synergy architects

Proposed Development at Richmond Primary School, Hinckley

Design & Access Statement



Leicestershire County Council

WILLMOTT DIXON CONSTRUCTION

ISSUE 3 – Planning Submission

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Issue	Date	Details of amendments/Sections amended
2		
3	03/08/09	P8, P9, P10, P12, P13, P14, P15, P16

Introduction

Richmond Primary School is an existing Two Form Entry (2FE) community primary school located in the north of Hinckley. It currently has nearly 400 children on the roll and 14 full-time teaching staff in addition to the Headteacher, as well as a team of support and part-time staff.

The school consists of two main buildings, the Richmond and the Middlefield buildings, housing Key Stage 1 (infant) and Key Stage 2 (junior) pupils respectively, as well as a prefabricated structure which houses Richmond Playgroup.

A Condition Survey of the school was carried out by Leicestershire County Council Property Services in June 2007. The survey indicated issues relating to the dilapidation of the roof structure of the Middlefield building that, along with the maintenance and running costs of the building, and the need for improvements to meet County Council carbon reduction targets, led to it being considered at or near the end of its useful life and uneconomical to retain. The Richmond building was found to be in generally sound condition, albeit with some priority maintenance issues, and that it would be feasible to retain this building. As a result, the Middlefield building was selected for replacement as part of Leicestershire's renewal programme, with the Richmond building retained.

Leicestershire County Council's Children & Young People's Service (CYPS) prepared the brief for a new development within the existing site boundaries to replace the Middlefield building and improve the functionality of the remaining facilities.

As well as the core requirement, there is also a requirement to provide accommodation to house a satellite facility of the Dorothy Goodman Special School that will allow children with moderate special educational needs to benefit from learning that is more integrated with a mainstream school.

This Design & Access Statement accompanies the Planning Application for the proposed development.

Site History & Neighbourhood Character

A school has existed on the site since before World War II, with the 1938 Ordnance Survey map indicating a 'school' building in the south east corner of the site (where the existing upper KS2 playground is), accessed from Tudor Road alongside the Middlefield Inn. It is understood that this was a 'T'-shaped timber-clad structure with eight classrooms.

The Middlefield building was opened in 1951 as Middlefield County Infants School and later combined with the earlier school as Middlefield County Primary School. The main access to the new school was from Stoke Road.

The Richmond building was built in 1970 (which replaced the original building), and the two schools amalgamated to form Richmond Primary School, with the juniors using the Middlefield building and infants using the Richmond building.

The school is set in relatively spacious grounds (the total site area is approximately 3.3 hectares), and extensive mature landscaping provides an attractive setting. The mature belt of trees to the site perimeter means that the site is secluded and well screened from neighbouring properties.

The southern boundary of the site is shared with the gardens of houses along Tudor Road. To the east lies Richmond Park and the site of the proposed new Hinckley Young Person's Club. To the north and north-west lie the Clover Trading Estate and the Morrison's superstore. Beyond the western boundary, either side of the entrance drive, are former allotment gardens and the existing Boys Club site, which will soon be vacant with the completion of the new youth facility on Richmond Park. Further distant, on Stoke Road, is the recently completed Dorothy Goodman Special School.

The diverse nature of the building uses surrounding the site means that there is no predominant character or material palette within the locality, and there is no visual cross-referencing as buildings on the site are not visible in the context of any neighbouring buildings.



Existing Site And Buildings

The existing school buildings occupy the central part of the site, with the school sports field to the north and the play areas, car park and woodland habitat areas to the east, south and west. The hard-surfaced play areas are extensive, with a total of three large playgrounds.

The site slopes down from the southeast to the northwest, although the southeastern half of the site is fairly level, with the steeper slope in the area to the west and north of the existing buildings.

The Richmond building ('Block A') lies in the centre of the site and is of interesting and unusual design. It has six teaching areas, containing the Foundation and Years 1 & 2 class bases (three pairs of linked class bases reflecting the two form stream), radiating from a central resource area in a circular plan. There are external covered areas outside each of the class bases and a meeting room sits in a rotunda above the central area at first floor level.

One quadrant extends beyond the circular form and contains the Headteacher's office, Finance office, Reception area and lavatories around a corridor linking to the Key Stage 1 hall at its furthest extremity, which is at a lower floor level than the teaching areas (about 600mm difference). This change in level means that currently it is not possible to gain access from any of the teaching areas to the main hall without using steps – wheelchair access can only be achieved from outside the building.

Linked to the hall are the existing school kitchens and servery.

The building is principally faced with a dark buff coloured brick, with prominent, deep white fascias. External windows, doors, exposed columns and a number of other fittings are currently painted mid blue. The central 'turret' of the first floor meeting room is clad with white finished concrete panels.

To the west, adjacent to the kitchen and hall, is the existing boiler house and water tank structure ('Block B') serving the Richmond building. At low level this has the same brick and fascia finishes as the Richmond building, whilst the cantilevered water tank at high level is clad in dark stained vertical timber boarding. The brick chimney rises to around 9.9m above adjacent ground level.

The Middlefield Building ('Block C') lies to the south of Block A and is a mainly single storey, flat-roofed structure faced externally in a light red/brown brick, with some concrete detailing around windows and parapets. It contains eight individual classrooms, a large library/resource area, two small study rooms and staff facilities, arranged in a 'U' shape. Adjoining the 'U' it has a large hall, and the school's ICT and cookery suites, which were formed from the block's former kitchen. The hall is well equipped with indoor PE apparatus, and hosts much of the school's community and out-of-hours activities. There is also a small first floor resource and store area, and a chimney from the basement boiler house.

The Richmond and Middlefield buildings are linked by a 40m long covered walkway with painted steel frame and glazed sides.

Connected to the Middlefield building (within the courtyard of the 'U') is a prefabricated single classroom unit ('Block MA') housing a Special Educational Needs (SEN) 'Nurture Group' facility which provides support for pupils with greater emotional needs. A second modular prefabricated unit, located alongside the KS1 playground to the east of the Richmond building houses the independently run Playgroup. Both of these modular buildings have a standard resin-aggregate finish in a dark red/brown colour.

Brief

The principal aims of the brief are three-fold:

1) To replace the existing Middlefield building;
2) To improve the suitability of the remaining existing accommodation of the Richmond Building;
3) Provide an integrated satellite facility for the Dorothy Goodman School for a total of 16 SEN pupils.

There were a number of other key requirements identified in the brief with significant influence on the design:

- The existing school must remain in use throughout the development, with disruption to everyday functioning of the school minimised as far as practical.
- The new building should be located as close as possible to the Richmond Building and linked to create a more cohesive school environment.
- The Dorothy Goodman Satellite (DGS) should have its own entrance and vehicle drop off separate to the main school entrance, but with direct access into the main school circulation areas and vice-versa for shared facilities
- The proposed development should achieve a BREEAM (Building Research Establishment Environmental Assessment Method) rating of Very Good or better; meeting the range of environmental, sustainability and energy criteria imposed by the BREEAM provisions significantly influences the design of the new development.
- Security: it is important that the school is able to control the extent to which people can access the grounds and buildings, with requirements different at different times of day. It is also important that the pupils have well

defined areas within the grounds in which they can be contained and are safe to learn and play outdoors.

- The ability to gain access to the Playgroup, independent of the school access, from off site is also important for site security; currently the nursery uses one of the school gates from Richmond Park, which means that this cannot be locked during the day, and so the school curtilage cannot be secured.

Consultation

A continuous and comprehensive programme of consultations has been undertaken throughout the design development period leading up to this application, all of which have been used to inform the design:

- Consultation with the school's head and chair of governors from the outset of the briefing and design process led to an early understanding of the educational needs of the school. This was used to amplify the core brief provided by the CYPS team;
- Pre-Application discussions with LCC planning officers Chris Noakes and Matthew Burns took place over a series of meetings. The officers have been informed of the decision making process and have provided advice and feedback from discussions relating to the siting of the building, its form, size, and materials;
- As part of the Pre-Application process, a meeting was held on site with LCC's Highways Officer Matthew Lennon. It was agreed that a simple transport 'statement' would be sufficient, rather than a full transport assessment, because the proposed development is essentially a like-for-like replacement for an existing facility;
- The LCC Access Officer has also been consulted and provided feedback on the proposals;
- Sport England have been consulted and did not raise any objection to the proposals;
- Governors: The chairman of the governors has taken an active role in the development process, including attendance at Client (ie CYPS) design team meetings. The other school governors have been kept informed of the proposals during the development of the design, with the opportunity to comment and influence the proposals;
- Pupils and Staff: Pupils have carried out projects based around the design of a new school and have shown a high level of enthusiasm and engagement in the project; and staff have been formally consulted and invited to their own open evening, which was well attended;
- Parents and local residents: an open evening was held at the school, to which parents and local residents were invited to view the proposals, in order to make them aware of the proposals and provide a forum to air any immediate concerns or questions. The feedback was very positive and it was widely accepted that the new school would be an asset to the local community.
- Playgroup: The Richmond Playgroup were also consulted and given the opportunity to comment on the proposals.

Environmental Considerations

Tree Survey

A tree survey was carried out by Leicestershire County Council's Forestry Group. The area of the survey was restricted to the area of the site most affected by the proposed development option, and categorised a total of 93 trees. Many more trees exist on the site around the perimeter of the northern and eastern part of the school grounds were not included in the survey. A copy of the tree survey information accompanies this document.

Ecological Survey

An Ecological Appraisal of the site was carried out for LCC by FPCR of Derby. It consisted of a desk-top study and extended Phase 1 site survey of the habitat on and around the site, including for the possible presence of protected species (ie bats and great crested newts). In summary, the survey found no evidence of the presence of bats, badgers or great crested newts within the area affected by the proposed development (the only building covered by the survey with limited potential for bat roosting is the Boys Club, which is not part of the application or the school site). A copy of the Ecological Appraisal accompanies this document.

A number of infestations of Japanese Knotweed have been found on the site, with three separate stands identified. Leicestershire County Council has commissioned a remediation process, which is currently being undertaken. This activity has resulted in the loss of some trees covered by the tree survey area (it is not known how many or which ones) and which are included for removal in this application nonetheless.

Flood Risk Assessment

The assigned Planning Officer Matt Burns confirmed that, following his enquiries to the Environment Agency, neither a fluvial nor pluvial flood risk assessment would be necessary as part of this application as the total area of proposed development is less than one hectare (10,000m^2).

Archaeology

Leicestershire County Council's Historic and Natural Environment Team were consulted to establish whether there were any archaeological considerations affecting the site. The Senior Planning Archaeologist confirmed that no archaeological work will be required for the proposed development.

Feasibility & Options Appraisal

A strategic appraisal of a series of options for the siting of the new development was carried out at feasibility stage to establish a 'best fit' option. This considered a wide range of factors including: health & safety, constructability (eg quality of working area achievable, ease of access, impact on programme), site levels, location of existing site services, school functionality (during development and post-completion), planning considerations (eg requirements of Sport England, and Local Plan Policy BE1 et al.), and relative cost. This process was represented by Options 1-5 on drawing SA348-02-SK002B, which has been included as an appendix. It was felt that development in the area between the existing buildings and the western site boundary, noted as Option 1, provided the best solution, and this became the base from which the proposals developed.

Each of the site location options would result in the need for some accommodation within the existing building to be reprovided in the new building, either for functional reasons due to the changing layout of the overall school or to allow a physical connection and access from the new to the old. Because the proposed development will sit in front of the existing school's main entrance, it is necessary to incorporate a new entrance and reprovide the associated administration accommodation in the new building. Only a development linking to the Richmond building via the existing library (between Foundation & Year 2 base) could realistically avoid this. But this would require development on the KS1 playground, which was ruled out as unfeasible on other grounds.

The chosen site imposed certain constraints that the design would need to address to provide a coherent layout and functionality for the school post-development:

- the need to avoid the Middlefield building whilst;
- getting as close as possible to the Richmond building whilst also
- allowing access to the existing service point, as well as
- the need to provide a new school entrance taking account of external approach to it from existing and potential site access points.

A number of options for development on the chosen site were explored, which included a variety of building forms. Drawing SA348-02-SK004A shows two early option studies as an example of this process, and is also included as an appendix. The chosen option provided the best solution in a number of key considerations including: security, layout (site approach), and the relationship between classrooms and play areas, and the quality and flexibility of the teaching areas provided. It also provided a compact footprint that minimised the amount of 'new' land that needed to be taken up.

