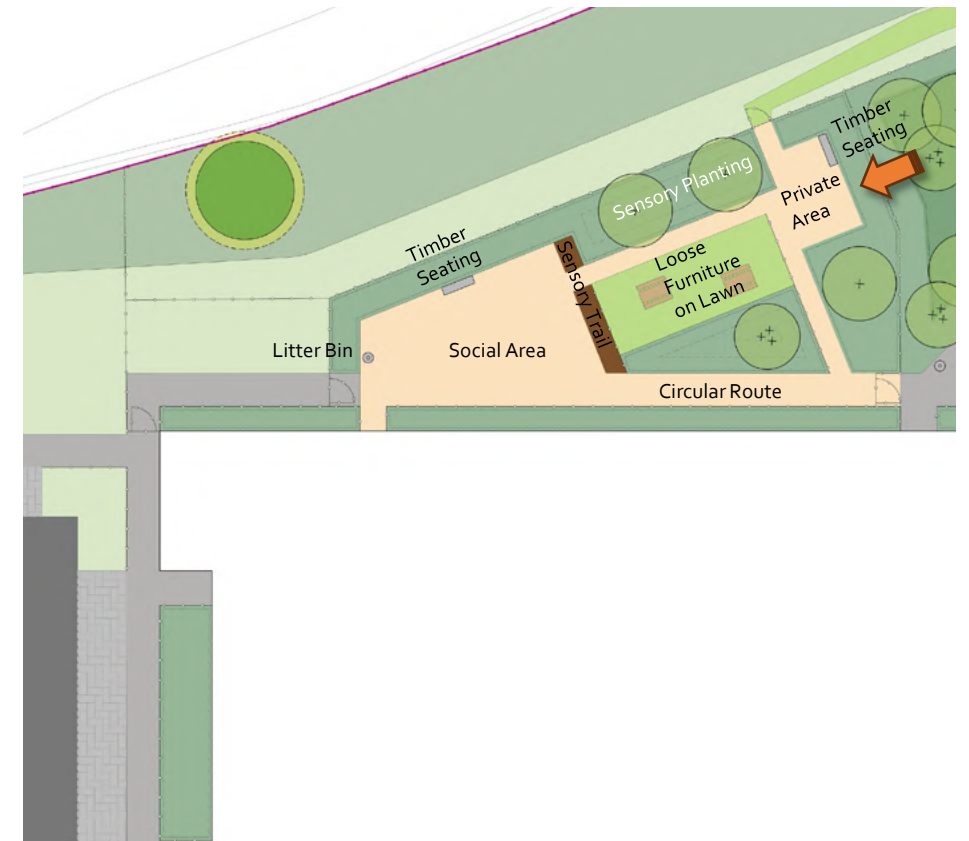
SEN Garden

The hard landscape material palette comprises robust yet softer more natural products, such as the use of more timber .

Street furniture consists of Benches, Picnic table & Bins

Design Principles

- Natural materials (wood and metal)
- Sustainable Materials
- Biophilic design
- Accessible design
- “Soft” materials and colour palette



School Yard

The hard landscape material palette comprises robust and cost-effective materials that compliment the building and the context.

Street furniture consists of benches, picnic tables, bespoke star seating & external canopies

Design Principles

- Natural materials (metal, wood and concrete)
- Robust design
- Sustainable Materials
- Biophilic design
- Accessible
- Unique / Place Specific



Compliant Route and MUGA



Habitat Area/ Outdoor Learning



Site Access and Movement

6.1 DDA Issues and Approach to Inclusion

The Disability Discrimination Act 1998 made it unlawful to discriminate against people in respect of their disabilities in relation to employment, the provision of goods and services, education and transport. Since 2010, the Disability Discrimination act has mostly been incorporated into the Equality Act 2010.

The approach within the design of this scheme has been to provide level access to entrances, and smooth surfaces to external areas. The new block will also have a lift and stair access to enable the free flow of movement by all.

Within the new build teaching block corridor clear widths have been optimized to allow a minimum of 1900mm clear to allow sufficient space for internal movement.

Internal thresholds will be seamlessly detailed and slip resistant to ensure sure footing.

Colour contrast will be developed to assist individuals with visual impairments.

All internal spaces within the new build teaching block will be finished to the current standards of building regulations and government legislative building guidance.

Staff work rooms and offices have been distributed efficiently throughout to ensure accessibility and availability.

Classroom equipment heights are being considered to ensure accessibility and inclusion.

ICT provisions are being developed to future proof the new building and provide the enhanced connectivity modern day life has now come to expect.

The design team has been engaged with representatives of the school leadership team and the DFE throughout the design process and have endeavoured to capture and address all requirements and needs determined throughout the engagement process.

Conclusion

This application is for a school building of educational and architectural significance. The proposed design has been developed jointly with the Department for Education and Star Academies. It is considered that the approach to the design will allow the Trust to deliver excellent teaching and learning experiences accommodated within a brand new and sustainable school estate. The design and construction of this proposal will enhance the standards of pupils' education, allowing the school to further engage with the wider community through future outreach programs and ensure the school becomes a modern campus that can meet the challenges and expectations of education into the future.



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