

School output specification

School-specific brief: special schools and alternative provision

[Insert full name of school, URN code and project code]

December 2023

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# Summary

This document is the School-specific Brief (SSB) to be used for Special Schools and Alternative Provision (AP) which, with its Annexes, sets out the School-specific requirements for [insert full name of School and name of Responsible Body (RB)] and sits alongside the Generic Design Brief (GDB) including associated Technical Annexes.

[**Drafting note:**

This document contains a series of advisory notes that should be deleted once addressed by the TA.]

## Who is this publication for?

This template is for technical professionals involved in the design and construction of school premises. It will initially be populated at Feasibility Stage (RIBA stages 1-2 (part)), developed and refined during Procurement Stage (RIBA stages 3-4), when it will become integral to the Building Contract as Part C of the Employer’s Requirements.

## Uniclass codes?

This document captures Uniclass codes for the management of exchange of information. To access all codes and associated titles reference should be made to [Uniclass 2015 | NBS (thenbs.com)](https://www.thenbs.com/our-tools/uniclass-2015).

## Revision history

This table lists the key changes in each update.

### Template

|  |  |  |  |
| --- | --- | --- | --- |
| ISO revision code | ISO status code | Date | Amendment |
| P01-P11 | S2 | 2016-2020 | Previous OS 2017 versions |
| P12 | S2 | 2021-04-19 | Updates to reflect Technical Annex 2J: Sustainability, changes to the Strategic and Project Briefs, changes to the SSB Annexes and the introduction of SS6: School-specific Sustainable Estate Strategy and SS7: Adjacency Diagrams. Uniclass codes incorporated |
| P14 | S2 | 2021-11-23 | Amended issue of publication |
| P16 | S2 | 2022-05-27 | Amendments made at: clauses 1.3.3 and 3.12.1 |
| P18 | S2 | 2022-11-25 | Amendments made at: headings to Table 21 and to clauses 2.9.4, 3.12.4 and to drafting notes re UGF and AEDs |
| C01 | A | 2023-12-18 | Amendments made at: 1.2, Table 1, 2.4, Tables 6 & 7, 2.5.2, 2.7.1, Table 10, 2.9.3, 2.9.4, Tables 13, 14 & 15, 3.4.5, Table 17, 3.4.6, Table 18, 3.4.14, 3.4.15, 3.4.16, 3.5, Table 21, 3.12.4, Tables 24 & 25, 3.12.5, 4.1, 4.5 |

### Project-specific

|  |  |  |  |
| --- | --- | --- | --- |
| ISO revision code | ISO status code | Date | Amendment |
| Cnn | An | YYYY-MM-DD | Employer's Representative to add amendments made to document here and rename file to make project specific |

# Drafting note summary

[**Drafting note:**

This template document can be used for any Special school or Alternative Provision (AP), where the project is procured through the DfE Frameworks to reflect strategic and project-specific factors identified during discussions with the School’s representative.

The SSB Annexes are listed at the end of this template.

Any text added should be in standard black font and numbered so that each clause can be clearly referenced. The front cover, contents table and version control should be updated to suit.

The completed SSB, and associated Annexes are initially included as an Appendix to the Feasibility Study and will eventually form Part C of the Employer’s Requirements (ERs).

The SSB requirements should not contradict the GDB.

The School-specific Brief (SSB) sets out the school-specific briefing requirements for a school capital project. The SSB and the Generic Design Brief (GDB) form Parts C and B respectively of the Employer’s Requirements (ERs). The GDB contains the generic requirements for all Schools, therefore the SSB should only contain additional or optional requirements specific to the School, and which impact on the capital works.

Apart from Section 1: Context, the SSB is in two main parts (with Annexes). The two parts are: The Strategic Brief and The Project Brief.]

**The Strategic Brief** (see SSB Section 2)

The Strategic Brief provides the context to the Project Brief. It describes the school’s educational needs, its site, and any Capital works which may be needed, but are outside of the parameters of the funded project, and hence the Project Brief. Therefore, the whole site is analysed, even though some of the required works will not be completed within the funded project. The Strategic Brief should be completed in close cooperation with the RB, and the output included in SS6: Sustainable Estates Strategy. SS6 should clearly present (graphically and annotated) the following requirements as a minimum:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the school estate.