Site Strategy

The proposed development has an efficient footprint designed to minimise the area of the new building and the area of site that will need to be taken up (the proposed development will result in a net reduction in built footprint on the site), as well as consolidating the school buildings to occupy only the central portion of the site. This will effectively move the school away from the properties on Tudor Road. [cf Local Plan Policies BE1 (a), (b) & (i)]

The development will not reduce the area of the sports field currently used as sports pitches, although a small incursion into the grassed area is proposed to form part of the turning head.

Safety and security have been important considerations in the development of the design. The site has been laid out to provide distinctly separate 'public' and 'pupil' areas with a clear security line and controlled access between the two. [cf: Local Plan Policy BE1c]

The existing approach drive will be retained to enter the site, and a new site access road within the 'public' area of the site will allow vehicles and visitors to reach the car park, main entrance, Dorothy Goodman drop off and delivery points. The drive is also the main pedestrian approach for visitors to the school. The hard and soft play areas will be accessed generally from within the school and the pupil pedestrian access from Richmond Park.

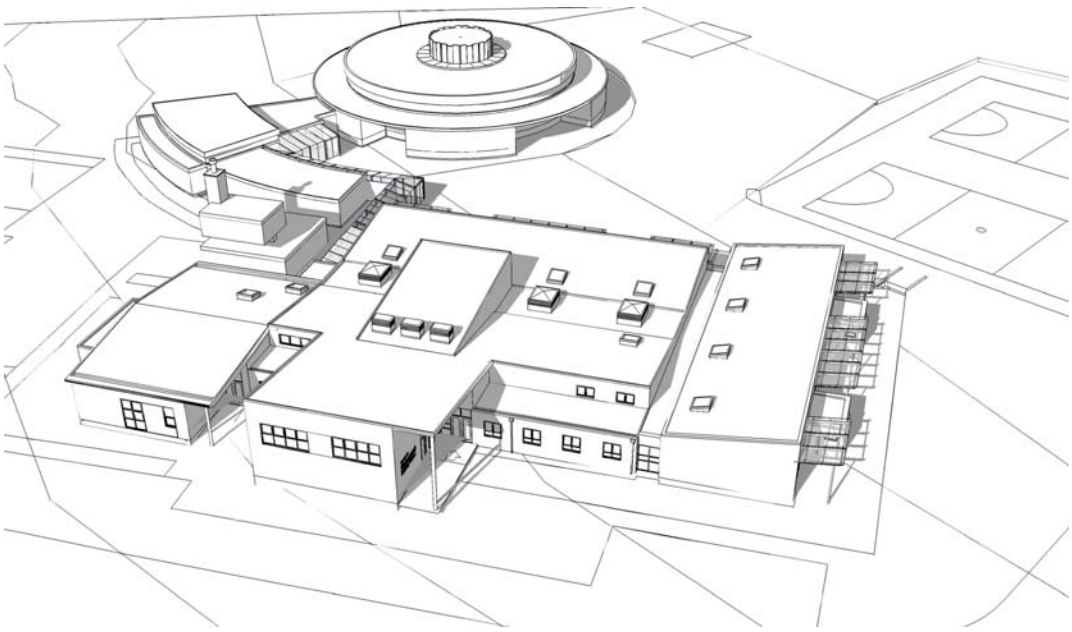
Access to Playgroup: It is proposed to remove and close off the existing gate closest to Tudor Road, to relocate/reprovide this to form a separate means of access to the playgroup from Richmond Park. This will allow the school to secure the pupil's secure zone throughout the school day.

It is understood that the adjacent Boys' Club land and allotment gardens may soon be offered for housing development. With development of the land comes the possibility of creating a new vehicle access to the school. The design of the proposed site layout is flexible in being able to accommodate a change in access point to anywhere along the new site access road.

The site falls from south-east to north-west but the orientation of the new building minimises the effect of the falling levels. Sitting at a lower part of the site, the proposed building will have a lower floor level than both the existing Richmond and Middlefield buildings. This and its location further from the houses on Tudor Road should reduce the presence of the school from outside the site, representing an improvement over the existing school. [cf Local Plan Policies BE1 (a) & (i)]

The existing KS2 'lower' playground is to be converted for use as the staff car park, with new markings to suit. This places the Car park away from the building which is important for air quality, particularly given the natural ventilation strategy.

The school hosts the Hinckley Schools netball competitions, and the proposals include for this. Current provision is 4 netball courts (2 on each of the existing KS2 playgrounds). Although 2 courts will be lost in forming the new staff car park, it is proposed to reprovide these on the new hard play areas that will be formed on the area of the site defined by the demolished Middlefield building; there will be a new fenced ball court of a size suitable for 1 netball court and a new hard playground with space for 1 netball court.



Building Form & Scale

The design seeks to create a building that is of a scale and form appropriate to its context and that can be related to by its users. It will be single storey with a simple, easily legible layout. [cf Local Plan Policy BE1(a)]

The proposed building essentially has a rectangular in footprint; this is efficient plan form reduces the area of site taken up. The teaching accommodation is arranged in two matching wings, each containing 4 class bases, at right angles to allow all of the classrooms face onto the play areas, providing ease of access and views out.

Generally eaves and parapet heights are low so the building is not overbearing for small children. The volumes of the community hall and the central spacious 'Hub' facility are raised above the level of the other roofs to help articulate the central importance of these spaces.

The main floor level of the new building is set lower than the levels within the existing Richmond building (provisionally at 114.800m above ordnance datum), with the floor level of the Dorothy Goodman satellite provision a further 450mm below that (at 114.350m). The new main floor level is 600mm below the level of the entrance to the Richmond building and a further 600mm below the level of the KS1 classrooms. This responds to the falling levels across the site and helps to break up the collective mass of the whole school.

Building Heights: The highest point of the new building (to the top of the Hub roof) will be no more than 121.80m, which is around the height of the existing Middlefield Hall. The parapet line of the new classroom wings will be around 119.90m. The existing Middlefield classroom wing has a ridge height of around 120.20m.

Classrooms: Windows to classrooms extend down to the floor and to the full width between pods to maximise views out. There are high ceilings in the classrooms to help them feel light and airy, and to reduce the likelihood of overheating.

Appearance & Materials

It is intended that the appearance of the building will allow it to sit comfortably within its surroundings, relating to both the landscape setting and the retained Richmond building, as well as the wider context [cf Local Plan Policy BE1(a)]. External materials have been selected for their robustness and durability as well as their appearance, and form a restrained palette of materials that are attractive and work well together. The following summarises the principal materials chosen:

- Timber cladding: vertical self-finished timber cladding is proposed to the main volume of the building, defined by the classroom wings. This has been chosen because of its sustainability as a material, and to reflect the setting of the building amongst extensive tree planting, as well as for its popular appeal as a natural material. The timber will be a light, golden colour when installed, and will weather with time to a silver-grey.
- Masonry: to be a dark grey textured blockwork with a 'split' finish. To pods and smaller scale elements of the building that 'protrude' beyond the basic timber-clad form with a parapet height of around 3.3m. The masonry is intended to provide a weightiness to help to 'anchor' the building it also provides increased robustness in the vulnerable locations of the external pods.
- A white render finish is proposed to the Hall and the Hub (where it emerges above the surrounding roof). The choice of render reflects the extensive white elements at higher levels on the Richmond building. It is also intended to 'lift' the appearance of the new building by contrasting to the more sombre tones of the masonry and

timber. The different material also helps to accentuate the importance of the volume of the hall block and to mark the main entrance.

- Roofs: are generally inverted behind parapets and largely hidden from view. A mid grey coloured single ply membrane finish provides a cost effective yet inoffensive solution.
- External windows and doors: will be coated aluminium framed double glazed units. Frames will have a mid grey finish.
- Canopies: The canopies over the external teaching areas outside the class bases are intended to help enliven the façade as well as performing a function. They are to be constructed of a coated steel frame with a glazed roof. It is proposed that the roof glazing would provide solar protection to the classroom windows, such as tinted solar control glass. The columns will be finished in colours to visually contrast with the surroundings.
- The covered walkway will be a steel framed structure with a roof and glazed sides that will tie in with the appearance of the classroom canopies.

Accommodation & Building Layout

The starting point for the design was to provide appropriate 2FE Primary School facilities except for where adequate facilities already exist in the Richmond building. However, by building a new 'junior' school on the chosen site 'in front' of the existing main entrance to the Richmond building, it becomes necessary to include a new main entrance within the new building, and thus to reprovide some of the existing Richmond accommodation in the new building.

As part of the development process the design team and Client looked to reduce the total area of new build required by providing some of the 'new' accommodation within the Richmond building, where much of the existing accommodation is over-provided for against current standards, through refurbishment and remodelling. It was also identified that some of the accommodation to be provided within the Dorothy Goodman satellite could be shared with the mainstream part of the school, to avoid duplication.

Following this process, the final total GIFA of the new building being submitted is 1461m^2.

The layout of the proposed building has been designed with the following aims:

- to provide a simple, legible building that is easy to use and navigate;
- with the accommodation arranged in such a way that the cohesion of the school as a whole is improved;
- Most importantly that it provides flexibility for the teachers.

At the centre of the new building is The Hub, which is hoped will provide a vibrant new 'heart' for the school. This will become the central resource facility for the whole school. It is easily accessible form the entrance, and the new teaching areas. It is also easily accessible from the Richmond building. A central 'Street' connecting to the Hub provides a central spine to the building from which the class bases are accessed. Together the Hub and Street provide flexible communal teaching areas and breakout spaces permitting a variety of teaching styles and activities.

The following notes outline some of the other key features of the proposed development:

- The new Second/Community Hall is an important part of the new school. It is the replacement for the existing Middlefield Hall which is currently the largest hall and hosts much of the school's collective activities as well as out-of-hours and community uses. The new hall is located adjacent to the main entrance – and has an external door to allow separate access – to facilitate out-of-hours community use.

- The hall provided is 50% larger than normal BB entitlement, in response to the School's stated needs.
- The school is moving towards classroom desktop wireless computer access and long term the capacity/importance of a distinct ICT suite will be diminished; therefore the Hub has been designed to provide an open plan learning area that will contain the school's main Library facility but provides the flexibility to accommodate possible future changes in teaching methods.
- Classes are arranged in pairs as flexible 'year-bases' for each 2-class year group. These are divisible to create 2 distinct classrooms, to suit the preferred teaching style;
- Each year base will have direct access to its own toilets, which will also be easily accessible from outside; these are easily supervised and help to prevent bullying. Additional group toilets are also provided off the Hub to serve the central communal teaching areas;
- A covered 'outdoor classroom' area is to be provided outside each new KS2 year-base;
- Each of the new KS2 year bases has easy access to the external playing areas; the Dorothy Goodman classrooms need to have direct access to their own designated play areas;
- Improved staff facilities: In the new building there will be a new staff social room with refreshment kitchen as well as male and female toilets and shower facilities. The existing admin office, which will be vacated on completion of the new building, will become a staff preparation and study area.
- The Nurture Group will be relocated in Richmond building together with SENco office. This will be formed from part of the existing Foundation base (which is over-sized), together with the existing library area (to reduce the total area of Foundation base taken);
- The hygiene room, Therapy Room and Behaviour Support facilities located within the DGS are shared facilities for use as required by the mainstream school.

The proposed development will result in a more compact school, whose central facilities will be much closer together (eg main hall is more accessible from new KS2 building, the new Hub and second hall readily accessible from Richmond building).

Proposed Environmental & Energy Strategy

In accordance with Local Plan Policy BE1 (d), the proposals have been developed to include a number of features that will help to limit the energy consumption of the new building, and is required to meet Leicestershire County Council's carbon reduction targets for new public buildings.

The school is to be naturally ventilated as far as practical. Where natural ventilation via windows may not be able to deal with peak loads (this likely only to the Hub and to the Hall), this will be supplemented by a system of assisted stack ventilation units that help to draw in or remove air as required.

Natural daylight is an important part of the design, with large windows to the external wall of classrooms and the use of rooflights to areas without adequate window area. Even the Hub, 'landlocked' at the heart of the new building, will be well-lit from a large high-level clerestory window.

