

BASELINE DESIGNS - ACCESS AND INCLUSION

The needs of disabled pupils and those with special educational needs (SEN) were taken into account when developing the baseline designs. Accessibility reviews were carried out as the designs progressed and adjustments made where necessary.

Circulation

The circulation routes are designed to avoid congestion and ensure all pupils, including wheelchair users, can move freely around the building, for example:

- Main entrances are easily distinguishable and routes from the reception area to other parts of the school are clearly laid out.
- Circulation areas provide sufficient space for wheelchair users in accordance with the requirements of Approved Document M (ADM) and BS8300:2009. Main circulation routes are at least 1.9m wide to allow for two way wheelchair user traffic.
- All doors have sufficient clear opening width for wheelchair users.
- All schools have a lift which meets the dimensional requirements of ADM.
- Entrance lobbies provide enough manoeuvring space for wheelchair users coming to the school.

Teaching and pastoral support

Spaces are provided where pupils can receive additional support including, if necessary, medical therapy, for example:

- There is at least one small group room that can be used for one-to-one support within easy reach of suites of teaching spaces.
- All schools have a SEN resource base and a medical inspection (MI) room which can also be used for medical therapy, when required.

Toilets

All schools have:

- One accessible toilet in the main reception area and other accessible toilets within a reasonable distance of teaching spaces.
- A cubicle within each toilet suite for the ambulant disabled.
- Hygiene room (secondary) or assisted changing (primary) for pupils who require additional assistance.

Environmental Design

All teaching spaces have been designed with consideration for people with SEN or disabilities including those with sensory impairments. They provide:

- Good ventilation and thermal comfort, with no cold drafts in winter.
- Sufficient levels of balanced glare-free daylight.
- Acoustic conditions that will ensure good communication between teacher and pupil, and between pupils, with the facility to upgrade the environment for pupils with hearing impairments.
- Suitable hearing enhancement systems in the main halls to ensure all pupils are given the opportunity to be actively involved in communal activities.