**Drafting note continued:**

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the School Estate towards Climate Resilience which includes Net Zero Carbon by 2050, adaptation to overheating risk and managing, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & School Grounds and the School Buildings may limit or support the future direction for the school estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the school estate to meet any Condition Led Project previously identified. It should also consider how the School Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Building Bulletin (BB) 103/104 guidance and biodiversity net gain commitments. It should also include any outline Phasing requirements along the way (where applicable).

This should depict how the Site Masterplan will take the School Estate towards climate resilience and Net Zero Carbon by 2050. The **Strategic Brief** and resultant Sustainable Estates Strategy (SS6) shall:

* Form the framework and context for the Project Brief i.e., the ‘bigger picture’ or the full shopping list of requirements.
* Analyse the whole school estate i.e., compare the existing internal and external layout, spaces and areas, with the required layout, spaces and areas.
* Be considered as best practice as the first analysis which takes place for any anticipated need for improvements or alterations to a school estate.
* Reflect the long-term building needs of the school’s education and community objectives, as well as the functionality and condition need of the whole estate.
* Include at least the minimum **building area** requirements for each type of space in line with BB103/104.
* Include a review and feasibility for the minimum **site area** requirements for the various categories of outdoor spaces in line with BB103/104.
* Demonstrate a whole site approach to achieve the sustainability requirements including net zero carbon, across the buildings and grounds, by 2050.
* Achieve a UGF score of at least 0.35 (or higher where the existing UGF score is 0.35) to demonstrate an increase of greening on site.
* Achieve a net gain for biodiversity.
* Inform the logical sequence of works for the first phase (the Project Brief), and subsequent phases.
* Following completion of the fully designed solution, be updated (by the Contractor) and included in the Contractor’s Proposals to reflect the scheme at

**Drafting note continued:**

the end of RIBA stage 4.

* On completion of the project works, be updated (by the Contractor) and included in the Handover documentation (at the end of RIBA stages 5/6) for the RB to maintain as a ‘live’ developing and adapting document in line with works needed and undertaken through the lifetime of the school estate.
* Be in a format to enable future works (outside of the funded Project) to be initiated, without the need to adjust/amend completed works.
* Be set out in this School-specific Brief Annex SS6: Sustainable Estate Strategy, with the information shown above and noting:
* The TA will confirm which sustainable technologies will be taken forward as part of this project. This table will align with the table in Section 2 but confirm those technologies being taken forward. The TA will work with the RB to produce a School-specific Sustainability Project Brief. It should be developed in line with the requirements of the **Output Specification Technical Annex 2J: Sustainability** and the following:
* The Sustainability Project Brief will be demonstrated as part of the Concept Control Option as included in the Feasibility Study.
* The TA will summarise a high-level statement outlining the Sustainability Brief for the funded project and it should be noted that:
* **New Build** elements should be designed to meet Net Zero Carbon in Operation
* **Refurbished** elements, where possible and cost effective to do so, should be designed to Net Zero Carbon in Operation and, where it is deemed not possible, a clear pathway should be proposed that enable these elements to achieve Net Zero Carbon in Operation over the medium-long term (as described in School-specific Annex SS6: Sustainable Estate Strategy).]

**The Project Brief** (see SSB Section 3)

The Project Brief (which includes the ICT design requirements) identifies the work required in the funded project. It should be completed in parallel with the Strategic Brief, and towards the end of the Feasibility stage once a Control Option for the Works has been agreed, and therefore the funded project identified. The Project Brief should fit within the needs of the whole school site as identified by the Strategic Brief, based on the RB’s long-term vision and site requirements for the future. It is important that the Project Brief for any building project is seen in the context of the Strategic Brief to avoid abortive or obstructive work and ensure value for money.

The **Project Brief** should:

**Drafting note continued:**

* Be informed by the Strategic Brief (as the first phase of the whole estate development planning).
* Ensure that the school functions both during and following these works.
* Consider (but not necessarily address) the suitability or sufficiency needs of existing blocks outside of the Capital programme scope (unless there is consequential works required as a result of work within the Project Brief).
* Avoid the funded work being done in the wrong place and in the wrong order and any abortive work being carried out and ensure value for money in both the short term and throughout the life of the school estate.
* Align with the DfE policies for the Capital programme within which it is being funded.
* Meet key design criteria to ensure that facilities are appropriate and adaptable to suit the current needs, as well as changing circumstances of the future.
* Assess the ability to achieve at least the minimum building area requirements in line with BB103/104 for each type of space.
* Assess the existing external spaces and the work required to meet the minimum site area requirements in line with BB103/104 for the various categories of outdoor spaces which are within scope for the funded project.
* Be compliant with the most current DfE Standards and Specifications, including Technical Annex 2J: Sustainability, as well legislative requirements.
* Demonstrate how it fits within a whole site approach, including for sustainability, across the building(s) and grounds, as set out in School-specific Annex SS6: Sustainable Estates Strategy.
* For all new build elements, to fully meet the sustainability requirements.
* For all refurbished elements, where possible and cost effective to do so, meet the sustainability requirements and, where it is deemed not possible or outside of the specific Capital programme policy, demonstrate a clear pathway to achieve zero carbon in School-specific Annex SS6: Sustainable Estates Strategy.
* For untouched blocks, consider on-site offset measures to achieve net-zero in operation.
* Assess the clauses of the GDB and annexes to consider the preferences of the RB/school where options are available. Preferences may not mean they are fundable under the delivery Capital programme and may require funding from the RB/school or another source.
* Be set out in this School-specific Brief, as the brief for the Concept Control Option, including all relevant annexes, which is included in the Feasibility Study.

The TA will identify and select the option in the relevant SoA tool, based on the preferences of the RB set out in the Strategic Brief, to identify the requirements for the Project Brief, in consultation with the RB.

**Drafting note continued:**

In new build schools, the TA will provide possible clustering arrangements of smaller spaces, by providing simple diagrammatic clusters that reflect the needs and preferences of the specific school in Annex SS7: Adjacency Diagram. Requirements for spaces within a cluster to be linked, so that it becomes a suite (for instance for admin, SEN or music practice) should be shown on the adjacencies.

Requirements for refurbishment shall be identified in Annex SS2: Refurbishment Scope of Works (RSoW). The RSoW is required to be completed for any intervention in an existing retained building.

The TA will fill in the appropriate annexes most relevant to their school, a summary of the way these will be applied is shown in the flow diagram below.

Following contractor engagement, the TA will review the Project Brief incorporating all Annexes and, if required through agreement with the DfE team, update the documentation to align with any changes agreed at contractor engagement meetings and/or during development. Derogations will be recorded in the derogation schedule: changes to the Project Brief should only be made where this is required to develop the drafting of a coherent set of documents. For example, changes to the designated protected site area as defined in SS6 and SS7: Adjacency Diagrams.]

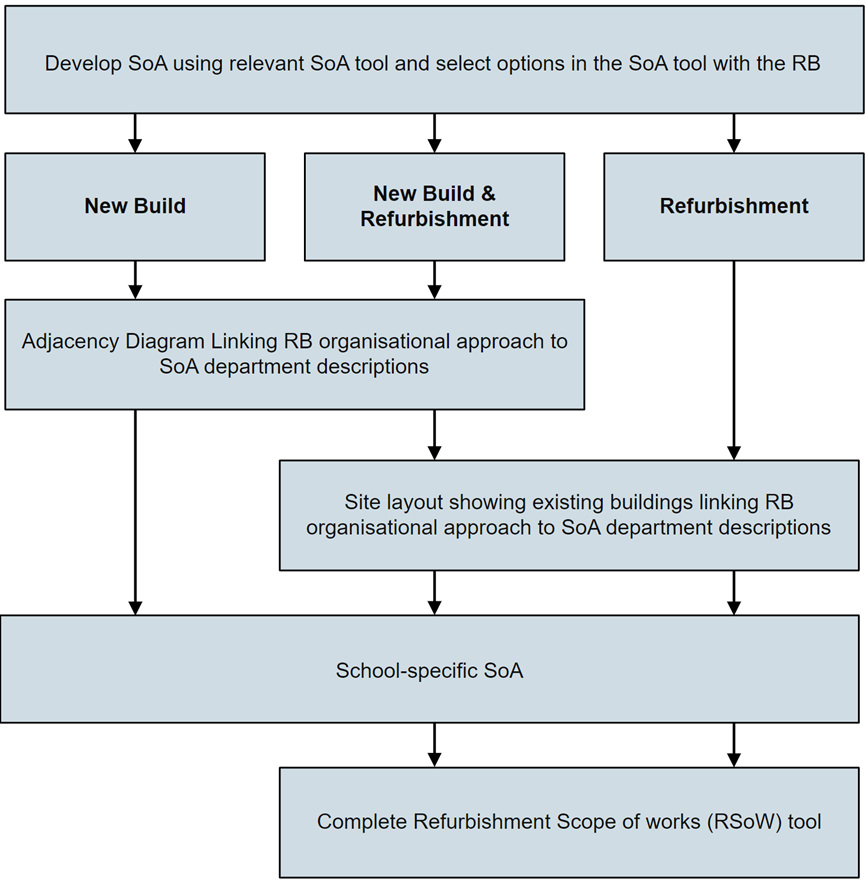


Figure : SSB Annex and Content Development Flow Chart

# 1 Context

## 1.1 Status of this document

1.1.1 This document is the School-specific Brief (SSB) for [insert full name of Special School and name of RB] which, with its Annexes, sets out the School-specific requirements referred to in the Generic Design Brief (GDB)[[1]](#footnote-2) and its Technical Annexes.