To avoid excessive solar heat gain through the classroom windows, the canopies over the outdoor teaching area will provide solar shading. However, in order to maximise the amount of daylight into the room, they are also designed to transmit light.

Heating is to be provided by gas fired boilers housed within the existing boiler house block (with undercroft space filled in to provide additional plant area as required) to a zonal underfloor heating system. This provides a flexible system that can respond to different use patterns around the building (eg the area of the building for use out-of-hours by the community is zoned so that these areas can be heated whilst the rest of the building is shut down).

The building envelope will be thermally efficient – exceeding the requirements of Building Regulations – and so reducing energy use.

A rainwater harvesting system is proposed to reduce the new building's demand for water. The resulting savings can be displayed to pupils and used as an educational tool.

Landscaping & External Works

The nature of the site is such that it would not be practical to develop a new building of this size without the loss of trees (unless an existing building could be demolished first – this option was explored and discounted as unfeasible). Although some trees of moderate or high quality will be removed, this would be a small proportion of the total stock and would not adversely affect the character of the site. The proposed development avoids the most established and key screening elements of the planting around the south of the site, and the landscaping proposals will reinforce this belt and include new tree planting to compensate for the unavoidable loss of trees.

A proposed landscape scheme is being developed by Environmental Associates Ltd to provide a high quality landscape as required by Local Plan Policy BE1 (e), and a copy of their Landscape Concept Plan and Landscape Planting Plan drawings will be submitted when these are complete. The scheme seeks to strengthen the existing qualities to enhance the setting of the buildings, and provide stimulating views from classrooms. It has been based on the established patterns of the site; there is to be extensive replacement tree planting including small groups, individual specimens and woodland planting, as now.

New hard surfacing to footpaths and hard play areas will generally be tarmacadam. It is proposed that some areas of enhanced quality paving will be provided around the main entrance and the DGS entrance.

An external lighting scheme is also being developed, and this will be submitted when this becomes available.

Waste Strategy

A fenced waste compound will be provided, which will include appropriate provision for recycling of waste [cf Local Plan Policy BE1d], and will be located close to the service vehicle access point.

Construction Phase Waste Management: A copy of Willmott Dixon Construction's draft Site Waste Management Plan for the project is appended to this document.



Access

Travel, Transport & Parking

A document produced by LCC CYPS team detailing forecasts for numbers on the roll and the reduction in capacity of the school is included as an appendix to this document. It shows that there are currently 385 children on the school roll, and the net capacity of the existing accommodation is 459 pupils. The proposed development will reduce the net capacity of the school to 420 pupils. In recent years pupil numbers at Richmond have fallen slightly to the current number from nearer 400. The forecasts indicate that numbers are expected to rise again over the next 5 years to reach 403 pupils in 2014. This demonstrates that long-term, pupil and staff numbers are likely to remain relatively stable.

There are currently 22 full time staff and 33 part time staff. The employment patterns of the part time staff are such that they are equivalent to around 22.5 full time staff. It is anticipated that these staffing levels will continue after completion of the proposed development.

However, these figures do not include the Dorothy Goodman SEN Satellite provision. This facility has been designed to accommodate around 16 SEN pupils plus staff. Current indications are that there will be a maximum of around 8 teaching staff within the unit at any one time. The unit is intended to function as a support facility for pupils that will be taught, for greater or lesser proportions of their time, within the mainstream facilities, or brought in for short periods from the nearby Dorothy Goodman School by bus, along with staff. Any change in the travel and transport profile of the school is therefore both hard to quantify and not likely to be significant.

The existing car parking areas have designated spaces for 49 cars. This provision is not adequate to meet current parking demand, with a number of vehicles regularly taking up space on verges.

A copy of the school's current Travel Plan is being submitted as part of this application, and accompanies this document. An updated version of the Travel Plan is currently being undertaken, and this will be submitted as part of this application when this becomes available.

All of the above information has had an influence in determining the proposals for parking provision detailed below.

Site Access and Parking:

> Although there will be access to drop off and pick up pupils from the DGS, with provision for limited waiting, generally access and on site parking is to be for staff & visitors only – the school have an existing policy of not allowing parent drop-off/pick-up, and this is enforced by the use of control barriers.
>
> Parking provision has been made on the basis of one parking space per full time equivalent staff member. This results in a requirement of 45 spaces for existing school staff, plus a further 10 for the assumed additional Dorothy Goodman staff – a total of 55 spaces.
>
> Disabled parking provision has been based on a rate of 5% of total full time equivalent staff members, in accordance with BS8300. Assuming 55 full time equivalent staff, this results in a requirement of three disabled spaces.
>
> The school's experience is that current needs for visitor parking would be met by providing 3 visitor spaces in addition to adequate provision of staff spaces. In the proposals, there will be 1 dedicated space for visitors alongside the disabled parking spaces, with a further 2 'overspill' spaces available in the main car park.

Cycles: secure storage is proposed, in accordance with Local Plan Policies T9 & T10, for a total of 24 bicycles. The cycle parking has been based on provision at a rate of 5% of users (staff & pupils), in line with LCC policy. 420 pupils + 55 staff results in a requirement for 24 spaces. The cycle parking location is easily accessible form the main site entrance, and allows easy access to the main entrance of the school and the pupil play areas. This location is convenient for the arrival/departure of children and staff, and reflects Local Plan Policy T9 (clauses *a* and *d*).

Deliveries: Access for deliveries will be to a dedicated turning head and delivery point, via the site access road, which will run across the front of the school from the entrance drive. The delivery point is located as near as practical to the service entrance to the kitchen, and the plant room/boiler house.

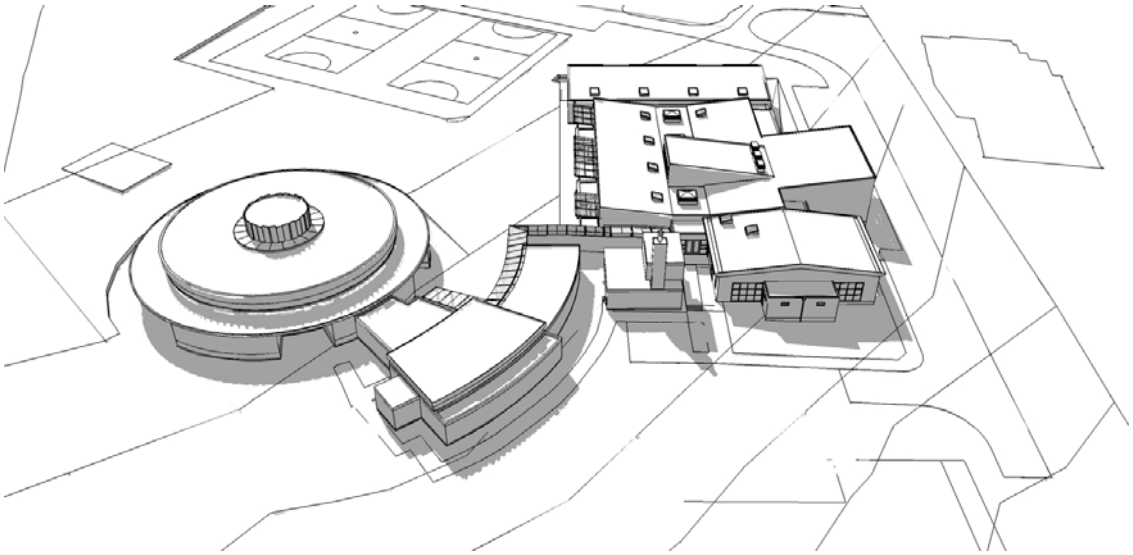
Emergency Services access: Access to the site for emergency service vehicles will be as existing via the entrance driveway. The new site access road will provide direct access to the school playing field, and ambulance access to the hard play areas (KS1, new KS2 & ball court, and existing 'upper' KS2) will be possible via the staff car park and existing routes leading onwards from there.

Inclusive Access

The new building is designed to be as accessible and inclusive as possible, addressing the requirements of Local Plan Policy BE1 (f). However, it is also important that the development will improve the accessibility of the site generally and not just provide an accessible new building.

One example of where such improvement will be made is in accessibility of the main hall; the new covered walkway will provide a wheelchair accessible route to the main hall from the new KS2 building.

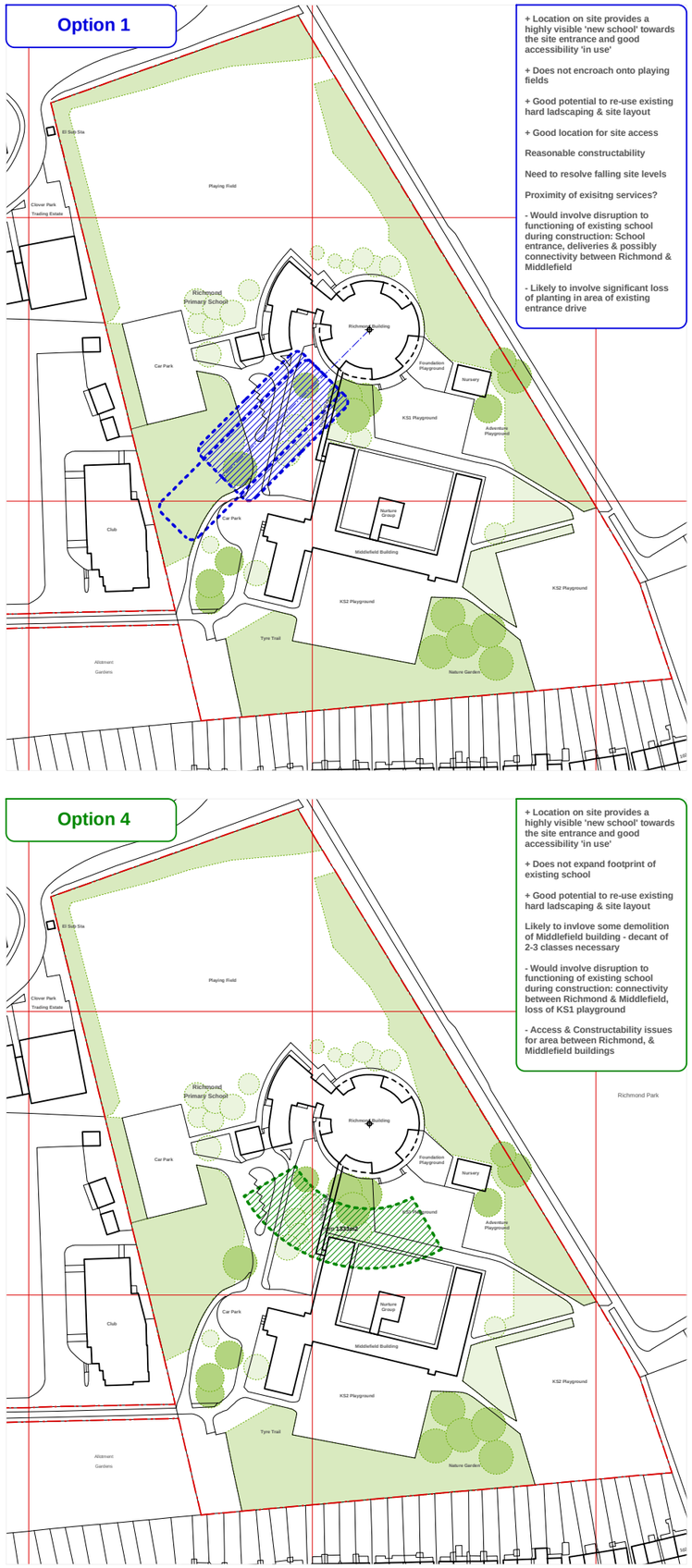
For full details of accessibility and inclusion issues, please refer to the dedicated Planning Stage Access Statement, which is included as an appendix within this document.



Appendixes

Notes

Option 1



+ Location on site provides a highly visible 'new school' towards the site entrance and good accessibility 'in use'

+ Does not encroach onto playing fields

+ Good potential to re-use existing hard ladscaping & site layout

+ Good location for site access

Reasonable constructability

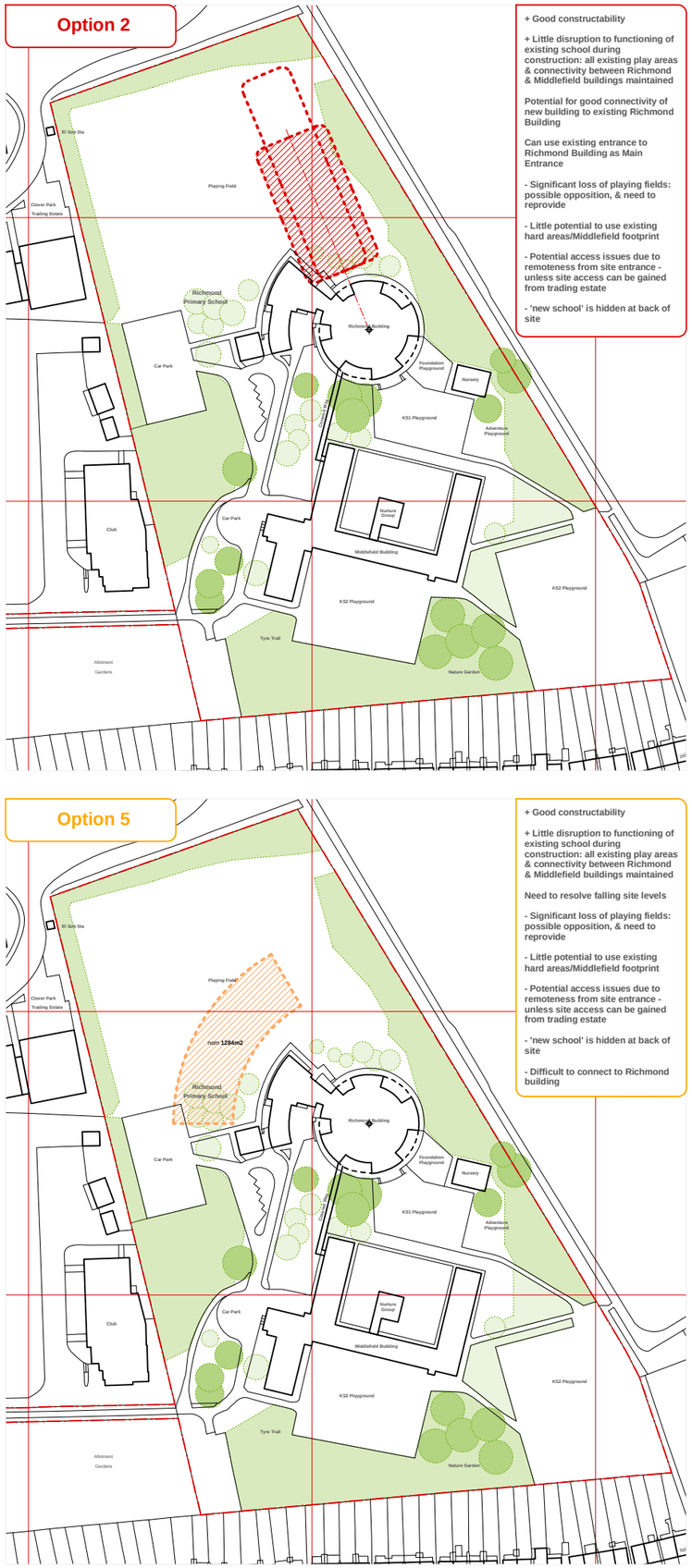
Need to resolve falling site levels

Proximity of exisitng services?

- Would involve disruption to functioning of existing school during construction: School entrance, deliveries & possibly connectivity between Richmond & Middlefield

- Likely to involve significant loss of planting in area of existing entrance drive

Option 2



+ Good constructability

+ Little disruption to functioning of existing school during construction: all existing play areas & connectivity between Richmond & Middlefield buildings maintained

Potential for good connectivity of new building to existing Richmond Building

Can use existing entrance to Richmond Building as Main Entrance

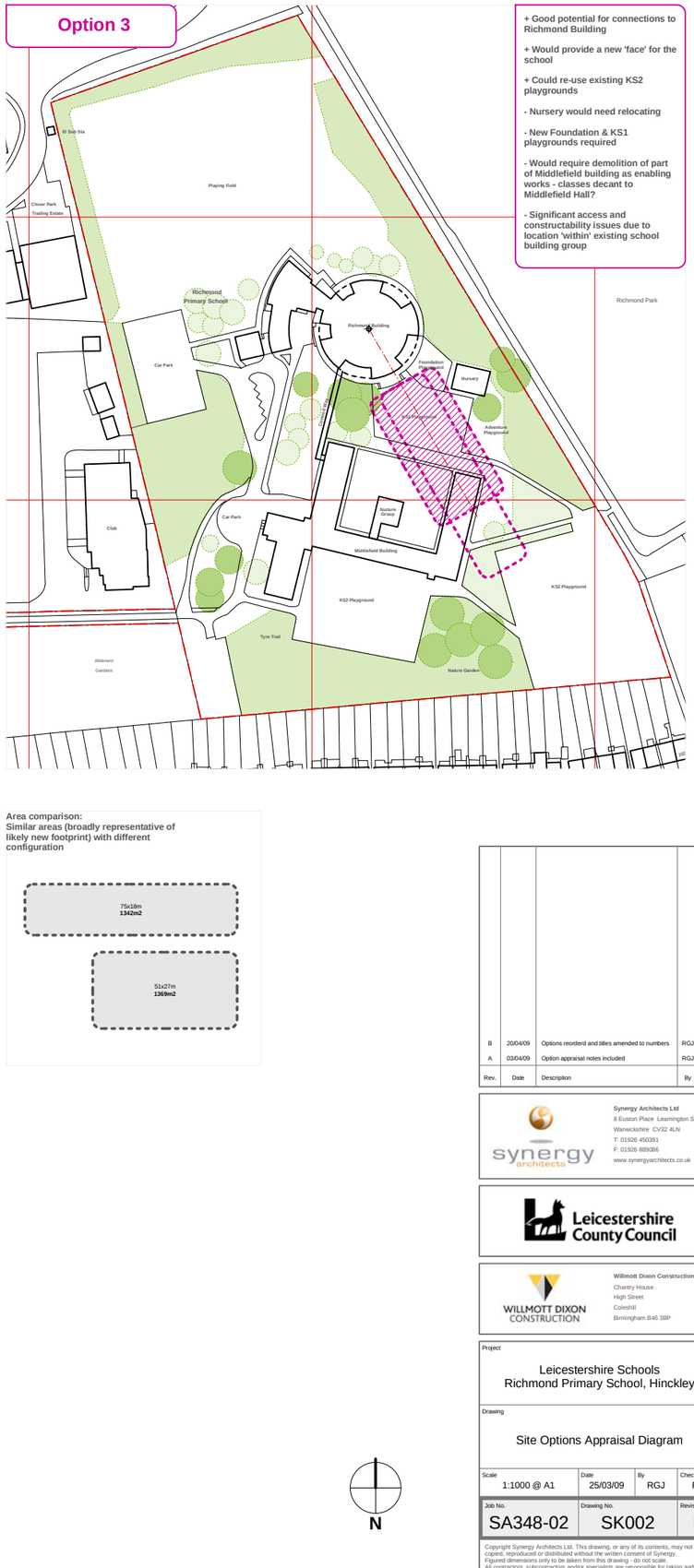
- Significant loss of playing fields: possible opposition, & need to reprovide

- Little potential to use existing hard areas/Middlefield footprint

- Potential access issues due to remoteness from site entrance - unless site access can be gained from trading estate

- 'new school' is hidden at back of site

Option 3



+ Good potential for connections to Richmond Building

+ Would provide a new 'face' for the school

+ Could re-use existing KS2 playgrounds

- Nursery would need relocating

- New Foundation & KS1 playgrounds required

- Would require demolition of part of Middlefield building as enabling works - classes decant to Middlefield Hall?

- Significant access and constructability issues due to location 'within' existing school building group

Option 4

+ Location on site provides a highly visible 'new school' towards the site entrance and good accessibility 'in use'

+ Does not expand footprint of existing school

+ Good potential to re-use existing hard ladscaping & site layout

Likely to invlove some demolition of Middlefield building - decant of 2-3 classes necessary

- Would involve disruption to functioning of existing school during construction: connectivity between Richmond & Middlefield, loss of KS1 playground

- Access & Constructability issues for area between Richmond, & Middlefield buildings

Option 5

+ Good constructability

+ Little disruption to functioning of existing school during construction: all existing play areas & connectivity between Richmond & Middlefield buildings maintained

Need to resolve falling site levels

- Significant loss of playing fields: possible opposition, & need to reprovide

- Little potential to use existing hard areas/Middlefield footprint

- Potential access issues due to remoteness from site entrance - unless site access can be gained from trading estate

- 'new school' is hidden at back of site

- Difficult to connect to Richmond building

Area comparison:
Similar areas (broadly representative of likely new footprint) with different configuration

N

Rev.	Date	Description	By	Check
B	20/04/09	Options reordered and titles amended to numbers	RGJ	RG
A	03/04/09	Option appraisal notes included	RGJ	RG

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Chantry House
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Coleshill
Birmingham B46 3BP

Project
Leicestershire Schools
Richmond Primary School, Hinckley

Drawing
Site Options Appraisal Diagram

Scale	Date	By	Check
1:1000 @ A1	25/03/09	RGJ	RG

Job No.	Drawing No.	Revision
SA348-02	SK002	B

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Notes

Option 1.1

Provides new entrance and 'face' for the school

Principally single storey with partial 2-storey - option for two-storey scheme (see dotted line for amended extent)

Existing kitchen to remain in use

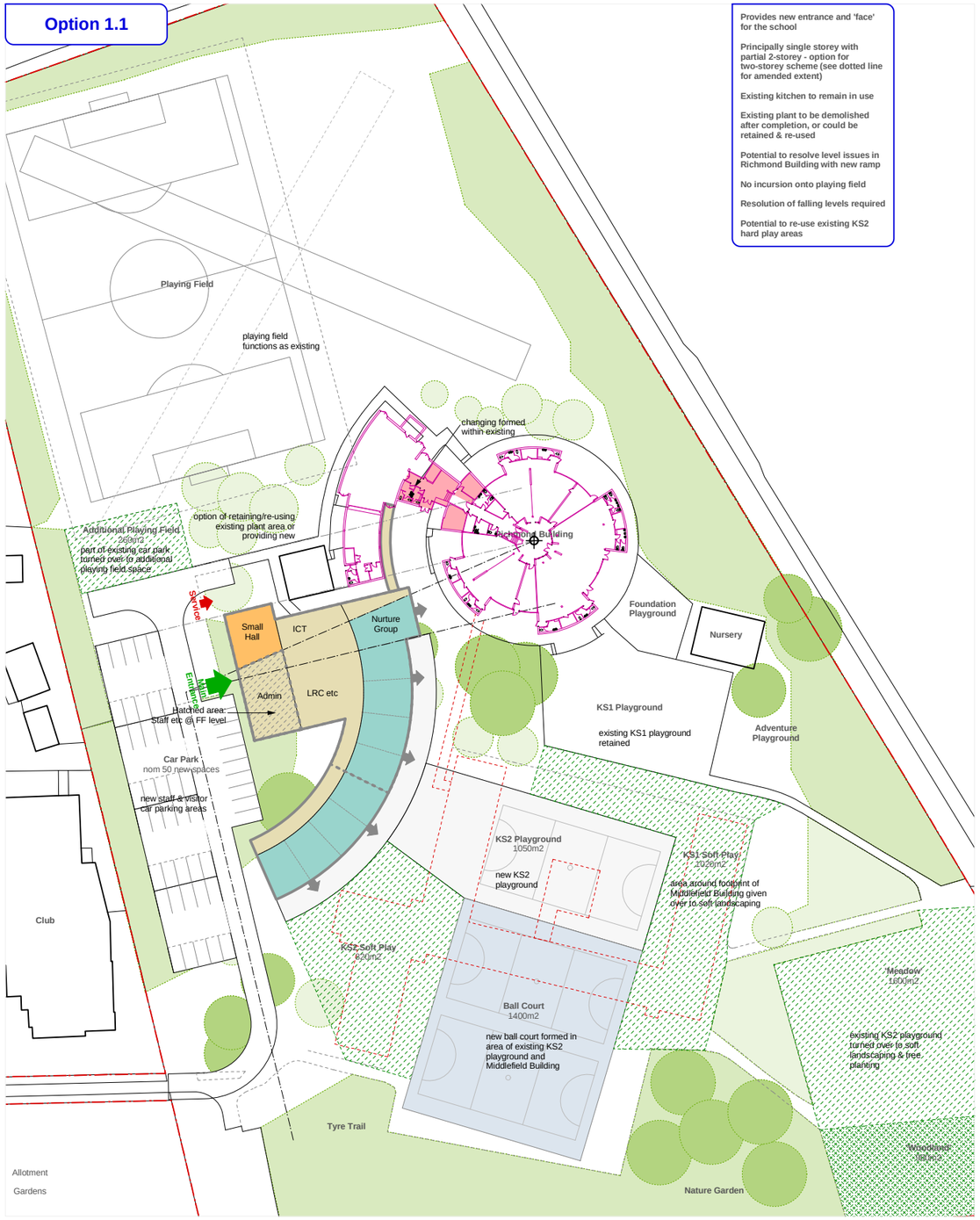
Existing plant to be demolished after completion, or could be retained & re-used