1.1.2 The SSB and its Annexes, together with the GDB and its Technical Annexes, forms the Output Specification (OS). The OS forms parts B and C of the Employer’s Requirements.

1.1.3 Apart from Section 1: Context, the SSB (and its Annexes) is in two parts and sets out both the strategic requirements for the School (the Strategic Brief), and the project specific requirements for the School (the Project Brief). The Strategic Brief sets the context for the Project Brief. The Project Brief and the School-specific Annexes set out the contractual requirements for the works.

1.1.4 The two main parts are:

* The **Strategic Brief** is provided for context and to enable good decision making. It describes the School’s educational needs, its site, and any Capital works which may be needed but are outside of the parameters of the programme, and hence the Project Brief. The Strategic Brief has been completed in close cooperation with the RB. The School-specific Annex SS6: Sustainable Estate Strategy is part of the Strategic Brief and sets the context out in further detail.
* The **Project Brief** identifies the work required in the funded project. It has been aligned with, and informed by, the Strategic Brief. The Project Brief has been completed in close cooperation with the RB and aligns with the Employer programme policies. The Concept Control Option, based on the Project Brief, is included in the Feasibility Study.

[**Drafting note:**

The SSB main body and its annexes will initially be created at Feasibility Stage (RIBA Stages 1-2 (part)) by the TA, developed and refined during Procurement Stage (RIBA Stages 3-4) by the TA, as required, when it will become integral to the Building Contract as Part C of the Employer’s Requirements.]

## 1.2 Document Structure

[**Drafting note:**

The TA will ensure that each annex is completed where it is needed, then in the table below delete as appropriate ‘used’ or ‘not used’ against each annex (e.g., SS2 will not be used in a 100% new build project, SS3 and SS4 will be needed where legacy FF&E is available in an existing school or temporary provision, SS5, SS6 and SS7 will always be used).]

1.2.1 The SSB is based on a [type of] school designed for [number] pupil places for ages [add age range] with [number] of [FTE nursery/ sixth form places (total)], [including/plus a designated unit] for [number]. This has been used to generate the SSB document as structured below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Content | Mandatory, Used or Not used | RIBA stage 2 (Feasibility): Issued / Not Issued | RIBA stage 4 (Contract award): Reissued / Revised |
| **Main document** |  |  |  |  |
| Section 1 | Context | Mandatory |  |  |
| Section 2 | Strategic Brief | Mandatory |  |  |
| Section 3 | Project Brief | Mandatory |  |  |
| Section 4 | ICT Design Requirements | Mandatory |  |  |
| **Annexes** |  |  |  |  |
| Annex SS1 | Schedule of Accommodation and Area Data Sheets | Used |  |  |
| Annex SS2 | Refurbishment Scope of Works (RSoW) | Used/Not used |  |  |
| Annex SS3 | Legacy Group 2 Furniture and Equipment Schedule | Used/Not used |  |  |
| Annex SS4 | Legacy Group 3 Furniture and Equipment Schedule | Used/Not used |  |  |
| Annex SS5 | ICT Equipment Summary | Used |  |  |
| Annex SS6 | Sustainable Estate Strategy | Used |  |  |
| Annex SS7 | Adjacency Diagrams | Used |  |  |

Table : School-Specific Brief and its Annexes

## 1.3 Precedence of documentation

1.3.1 All elements of the Employer’s Requirements, comprising the SSB (including the School-specific Annexes), and the GDB (including the Technical Annexes), shall be satisfied. [PM\_10\_20]

1.3.2 The definitions listed in the GDB shall apply to this SSB and all other parts of the Output Specification. [PM\_10\_20]

1.3.3 Where there is any inconsistency between the GDB and the SSB, the Contractor shall notify the Employer. [PM\_10\_20]

1.3.4 For the avoidance of doubt, the Contractor shall consider and address all requirements of [Employer’s Requirements Part A: General Conditions](https://www.gov.uk/government/publications/employers-requirements-part-a-general-conditions). [PM\_10\_20]

1.3.5 This SSB outlines project specific requirements in addition to the GDB. [PM\_10\_20]

1.3.6 The SSB shall be read in conjunction with its School-Specific Annexes which details the specific needs of the project. [PM\_10\_20]

[**Drafting note:**

To avoid any inconsistencies between the GDB and SSB, the [Project brief](#_3_Project_Brief) should include only allowable options (identified in the GDB) or additional requirements that have either been identified as abnormals or are to be funded by others, such as the RB.]

# 2 Strategic brief

[**Drafting note:**

Following discussions with the RB, the TA will add, delete, or amend, as necessary, the information in the following sections. Where requirements are identified these will be incorporated in the Project Brief in [Project brief](#_3_Project_Brief).]

## 2.1 Overarching requirements

2.1.1 The Building(s), Grounds, Fittings, Furniture and Equipment (FF&E), Building Services, Security Measures, Fire Protection Systems, Communications and ICT Infrastructure shall support the strategic educational and organisational requirements set out in this SSB, in addition to those set out in the GDB. [PM\_60\_20]

## 2.2 Site information

[**Drafting note:**

Existing Site Information - As identified in 2.2.1, the TA shall check and alert the DfE project team to any necessary updates, or missing data to the Existing Site Information, as provided in the Outline Brief by the DfE. The TA will also collect any other existing site or buildings information that is relevant to the development of the Strategic and Project Brief.

In addition to the items highlighted in the table below, the TA shall additionally note the following significant site information and propose mitigation measures where required:

* High risk site contaminants e.g., high-risk asbestos
* Geographical/infrastructure feature e.g., high voltage power line
* Environmental system e.g., protected species requiring significant mitigation

Please edit the paragraph below accordingly.]

2.2.1 The following site information is highlighted: [a. b. c. etc] [or] No specific site matters requires highlighting. [PM\_60\_10]

The Existing Site Information is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Site information source | Information / Warranted / Obtained / N/A | Available / Not Available / Not Provided | Uniclass |
| Official Title Plan outlining the whole school site boundary |  |  | PM\_30\_10\_80 |
| Existing Good Estate Management for Schools (GEMS) documentation, including the Educational Vision, Estate Vision, Estate Strategy, and the Asset Management Plan |  |  | PM\_80\_10 |
| Existing survey information  Each survey to be identified, including originator and date |  |  | PM\_30\_10 |
| Existing Asbestos Management Plan |  |  | PM\_80\_10\_01 |
| Existing Condition Data Collection (CDC) information |  |  | PM\_30\_10\_15 |
| Existing School Travel Plan |  |  | PM\_80\_10\_90 |
| Existing School Fire Evacuation Plan |  |  | PM\_80\_50\_30 |
| Existing Flood Risk Assessment |  |  | PM\_30\_30\_29 |
| Existing Greening Factor (GF) |  |  | PM\_30\_30 |
| Existing Energy Performance Certificate (EPC) and Display Energy Certificates (DEC) |  |  | PM\_80\_10\_25  PM\_80\_10\_22 |
| Existing O&M Manual (including drawings where possible) |  |  | PM\_70\_85\_56 |
| Security Risk Assessment Checklist |  |  | PM\_60\_70\_70 |

Table : Existing site information

2.2.2 In addition to the existing site information, further surveys have been undertaken and been used in developing the Feasibility Study and in turn the Project Brief. The full findings of which are included within the project information. [PM\_30\_10]

[**Drafting note:**

The TA shall complete the list and summary of surveys, highlighting only significant considerations where they have impacted upon the project and propose mitigation measures where required. Where the survey is not yet available, please state this.]