Potential to resolve level issues in Richmond Building with new ramp

No incursion onto playing field

Resolution of falling levels required

Potential to re-use existing KS2 hard play areas



Option 1.2

Provides new entrance and 'face' for the school

Principally single storey with partial 2-storey, option for principally 2-storey (see dotted line for amended extent of classroom wing)

Existing kitchens to be retained, with new service access via new connecting corridor

Functionality of existing kitchens compromised during construction

Existing plant accommodation to be demolished

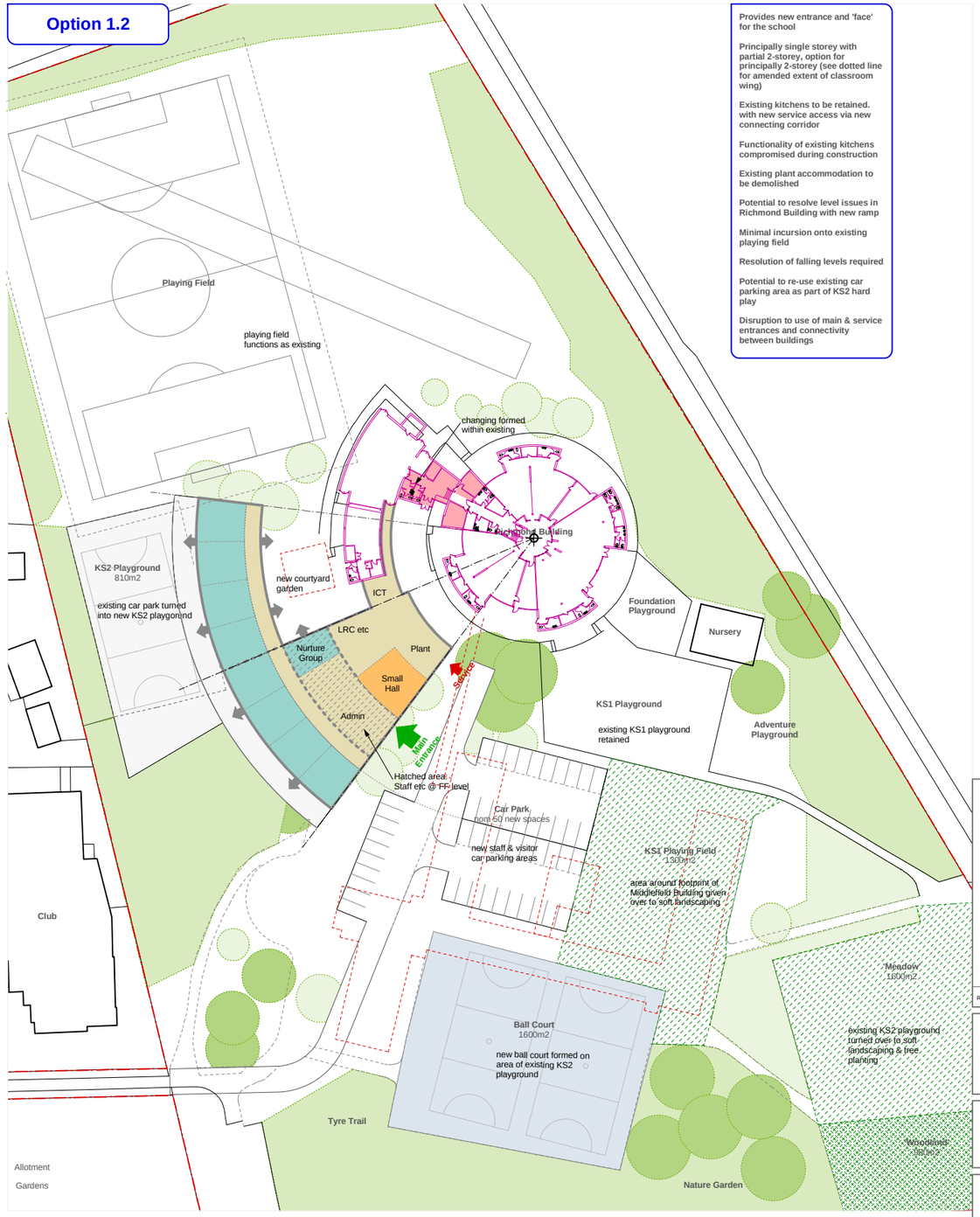
Potential to resolve level issues in Richmond Building with new ramp

Minimal incursion onto existing playing field

Resolution of falling levels required

Potential to re-use existing car parking area as part of KS2 hard play

Disruption to use of main & service entrances and connectivity between buildings



N

Rev.	Date	Description	By	Check
A	20/04/09	Options renamed 1.1 & 1.2	RGJ	RG

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Willmott Dixon Construction Ltd
Chantry House
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Leicestershire County Council

Project

Leicestershire Schools
Richmond Primary School, Hinckley

Drawing

Options Development
Option 1

Scale	Date	By	Check
1:500 @ A1	31/03/09	RGJ	RG

Job No.	Drawing No.	Revision
SA348-02	SK004	A

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Site Waste Management Plan

Richmond Primary School
Hinckley Leicestershire



WILLMOTT DIXON
CONSTRUCTION

STANDING OUT FROM THE CROWD

CONTRACT:	Glenfield Primary School Leicestershire

CONTRACT No:		**Hazardous Waste Premises Code:** **Expiry Date:**	

PREPARED BY	Richard O'Donoghue	**DATE**	29th June 2009
TITLE	**Project Manager**		
APPROVED BY		**DATE**	
TITLE	**Environmental Manager**		

DISTRIBUTION

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SECTION: 1.0 PROJECT DETAILS AND TEAM

2.0 DESIGN DECISIONS RECORD

3.0 SITE WASTE MANAGEMENT PLAN

- Predicted waste
- Waste Management Options
- Duty of Care Schedule

4.0 SITE LAYOUT PLAN

- Material storage areas
- Skip and recycling areas
- Materials handling equipment

5.0 ROLES AND RESPONSIBILITIES

6.0 SWMP CHECKLIST

7.0 SITE WASTE DATA

- Schedule of Wastes Produced
- Skip Data Sheets
- Waste Management Contractors Monthly Reports

8.0 CERTIFICATES, LICENCES AND PURCHASE ORDERS

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- Waste Carriers Licences
- Waste Management Contractors Licences
- Demolition and Groundworks Contractors Licences
- Final Waste Site Licences
- Duty of Care Audits
- Skip Purchase Orders

9.0 WASTE TRANSFER NOTES

- Waste Transfer Tickets
- Hazardous Waste Consignment Notes

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11.0 GLOSSARY OF TERMS AND CONDITIONS

CONTENTS cont'd:

APPENDICES: (Please include as appropriate)

1.0 Policy and Guidance

- WDC Environmental Policy
- Summary of Waste Legislation
- Guidance Notes

2.0 Toolbox Talks

3.0 Signage and Posters

4.0 DTI Guidance Notes

5.0 Demolition Audits

6.0 WRAP Quality Protocol

7.0 Recycled Content

8.0 Index of European Waste Codes

9.0 Clean up agreement and notices

10.0 Notes and Meetings

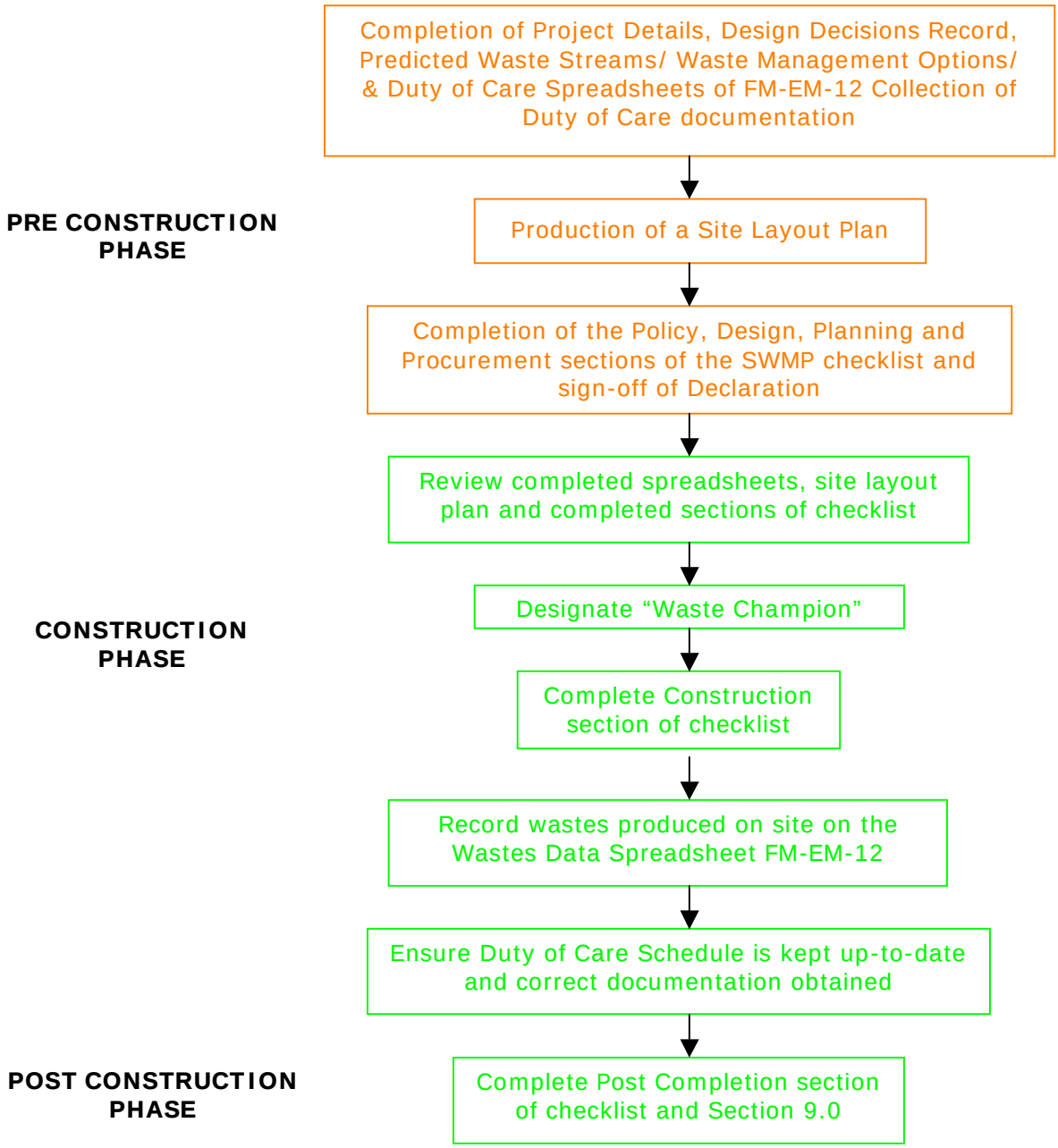
- Design Team/ Specification
- Sub-Contractors
- Waste Management Contractors

Documents in appendices 1-9 are available on the intranet under Environmental Management in the Construction section. They can be referred to or printed out where relevant to the site.