|  |  |  |
| --- | --- | --- |
| Survey | Consideration | Uniclass |
| Air Quality |  | PM\_30\_30\_03 |
| Arboricultural |  | PM\_30\_30\_04 |
| Archaeology |  | PM\_30\_20\_02 |
| Asbestos Preliminary |  | PM\_30\_40\_06 |
| Building Condition |  | PM\_30\_10\_15 |
| Detailed Measured Building |  | PM\_30\_10\_76 |
| Drainage CCTV |  | PM\_30\_20\_92 |
| Ecological Preliminary |  | PM\_30\_30\_25 |
| Flood Risk Preliminary |  | PM\_30\_30\_29 |
| Heritage Preliminary |  | PM\_40\_50\_37 |
| Intrusive Geotechnical & Geo-environmental |  | PM\_30\_20\_33 |
| Mechanical & Electrical (M&E) Stage 1 |  | PM\_30\_10\_93 |
| Mechanical & Electrical (M&E) Stage 2 |  | PM\_30\_10\_93 |
| Mechanical & Electrical (M&E) Stage 2 – Energy Audit separately reported |  | AC\_15\_55\_26 |
| Noise and Acoustic |  | PM\_30\_30\_02 |
| Structural Stage 1 |  | PM\_30\_10\_85 |
| Structural Stage 2 |  | PM\_30\_10\_85 |
| Topographical & Underground Utilities |  | PM\_30\_20\_89  PM\_30\_10\_93 |
| Transport |  | PM\_30\_10\_90 |
| Unexploded Ordnance |  | PM\_30\_40\_92 |
| Legacy Group 2 Furniture and Equipment |  | PM\_80\_10\_32 |
| Legacy Group 3 Furniture and Equipment |  | PM\_80\_10\_32 |

Table : Further survey information

## 2.3 Capacity: number of pupil places

**External site areas**

2.3.1. External site areas are listed in 3.5.1. [PM\_60\_10]

**Buildings Capacity Assessment**

2.3.2. The Building Capacity Assessment is identified in the table below. [PM\_10\_20]

[**Drafting note:**

Use the table to provide existing school information: current age range, Published Admission Number (PAN), bulge classes.

* Current Number on Roll (NOR) split into key stages and any planned change to this.
* Full-time Equivalent (FTE) number of any nursery places and age range.
* Number of sixth form places (combined figure for the year groups).
* Net building capacity of existing School based on the Net Capacity Assessment Method.

When relevant the TA will identify Supplementary areas (e.g., residential). The continuing commitment for this additional resource should then be sought from the Local Authority (LA) and the number of pupil places agreed. Where additional SEN pupil places are provided, additional information will be given as described below.

The supplementary area is calculated using the SoA tool, before migrating the Project SoA to the SoA and ADS. This is based on BB104, noting that in some circumstances there may be a requirement for supplementary area (e.g., residential) and where this is agreed with the DfE it should be incorporated.

Identify any current third-party users of any part of the School (Early Year’s providers, community users, clubs, partner organisations, outsourced providers etc.). Where appropriate, details should include:

* Any contractual arrangements covering use (leases, licences, etc).
* If they have dedicated space or times of use of shared facilities.
* If third-party use is likely to impact on the Project (either temporarily or permanently). Community use information should inform the operational arrangements of the school and should not impact on the schedule of accommodation.

Any residential provision should also be identified here, giving number of pupil places and age range.

**Drafting note continued:**

TA to delete primary or secondary if not required. Where there is a new school, insert ‘N/A’ in the table below.]

[Delete if no existing school or extend table as appropriate]

The current [type of] school is designed for [number] pupil places for ages [add age range] with [number] of [FTE nursery/sixth form places (total)], and [additional information as required].

|  |  |  |  |
| --- | --- | --- | --- |
| Primary  September 2020/21[[2]](#footnote-3): | Nursery (FTE) | KS1 (R, Y1, 2) | KS2 (Y3, 4, 5, 6) |
| Number on roll | 0 | 0 | 0 |
| Typical class size | 0 | 0 | 0 |
| Secondary  September 2020/21: | KS3 (Y7, 8, 9) | KS4 (Y10 & 11) | KS5 (Y12, 13, 14[[3]](#footnote-4)) |
| Number on roll | 0 | 0 | 0 |
| Typical class size | 0 | 0 | 0 |

Table : Number On Roll and Capacity

|  |  |
| --- | --- |
| Total number on roll | 0 |
| Building capacity | 0 |

Table : Total Number On Roll Plus Capacity

## 2.4 Pupils needs

2.4.1 The design of the Building(s) and external space and grounds shall support the range of pupils’ educational, therapeutic and medical needs at the School.

[**Drafting note:**

Complete Table 6 to describe the range of needs accommodated at the school. This information is vital because pupils’ needs can significantly affect design requirements. It shall align with the need types used in the SEND Code of Practice (CoP) and the DfE Census.]

**The SEND CODE OF PRACTICE (CoP) outlines 4 broad need types:**

**“1. Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**2. Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**The SEND CODE OF PRACTICE (CoP) outlines 4 broad need types:**

**3. Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**4. Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”

**Drafting note continued:**

These four broad need types include the following 11 types of special educational needs captured in DfE statistical data from school census returns:

1. Speech, Language and Communications needs (SLCN)
2. Social Emotional and Mental Health (SEMH)
3. Moderate Learning Difficulty (MLD)
4. Specific Learning Difficulty (SpLD)
5. Autistic Spectrum Disorder (ASD) / Acoustic Spectrum Condition (ASC)
6. Other Difficulty/Disability Physical Disability (PD)
7. Hearing Impairment (HI)
8. Visual Impairment (VI)
9. Multi-Sensory Impairment (MSI)
10. Severe Learning Difficulty (SLD)
11. Profound & Multiple Learning Difficulty (PMLD)]

| Broad need type as per Code of Practice (CoP) | Specific need type | Age range with this need | Number of pupils with this need out of total (x/y) |
| --- | --- | --- | --- |
| 1. Communication and interaction | Speech Language and Communication Needs (SLCN) |  |  |
|  | Autistic Spectrum Disorder (ASD) |  |  |
| 2. Cognition and learning  (MLD, SLD, SpLD) Note: PLD is not listed separately in the census – just as PMLD | Mild Learning Difficulties (MLD) |  |  |
|  | Severe Learning Difficulties (SLD) |  |  |
|  | Profound Learning Difficulties (PLD) |  |  |
|  | Specific Learning Difficulties (SpLD) |  |  |
| 3. Social, emotional and mental health difficulties | Social, emotional and mental health difficulties (SEMH) |  |  |
| 4. Sensory and/or physical needs | Physical Disability (PD) |  |  |
|  | Profound and Multiple Learning Difficulties (PMLD) |  |  |
|  | Hearing Impaired (HI) |  |  |
|  | Visual Impaired (VI) |  |  |
|  | Multi-Sensory Impairment (MSI) |  |  |
| Mental and Physical Health (only for Alternative Provision) | Pupils accessing child and adolescent mental health services (CAMHS) for anxiety, depression, self-harm, violent or angry behaviour, eating disorders, the effects of abuse or trauma, obsessions and compulsions, psychosis, schizophrenia or bipolar disorder |  |  |
| Any pupils at particular risk of harm e.g., unaware of danger |  |  |  |
| Other (please explain) |  |  |  |

Table : Pupils' needs

## 2.5 Educational drivers

2.5.1 The design of the Building(s) and external space and grounds support the School’s curriculum and organisational model in so far as the standardised design of the School can be reasonably adapted. The design shall meet the requirements of the School-specific SoA and ADS (Annex SS1) and any further curriculum and organisational requirements set out in this SSB. [Ss\_90\_25]

2.5.2 The following table for Special Schools and AP provides contextual understanding for educational drivers selected in generating the SoA. [FI\_30\_80]

[**Drafting note:**

The TA will provide sufficient briefing to enable the following to be defined and as such the relevant selections to the generic SoA definitions. This process supports the development of the initial SoA from the tool. The agreed selection options are listed here. Pick the relevant number in each row and delete the remainder [number of pupils, type of school, nursery FTE, sixth form numbers (total), over/above pupil numbers with ECHP, special units etc.]