INTRODUCTION

This Site Waste Management Plan (SWMP) details the approach and actions we will be undertaking to manage the waste produced by this project. The Plan will be implemented by the Operations team, supported by the Local Construction Office Environmental Manager and the Divisional Management team.

The Site Waste Management Plan process:



Orange – completed by Pre Construction
Green - completed by Building Manager/ Waste Champion

REVISION RECORD

Rev	Date	Changes	Initial	
			OM/CM	EM

1.0 PROJECT DETAILS AND TEAM

Client Name	Leicestershire County Council
Client Address	
Project Name	Richmond Primary School
Project Address/ Location	
Project Value	
Floor Area	GIFA 1458m2
Project Description	New KS2 primary school facility and associated external play areas. Demolition of the existing Middlefield school building.

ALL PROJECT TEAM MEMBERS ARE TO BE ASKED TO SIGN UP TO THE PLAN

Section 6 (5) of the SWMP Regulations 2008 requires both the client and the principal contractor to make the following declaration.

By signing this declaration we acknowledge that will take all reasonable steps to ensure that;

a) all waste from the site is dealt with in accordance with the waste duty of care in section 34 of the Environmental Protection Act 1990 (a) and the Environmental Protection (Duty of Care) Regulations 1991 (b); and

b) materials will be handled efficiently and waste managed appropriately.

Principal Contractor	
Pre Construction Manager	John Smith
Pre Construction Waste Champion	
Project Manager/ Senior Building Manager	Les Henson
Nominated Waste Champion	Les Henson
Client or Client's Representative	Nigel Dutton
Designers	
Architect	Synergy Architects
Engineer	HSP Consulting LLP

Identified sub-contractors (Large waste producers)	
Demolition	
Groundworks	
Brickwork	
Partitioning	
Mechanical and Electrical	

Waste Champion Records

The design and construction waste champions must sign up to the plan, and indicate that the SWMP has been handed over in good order from the previous champion.

	Name	Signature	Date	Tick to confirm records handed over in good order
Design Waste Champion				
Construction Waste Champion(s)				

All staff who have undertaken waste champion training are to have their details entered below

Name	Date of training

2.0 DESIGN DECISIONS RECORD

Where a project has commenced design before Willmott Dixon is involved the Client must provide a record of any decisions taken before Willmott Dixon was employed as Principal Contractor, including the nature of the project, its design, construction method or materials employed in order to minimise the quantity of waste produced on site.

Willmott Dixon must then continue to record all design decisions to minimise waste in this section, or where a decision will create more waste, why this route has been followed.

A copy of these records should be placed in this section.

3.0 SITE WASTE MANAGEMENT PLAN

Before the project commences, information is collected on the wastes likely to be produced by the project and the available options for reduction, reuse, recycling and disposal. The details are entered onto the following excel spreadsheets within FM-EM-12 SWMP Data Collection:

- Section 1 - Predicted Waste Streams and Quantities
- Section 2 - Waste Management Options
- Section 3 - Duty of Care Schedule

All of the above schedules are to be completed as far as is possible by the Planner during the Pre Construction stage.

Sub-contractors and Suppliers should be asked at time of enquiry to submit copies of their Waste Carriers Licences, Waste Management Licences and an estimate of their anticipated waste quantities.

The Building Manager must ensure that the Duty of Care Schedule is kept up-to-date. All waste materials leaving site are recorded on the Waste Data Sheet, Section 4 of FM-EM-12 SWMP Data Collection.

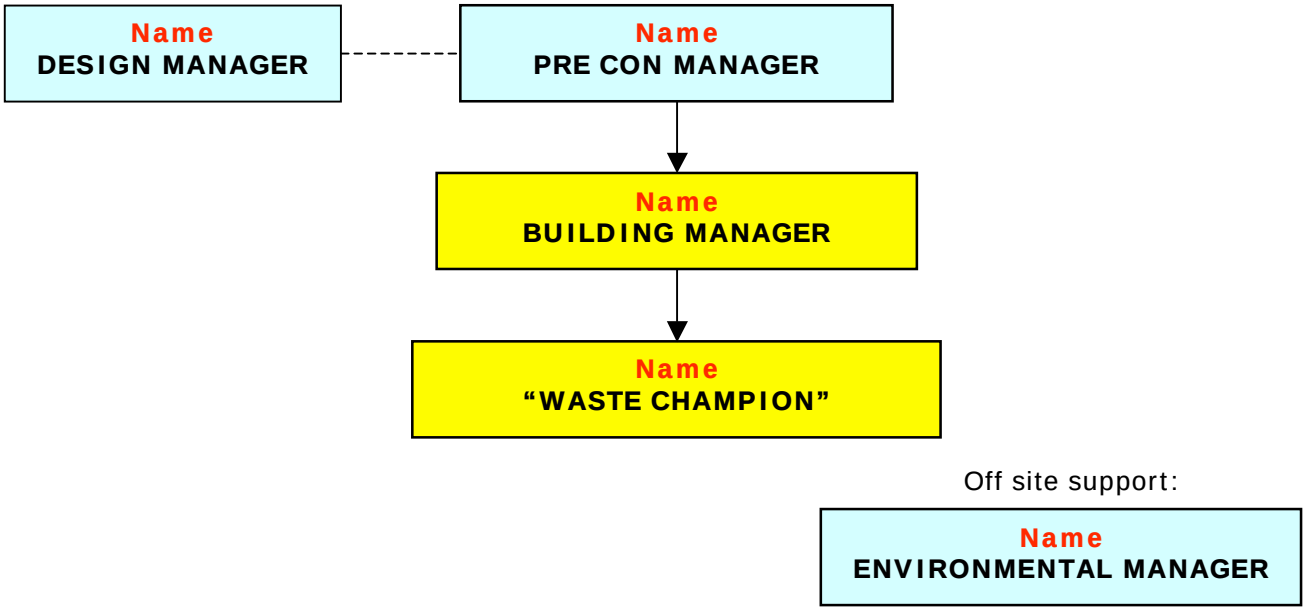
4.0 SITE LAYOUT PLAN

A site plan should be placed in this section by the Planner detailing the following:

- Material storage areas
- Skip and recycling areas
- Materials handling equipment

The Building Manager must ensure that any amendments to the Site Layout Plan are recorded in this section.

5.0 ROLES AND RESPONSIBILITIES



Design Manager/ Co-ordinator

Where a project involves a design manager/ coordinator, they are the design waste champion and are to ensure that waste minimisation is considered throughout each design stage. <Name> is responsible for ensuring the client provides a record of all decisions made prior to our involvement, and that the record is continued during the design stage. If a design manager/ coordinator is not involved the Pre Construction Manager/ Bid Manager will be responsible for obtaining the decision record.

Pre Construction Manager/ Bid Manager

<Name> is responsible for ensuring the Predicted Waste Streams and Quantities, Waste Management Options and Duty of Care Schedule spreadsheets are completed along with the declaration and decisions record during the Pre Construction stage of the project. They also obtain copies of Sub-Contractors and Suppliers Waste Carriers Licences and Waste Management Licences and estimates of their anticipated waste quantities.

<Name> produces the site layout plan detailing material storage areas, skip and recycling areas and materials handling equipment. They are also responsible for completing the Policy, Design, Planning and Procurement Stages of SWMP checklist.

Building Manager

<Name> holds overall responsibility for material storage on site and implementation of the Site Waste Management Plan.

They review the sections of the SWMP completed in the Pre Construction phase to ensure they are correct and up-to-date. <Name> ensures that any amendments to the site layout are recorded in the Site Plan and completes the Construction section of the SWMP checklist. They are also responsible for keeping the Duty of Care Schedule up-to-date and ensuring that all waste materials produced and leaving site are recorded in the Waste Data Sheet.

When the project is completed, <Name> is responsible for completing the Post Completion section of the SWMP checklist and the Report and Review section of the SWMP.

<Name> can obtain environmental advice and information from <Name> during the project.

"Waste Champion"

<Name> is responsible for ensuring that the Site Waste Management Plan is followed on site. Responsibilities of the Waste Champion include to:

- Maintain and regularly update the Site Waste Management Plan.
- Ensure all waste storage containers are clearly labelled and wastes are segregated correctly.
- Ensure that best practice is followed on site.
- Make sure that the Duty of Care is complied with at all times and that any waste produced on site is handled safely and within the law.
- Ensure that the correct documentation is held for waste contractors using the site and controlled waste transfer notes for waste removed from site are correctly filled in and kept in the SWMP file.
- Keep accurate records of the types and quantities of waste leaving site through use of the waste data spreadsheet.
- Be a point of contact with regards to waste questions, queries and problems.
- Attend training sessions on waste minimisation, and disseminate the information to the rest of the team. Ensure all site personnel know their responsibilities for site waste management and arrange training where necessary.
- Engage in project meetings aimed at keeping track of and recording progress.
- Implement waste minimisation as an important part of company culture and co-ordinate reduction, reuse and recycling initiatives between sub-contractors.
- Motivate and encourage minimisation of all types of waste, including efficient use of water and electricity.

The Waste Champion should be a Willmott Dixon employee in order to ensure retention of knowledge and policy continuity for the duration of the construction project. The nominated person should have the authority and enthusiasm to implement the ideals of the SWMP across site and have the visible support of management.

The above roles and responsibilities can be undertaken directly by the Waste Champion, or delegated accordingly.

THE

WASTE CHAMPION

FOR THE SITE

IS

<NAME>

<To be displayed on the Environmental Noticeboard>

6.0 SITE WASTE MANAGEMENT PLAN CHECKLIST

The Policy, Design, Planning and Procurement Stages of this checklist should be completed by the Planner during the Pre Construction phase. The project Building Manager should review the completed sections and is responsible for completing the Construction and Post Completion sections during and after the project.

Questions to consider	Current Status / Documentary evidence	Person Responsible	✓ complete
Policy			
1. Has the client stipulated any specific waste management or recycling requirements?			
2. Is there a requirement to segregate wastes on site for BREEAM credits?			
3. Is there a requirement to use recycled materials to gain BREEAM credits?			
4. Is WRAP's Recycled Content Tool Kit to be used on site?			
5. Has waste been designed out of the project through standardisation of components and sizes?			
Design Stage			
6. Has the design been reviewed by specialist suppliers and contractors? (E.g. BG or Lafarge on specification of walls, etc.)			
7. Have demolition audits been specified to plan for reuse and recycling of available materials?			
8. Does the specification encourage the use of recycled materials?			
9. Have offsite fabrication and modern methods of construction been considered?			
10. Has responsibility for producing the initial plan been assigned to a responsible individual in the Planning Department?			
11. Has the client provided a record of all decisions made to minimise waste during the design process?			
12. Has the decisions record been completed for decisions in design from the point WD took ownership?			
Planning Stage			
13. Have sub-contractors been asked to estimate their anticipated wastage?			
14. Have estimated waste streams been identified, quantified and shown as to when they will be produced?			
15. Has the schedule of wastes that may be reused, recycled or reprocessed been completed?			

Questions to consider	Current Status / Documentary evidence	Person Responsible	✓ complete
16. Has a site plan been prepared showing material handling areas and designated areas for skip and recycling; including the sizes and types of skips required?			
17. Have onsite crushers and screens been considered?			
18. Will the WRAP Quality Protocol be used?			
19. If processing material on site, have we notified the EA that we wish the site to be made exempt from the Waste Management Regulations 1994 for processing of C&D Waste under Paragraph 13?			
20. If there is crushing plant on site do we have a "Part B permit" from the Local Authority's Environmental Health Department?			
21. Have compactors been considered for packaging?			
22. Have shredders been considered?			
23. Where relevant, has discharge consent been obtained from the EA and or water authority?			
24. Have sub-contractors identified as major waste producers been asked to produce a Waste Management Plan?			
25. Has the declaration been signed by both the client and WD?			
Procurement Stage			
26. If sub-contractors are removing their own waste have they been asked for: a) their waste carriers licence and b) a waste management licence for the landfill/ recycling facility they are using prior to letting the order?			
27. Are all sub-contractors tied in to our Site Debris & Waste Conformance Agreement?			
28. Have "take back schemes" been established?			
29. Have quantities been checked to avoid over ordering?			
30. Have deliveries been checked to avoid double handling?			
31. Has packaging been omitted where possible?			
32. Has a Waste Champion been appointed?			
Construction Stage			
33. Are all operatives advised of the SWMP at their site induction?			
34. Is the SWMP discussed at the sub-contractors monthly site meeting?			

Questions to consider	Current Status / Documentary evidence	Person Responsible	✓ complete
35. Are containers/ skips clearly labelled to avoid confusion?			
36. Have toolbox talks been planned for all site personnel about waste management on site			
37. Are any checks made that excavation materials/ waste is received at the intended site?			
38. Who has been nominated to check and control skips and sign tickets?			
39. Are reports regularly produced?			
40. Has a final report of use of recycled and secondary materials, waste reduction, segregation, recovery and disposal (with costs and savings identified) been completed?			
Post Completion			
41. Have key waste management issues been considered for action at future projects?			

7.0 SITE WASTE DATA

The Building Manager must ensure that all waste materials leaving site, including those managed by sub-contractors, are recorded on the Waste Data Sheet spreadsheet within FM-EM-12 SWMP Data Collection excel workbook.

Data can be inputted directly into the spreadsheet or alternatively the paper Site Waste Data sheets FM-EM-11 are completed and the information inputted at a later date. These sheets can be printed off for the appointed site operative to inspect and record the contents of each skip or lorry leaving the site.

Monthly reports produced by Waste Management Contractors should also be kept in this section.

8.0 CERTIFICATES, LICENCES AND PURCHASE ORDERS

Hazardous Waste
Sites producing hazardous waste will need to register with the Environment Agency as a 'Producer' of hazardous waste. The application form and full details are available on the Intranet at:

http://www.environment-agency.gov.uk/subjects/waste/1019330/1217981/1772529/?version=1&lang=_e

Alternatively the Buyer may have already registered the site and should forward the information to the site.

When the site's Hazardous Waste Producer Registration Document is received from the Environment Agency it should be placed in this section of the file. The premises code should be entered onto the contract details sheet at the front of this SWMP.

Waste Carriers
All companies, including sub-contractors, removing waste from site must be licensed waste carriers. The following documents should be obtained and placed in this section:

- Waste Management Contractors Licences
- Waste Carriers Licences
- Demolition and Groundworks Contractors Licences

Waste Management Licences/ Exemptions
Waste Management Licences or exemptions (or PPC permits) should also be obtained for all recycling facilities/ disposal sites to which waste from site is taken. These should be licensed to accept the type of waste being handled.

Copies of final waste site licences should be kept in this section.

Waste Management Checks
All licences should be checked to ensure they are valid and current by logging into to the EA website: http://www2.environment-agency.gov.uk/epr/search.asp?type=register and following the steps on Guidance Note GN-EM-02 in Appendix 1. Evidence should be printed out and kept in this section.

Duty of Care Audits should also be carried out during the project. Any waste contractor removing wastes from site which is considered as high risk (e.g. muck away due to large quantities or hazardous waste) should be followed to ensure they are taking the wastes to the correct waste sites. If possible during visits to waste facilities, checks should be made that wastes are being recycled/ disposed of in accordance with the specified methods.

Skip Purchase Orders should also be kept in this section of the file.

The Building Manager must ensure that the Duty of Care Schedule, Section 3 of FM-EM-12 SWMP Data Collection, is kept up-to-date with all of the above information.

9.0 WASTE TRANSFER NOTES

A Waste Transfer Note must be obtained for every load of waste leaving the site, including groundworker's wastes, demolition waste and contents of septic tanks and wheel washes. Guidance on checking Waste Transfer Notes can be found in Appendix 1.

All Waste Transfer Notes must include the relevant 6-digit European Waste Catalogue Code and a description of the wastes. The Transfer Note must also be signed by the carrier's representative and ourselves. Waste Transfer Notes must be kept for 2 years

A Hazardous Waste Consignment Note must be obtained for every load of hazardous waste leaving the site, including asbestos, oil-contaminated wastes and part-full paint cans and mastic tubes. All Hazardous Waste Consignment Notes must be retained for 3 years. Further guidance on hazardous wastes can be found in Appendix 1.

10.0 REPORT AND REVIEW

Within one month of the end of the project, the Building Manager should complete the following Completion Report to review the information collected during Site Waste Management Plan process.

Completion Report

Confirmation of implementation of the plan

I *[Enter Construction Managers Name]* confirm that the site waste management plan on *[enter project number and name]* has been monitored on a regular basis to ensure that work progressed according to the plan and that the plan was updated at least 6 monthly in accordance with "The Site Waste Management Plans Regulations 2008".

Name: Signed:

Date:

Comparison of predicted and actual wastes

	Predicted Quantities (m^3)	Actual Quantities (m^3)	Difference
Ceramics			
Inert			
Concrete			
Timber			
Plastic			
Packaging			
Electrical equipment			
Furniture			
Metals			
Liquids and Oils			
Insulation			
Plasterboard			
Miscellaneous			
Hazardous			

Lessons Learnt

[Please describe any lessons learnt from any differences in the first draft of the SWMP and actual performance; please include any feedback for Pre Construction to use in the initial estimates, including methods of best practise for disposal]

Estimation of cost savings

Please give details of any estimates of cost savings that have been achieved through the implementation of the SWMP.

11.0 GLOSSARY OF TERMS AND WASTE DEFINITIONS

Terms

BREEAM	Building Research Establishment Environmental Assessment Method
DTI	Department of Trade and Industry (Now the Department for Business, Enterprise and Regulatory Reform)
EA	Environment Agency
PPC Permit	Pollution Prevention and Control Permit - issued by the Environment Agency to regulate the operations of a business.
SmartSTART	A waste auditing tool that enables waste types to be measured and benchmarked. This tool measures changes in waste reduction and recovery that are put in place on-site, providing information that can be of benefit to your whole organisation.
SWMP	Site Waste Management Plan
WRAP	Waste and Resources Action Programme
WRAP's Recycled Content Toolkit	A tool to help identify the content of recycled material in a new building
WRAP Quality Protocol	A quality management system, which can be used to demonstrate that recycled wastes have become a product and no longer a waste.

Waste Definitions

Ceramics/ Bricks	Bricks, ceramic tiles, clay roof tiles, ceramic toilets and sinks
Electrical Equipment	TVs, fridges, air conditioning units, lamps
Inert	Soils, clays, sand, gravel, natural stone, glass, rubble/ hardcore
Metals	Radiators, metal formwork, acrows, metal sinks, cables and wires, metal bar
Packaging	Cardboard, bubble wrap, wrapping bands, polystyrene, paper, cable drums, pallets
Plastic	Gutters, downpipes, DPC, PVC-U windows and doors, socket boxes
Concrete	Concrete pipes, kerb stones, paving slabs, concrete, solid blocks
Furniture	Tables, chairs, desks, sofas, blinds, carpets
Insulation	Glass fibre, mineral wool, purlboard, breather paper
Office/ canteen	Office and canteen waste, vegetation, sweepings, ad-hoc materials
Plaster/ cement	Plasterboard, render, plaster, cement, fibre cement sheets, mortar
Timber	Plywood, chipboard, noggins, battens, doors and windows, MDF
Liquids and Oils	Hydraulic oil, engine oil, lubricating oil, transmission oil, liquid fuel, cleaning agents, mould oil, interceptor waste
Hazardous Materials	Paint pots, line markers, creosoted timber, asbestos, radioactive waste, bituminous mixtures with coal tar, tarred products, PCB or mercury coated products, fluorescent light tubes

	Foundation 4+	*Year 1 5+*	*Year 2 6+*	*Year 3 7+*	*Year 4 8+*	*Year 5 9+*	*Year 6 10+*	Total NOR	Surplus Places %
2008/2009	58	55	50	45	56	61	60	**385**	**16.1**
2009/2010	60	58	55	50	45	56	61	**385**	**16.1**
2010/2011	55	61	58	55	50	45	56	**380**	**9.5**
2011/2012	61	55	61	58	55	50	45	**385**	**8.8**
2012/2013	52	61	55	61	58	55	50	**392**	**6.7**
2013/2014	61	52	61	55	61	58	55	**403**	**4.0**

Reduction in Capacity Range

2009/10 - Existing Buildings
Number on Roll = **385** Net Capacity = **459** Admission Number = **65** Capacity Range = **459-510** Surplus = **16.1%**

20010/11 – After Completion of New the Key Stage 2 building and Key Stage 1 Richmond building remodelling
Number on Roll = **380** Net Capacity = **420** Admission Number = **60** Capacity Range = **405-450** Surplus = **9.5%**

The remodelling of the internal areas of the Richmond building will allow the Capacity Range to be reduced and therefore the school will not have the ability to increase their numbers above the maximum of 450 pupil places. The reduction in the range also allows the school to reduce their number of Surplus Places in the coming years. This will help them meet DCSF targets of less than 5% Surplus Places by the Academic Year 2013/2014.

Ian Sharpe
Strategic Development Officer – LCC
7 July 2009

Access Statement

Project Title:	**Leicestershire Schools**
For:	**Leicestershire County Council Children & Young People's Service**
Location:	**Richmond Primary School, Hinckley**
Stage:	**Planning**
Date:	**July 2009**
Revision:	**-**

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Background

The project involves the provision of a new Key Stage 2 (KS2) school building within the grounds of the existing Richmond Primary School. The proposed development will replace the existing KS2 facility at the school (the Middlefield building), that will be demolished upon completion of the new development, and will link into the existing KS1 building (the Richmond building) that will be retained. The new facility is to be operational for the start of the 2010/11 academic year.

Synergy Architects Ltd have been commissioned by Willmott Dixon Construction, development partner of Leicestershire County Council for their Schools renewal programme, to provide architectural services in connection with the project. In line with this appointment, Synergy Architects has a responsibility to produce Access Statements for the project up to inclusion in the tender documentation, or equivalent stage.

The school is located in a residential area of north Hinckley. The surrounding area is relatively flat and reasonably well served by public transport links (ie buses), and the location of the site does not present significant access issues in approaching from the public realm. The development site is currently vehicle access, car parking and mature woodland planting and is close to the existing Middlefield and Richmond school buildings. The site slopes down from the southeast to the northwest, although the building orientation of north-south minimises the effect of the falling ground.

The location for the proposed development was identified and chosen in conjunction with the commissioning client, Leicestershire County Council's Children & Young People's Service (CYPS), and Willmott Dixon, on the basis of a range of factors including: health & safety, constructability (eg quality of working area achievable, ease of access, impact on programme), site levels, location of existing site services, school functionality (during development and post-completion), planning considerations (eg requirements of Sport England), and relative cost.

The proposed building will be single storey, although differing floor levels are required to deal with the falling site levels.

Access Policy

Leicestershire County Council, the commissioning organisation, acknowledges that the proposed development presents issues relating to accessibility and inclusion, which will need to be addressed if the obligations imposed on them by the Disability Discrimination Act 1995 (DDA) as employers (Part II), service providers (Part III) and in the provision and delivery of educational opportunities (Part IV and the Special Education Needs and Disability Act 2001), are to be met.

The Act also places duties on the Council, as a Public Authority, to promote equality of opportunity for disabled persons in all its functions, delivery of services and staff employment practices. In response

to this, the Council has developed a robust equality policy and seeks to mainstream disability equality into all its functions and policies with the intention of achieving and maintaining a fully inclusive organisation.

Overall Rationale:
Briefly, the overall rationale is to allow all users to use all facilities within the new building without unreasonable impediment and, to facilitate this, remove wherever practicable obstacles restricting accessibility (eg to minimise the number of doors that a user will encounter during a typical usage of the building).
A further aim of the project is to improve the overall accessibility of the school and site as a whole, where the scope of the new development provides the opportunity.

User Profile:
The building will be accessed by a wide variety users. It will be used daily (Mon-Fri, 8.00-16.00) by young children, adult teaching staff and support staff, for the purposes of education.
There will also be occasional access by parents, for a variety of reasons, and regular use of certain parts of the building by the public and community groups in evenings and some weekends.
Importantly, the school will contain a satellite facility for children with SEN.
It is therefore likely that users of the building may be weak, infirm, partially sighted, or physically disabled. It is important that the building is designed to accommodate, as far as practical, the needs of all conceivable users, however infrequent the need arises. It is also acknowledged that there may be a significant proportion of users of the building who may have a temporary or relatively minor impairment and whose use of the building would be made easier by the increased provision of accessibility measures (such as parents with babies/pushchairs etc).
Significantly, the nature of impairments that users might have will not be limited to a particular type. For this reason, decisions relating to accessibility should be made with consideration for the widest range of potential needs, and not tailored to a specific need.

Design Philosophy:
The primary intention of the design will be to comply where appropriate with the requirements of AD-M and BS8300 for accessibility issues, together with Building Bulletins 99 and 102, which set out provisions for Primary Education and SEN space design.
Where particular difficulties have been overcome, additional provisions made, or circumstances are otherwise worthy of note, these have been highlighted in the *Project Access Issues* section below.

Should departures from the strict interpretation of AD-M, BS8300 or other standards listed below be necessary to solve particular difficulties on the project during detailed design development, these will be set out and the alternative solution – based on reasonable provision - explained in a *Deviation from best practice* section that will be included as required in subsequent issues of this document.

Design Guidance

As architects of the proposed development, Synergy Architects Ltd intend to consult, and where necessary draw to the Client and contractor's attention the importance of following, the latest good practice guidance on accessibility during the development of the design. The following sources of advice and guidance have already been consulted, or will influence the development of the design:

- Building Bulletin design guidance documents for schools ('BB's), in particular: 85 (school grounds), 90 (Lighting design), 93 (Acoustic design), 99 (Primary Schools), 102 (disabled children & children with SEN);
- Building Regulations Approved Documents; particularly Part M, but also ADs B, K & N;
- BS8300: 2001;
- Designing For Accessibility (Centre for Accessible Environments & RIBA Enterprises);
- Guidance on Access Statements (DRC);
- Planning & Access for Disabled People: A Good Practice Guide (ODPM/DCLG);
- Code of Practice: Rights of Access, Goods, Facilities, Services & Premises (DRC).

As lead designer for the project Synergy Architects will develop and evolve the Access Statement for

updated issue at appropriate landmarks as the project progresses.

Consultation

A continuous and comprehensive programme of consultations is being been undertaken throughout the design development period, all of which have been used to inform the design:

- The school's Headteacher and the Chair of Governors;
- Pre-Application discussions with LCC planning officers Chris Noakes and Matthew Burns took place over a series of meetings;
- LCC's Highways Officer Matt Lennon;
- Sport England;
- School governors;
- Pupils and staff;
- Parents and local residents.

The County Council's Access Officer is responsible for ensuring designers are aware of statutory regulations and ensuring the requirements and standards are implemented. The Access Officer has been consulted and provided feedback on the proposals in advance of the planning application submission.

It is anticipated that the principal consultees during the post-planning development of the design will be the Building Control Inspector for the project and the LCC Access Officer. During the post-contract phase the Building Control Inspector will assume responsibility for overseeing implementation.

Project Access Issues

Issue	Consideration/Solution
Car Parking	There will be a total of three disabled parking spaces provided close to the main entrance to the school. Alongside the 'blue badge' parking spaces will be a space for visitors' parking. This will be an oversize space, suitable for future designation as a disabled space should increased numbers in disabled staff demand it. The main staff car park is to be separate, on the site of what is the existing KS2 'lower playground'. This will be used to provide additional 'spill-over' parking for visitors. A dedicated drop off point will be provided immediately outside the entrance to the Dorothy Goodman satellite facility.
Public Transport	Access to the site by public transport services is reasonable: Bus: A total of 3 bus services run close to the site, all connecting to Hinckley town centre; running along Stoke Road are the N°86 and N°75 (which also links to the Wykin residential area), and along Tudor Road the N°82. The nearest bus stops are within 500m of the site on Stoke Road and Tudor Road. Coach: 1.2miles to Waterloo Road Bus hub served by countywide and inter-city bus and coach services. Rail: <2miles to Hinckley rail station.
Pedestrian Approach	The public realm pedestrian access routes in the area around the school are generally reasonable for those with mobility difficulties. The surrounding area is relatively flat with no significant hills or steep slopes, and is likely to pose few extraordinary problems in approaching the site. Pedestrian users of the building will approach from two principal routes;

along the main access drive from Stoke Road and, more commonly for pupils, from the area of Richmond Park. Approach from Stoke Road provides access to the front of the school and the main entrances, whilst approach from Richmond Park provides access into the play areas. Both routes can be considered 'adequate' (they are generally well surfaced, and both benefit from being away from public roads for instance), although there are some deficiencies: 1) the driveway is narrow for vehicles and the footpath alongside is poorly distinguished which poses potential conflict, 2) there is some route damage to the public paths from trees in Richmond Park and 3) neither route is particularly well lit.

Within the development site, the pedestrian route from the entrance driveway toward the new building will be provided with dropped kerbs and appropriate tactile warning paving at the crossing with the site vehicle access route.

The approach to the main entrance of the building from the disabled parking spaces will be wheelchair accessible and designed as a 'level' approach in accordance with Approved Document M, with gradient not exceeding 1:60.

The drop off point at the entrance to the Dorothy Goodman satellite will have level access kerbs with tactile warning paving, and the approach to the entrance from the drop off will also be designed as a 'level' approach.

Routes around the building will be designed to be to wheelchair accessible standards where practical, and where significant changes in level require it, a suitable ramp and steps will be provided. The new KS2 playground and ball court will be approximately 1.5m higher than the finished ground levels around the classrooms; a wheelchair accessible route between the two levels will be provided with ramps no steeper than 1:15, as well as ambulant standard steps complete with all tactile warning paving, providing alternative means of overcoming the change in level.

New pathways are to be a minimum of 1800mm wide.

Entrance

The main entrance is to have automatic power-assisted doors, a level threshold and a minimum clear width of >1600mm.

Similarly the DGS entrance is to have power-assisted doors, with a level threshold and a minimum clear width of >1600mm. A minimum 800mm clear width to be maintained in emergency evacuation.

All other external doors (from classrooms, cloakrooms and corridors) to have a level threshold and a minimum 800mm clear opening width.

Reception

There will be a dual height reception counter at the main entrance to the building with appropriate manoeuvring space and an induction loop. There is to be an informal waiting area here for all visitors, with accessible WC provision, within the security-controlled area.

Circulation

The principal access circulation routes are generally to have a minimum of 1800mm clear width.

The Street is to be around 4.2m wide between permanent walls. This space is intended to provided flexibility for the users and will be used for informal teaching areas as well as circulation. These non-permanent layouts will permit a clear width of around 2.2m to be provided (with a minimum clear width of 1800mm maintained in any case).

The corridor serving the four classrooms aligned perpendicular to the Street will have a width between walls of at least 2m, similarly the circulation space

linking the Hub to the Hall and Food/Science/D&T.

The circulation space within the DGS will have a clear width >2m on approach to the classrooms and outside the Hygiene room. The area alongside the ramp outside Behaviour support will be a minimum 1500mm clear width; this is a short length and adequate passing/manoeuvring space for wheelchairs is provided nearby (wheelchairs in general circulation will use the ramp and only Behaviour support is accessed from this area).

The secondary circulation spaces in the admin/staff area will have a minimum clear width of 1200mm, with adequate manoeuvring/passing space for wheelchairs provided in the copier/repro/waiting area.

Obstructions across circulation routes have been kept to a minimum. However it is not practical for all doors separating corridors and other circulation spaces to be placed on electromagnetic hold-opens for security and acoustic reasons;

All internal doors to have min 800mm clear width. Closing forces for all doors to be in accordance with AD-M.

The ramp and steps negotiating the level difference between the main school and DGS are designed to meet the provisions of AD-M for wheelchair and ambulant disabled access, with minimum clear width of 1200mm for the ramp. Adequate passing/waiting/manoeuvring space is provided at both the head and foot of the ramp. It is anticipated that the ramp will need to be formed at 1:13 with a mid landing.

The covered walkway link between the new building and the Richmond building will generally have a minimum clear width of 1800mm to allow 2-way wheelchair traffic. The 600mm change in level will be overcome by sloping the floor at a gradient of less than 1:20.

Signage/Navigation

The building will be used by a number of different groups with different levels of familiarity with the building and varying levels of understanding of their surroundings eg:

- Staff and some pupils (particularly the older children) will generally be familiar with the layout of the building and are unlikely to require navigational assistance.
- However some children may require assistance (eg younger children, particularly those from the Richmond building using the new building infrequently)
- Community and evening users of the building will have restricted access to the building and for whom only limited directional signage would be required.
- Some users of the wider building (eg visiting parents) may be unfamiliar with the layout and require assistance.

The signage will reflect this variation in needs. 'Child-friendly' signage may also be appropriate, as well as the use of subconscious wayfinding information such as changes of colour scheme or texture of finishes.

Signage is to be designed with reference to relevant legislation and guidance (eg The Sign Design Guide), and where appropriate could involve pupil participation.

External signage will be provided for vehicles to identify drop off, delivery and car parking locations, as well as on the pedestrian approach to direct users from the parking areas to the main entrance.

Internal wayfinding signage will be provided directing users to key elements

of the building (eg Community Hall, the Hub, or towards Richmond Building & DGS). It is anticipated that the link will contain 2-way directional signage. Other signage will generally be confirmatory, eg room names.

Sanitary Facilities

There is to be a unisex accessible WC designed to full AD-M unassisted wheelchair accessible standards for universal use, located near to the main entrance. This will be for use by disabled pupils and staff as well as by able bodied and disabled school visitors and users during out-of-hours community use.

There will be two unisex WCs shared between each of the four new KS2 year groups, designed to 'ambulant' standards. Although no accessible WCs will be provided at these year bases, the central Accessible WC near to the main entrance is within 40m travel distance of each of the KS2 classrooms.

A central group of separate sex toilets will also be provided, each with two WCs, accessed direct from the central Hub at the heart of the school for children using the communal teaching areas.

A Hygiene and Changing Room will be provided within the DGS facility, for shared use by the SEN and mainstream pupils as required. This will be designed to comply with the provisions of BB102.

The DGS classrooms will have both boys and girls separate sex WC provision designed to ambulant disabled standards. This is a direct request from the user in response to use patterns of the pupils. Assisted wheelchair accessible WC is provided within the satellite facility in the Hygiene Room.

Interior Finishes

Internal finishes will be chosen to assist in the legibility of the building, and to help distinguish between walls, floors, doors and the fittings and equipment essential for the use of the building (eg sanitary fittings and door ironmongery).

Obstructions such as columns are to have visually contrasting finishes and the ramp within DGS to have visually contrasting identification.

Attention is to be paid to industry guidance and product information (eg Light Reflectance Values etc) in the selection of finishes.

Floor finishes are to be chosen with regard for the movement of those with wheelchairs or impaired mobility as well as safety (eg slip resistance).

Finishes will be chosen to minimise acoustic reverberation in order to help orientation and clarity of verbal information, and in accordance with Approved Document E and BB93.

Manifestation will be provided to glazing in accordance with Approved Document N.

Classrooms and shared teaching/activity spaces

Induction loops are to be provided in each of the Classrooms and to the Hall and Hub space.

With the exception of sanitary fittings (sinks etc) all furniture in the classrooms will be movable, allowing the flexibility to maintain adequate manoeuvring space to suit the occupants.

Fittings within the shared curriculum areas (ie Food/Science/D&T, Hub) to be provided to allow for wheelchair disabled use.

Staff facilities

A new staff rest room will be provided with refreshment kitchen, as well as two individual WCs and a unisex wheelchair accessible shower room.

two individual WCs and a unisex wheelchair accessible shower room.

Fittings to the staff kitchen area to allow for wheelchair disabled use.

Emergency Escape Strategy

Access to the building will be possible for able-bodied, ambulant disabled, assisted and unassisted wheelchair disabled users. The escape strategy reflects this.

All external doors will have a level threshold, and so unassisted wheelchair escape is possible.

Escape from classrooms will be direct to external play areas within the inner security line.

Escape from communal areas such as the Hall, Food/Science/D&T and Hub to the same play areas is possible via the main circulation route. If this is not available, alternative exits allow egress to the front of the building.

Exist from the staff and admin areas can be to the front of the school or through the Street and on to the play areas.

Maintenance

It is intended that the building will, as far as possible, be reasonably accessible to those carrying out maintenance. However the building presents significant challenges to safe access in a number of aspects and some areas, particularly those at high level (ie roofs), will necessarily be accessible only to those physically capable of negotiating these challenging areas, with access by steps or ladder.