| School Information | School-specific requirements  (Format note: list of options / delete as applicable) | Additional notes (if required) |
| --- | --- | --- |
| Age Range | What is the age range?  3-11  11-16  7-16  11-19  Other (please explain)  This should confirm the original application and define the starting age/year group and final age/year group |  |
| Number of pupil places - for Special Schools | Confirm final number of pupils in each Key Stage; and if known for each year group. State if this varies by need or age |  |
| Number of pupil places - for Alternative Provision | Confirm maximum number of Full Time Equivalent places (FTE) |  |
| School Type - Ambulant Special School | If this an ambulant Special School i.e., catering predominantly for ambulant pupils does it provide for:   1. A broad range of special needs such as moderate/severe learning difficulties (MLD/SLD) and autism taught in integrated classes? 2. A specific need e.g., (SEMH or severe autism)? 3. Other (please explain)? |  |
| School Type - Non-ambulant Special School | If this a non-ambulant Special School i.e., specifically set up to cater for pupils with physical disability (PD) and profound and multiple learning difficulties (PMLD) does it provide for:   1. A broad range of needs with 10%-60% pupils non-ambulant? 2. A broad range of needs with 60%-90% pupils non-ambulant? 3. Other (please explain)? |  |
| School Type -Alternative Provision (AP) | Which of the following best describes the needs to be accommodated in the proposed AP?   1. Pupils with behaviour issues who may have been excluded from mainstream school. 2. Pupils with mental or physical health issues (such as anorexia) who are not able to cope in a mainstream school in the short or long term. 3. Other (please explain)? |  |
| Alternative Provision attendance | How many pupils will spend the whole or the majority of their school day at the AP? |  |
| Class/group size | How many groups are planned for each Key Stage and how many pupils will there therefore be in each class group? Identify the average size but also the range of possible group sizes for each class (e.g., 7.5 average, ranging from 6 to 8) |  |
| Severe needs suite | Are there plans for any suites of spaces for severe needs pupils in smaller tutor groups? If so, please specify the numbers involved per Year group. Ensure the places are within the agreed total but not included in the average class sizes |  |
| Staff | How many (FTE) staff will there be approximately?   * Break down into: * administrative = x * teaching = x * non-teaching = x * support = x * facilities = x * peripatetic = x * catering staff = x * other (please explain) |  |
| Site Type | Confirm whether the site is:   1. Within the BB104 range 2. Above the BB104 range 3. Below the BB104 range   ‘with team games’ site area applies to all ambulant special schools and non-ambulant schools with less than 70% non-ambulant pupils  ‘without team games’ site area applies to non-ambulant schools only where 70% or more pupils are non-ambulant AP shall have a MUGA |  |
| Number of Storeys | 1. 1 storey   This is recommended for non-ambulant schools as BB104. If any pupil accommodation or outside space is proposed on a separate level, this needs to be robustly justified with an options appraisal including a detailed methodology for movement between floors e.g., number of lift journeys and time required.  For all other schools a request for single storey needs to be robustly justified more than the statement of SEND/AP designation.  Is the site large enough to support a single storey proposal i.e., can the minimum net and non-net area be met for an ambulant special or AP school?  If all area requirements in BB104 can be met, single storey would be acceptable from a design/buildability stance. As there may be cost implications, an Options Appraisal will need to be included in the Feasibility Report.   1. Part 1 and 2-storey 2. 2-storey 3. 3-storey or above (not recommended, an Option Appraisal is required to be agreed with the School and DfE Team) 4. Other e.g., mix of heights where existing buildings are used |  |
| Existing buildings | 1. None (all new) 2. Some retained 3. Some refurbished 4. All existing |  |
| Curriculum Model (secondary) | 1. Stage not age 2. Primary model (class based) 3. Practical 4. Vocational 5. Arts-based 6. Typical (as mainstream) 7. Academic (as mainstream) 8. Post 16 9. Other e.g., more than one type for different need groups. Please explain |  |
| Organisation | 1. All practical in classrooms 2. Specialist practical spaces |  |

Table : Educational drivers

**Educational vision**

[**Drafting note:**

The TA will work with the RB to produce the Educational Vision, incorporating the guidance found in the Good Estate Management for Schools (GEMS) documentation. The DfE supports the use of GEMS and provides an extensive resource online at <https://www.gov.uk/guidance/good-estate-management-for-schools>

If available from the RB, their completed GEMS documentation might already include an Educational Vision, which can be taken and developed to include the additional information required for this SSB.

The TA will ensure that the Educational Vision summarises the School’s specific curriculum, pedagogy and organisation, including those planned for the future, to provide a context to the Project Brief. Where this affects the Project Brief, this should also be incorporated into the SoA and ADS (Annex SS1), and the relevant text and reasoning included in the Project Brief. The text should be pragmatic and succinct and be in the context of standardised models (if these are available) and the methodology of off-site construction. In addition to this, it may include, but not limited to the following and as such the text should also be edited appropriately:

* Particular emphasis on an area of learning or pedagogical approach e.g., a vocationally based curriculum.
* Organisation of Key Stages and mixed age groups.
* Exceptions to the generic Suites of Spaces model outlined in the GDB, or other curriculum links not identified.
* If the School were to expand in numbers, in what way would the spaces be different/allocated?
* Describe a day in the life of the school.
* What are the proposed/current movement patterns of pupils and staff e.g., do the pupils change rooms for every lesson or do the teachers come to them?
* Which (if any) spaces are likely to be used after School hours and what is the length of time they will be used, does this require solutions different to those in the GDB e.g., for zoning and security?
* What range of learning activities (other than PE) take place outside?
* Does the RB have any ambitions to embed sustainability into their curriculum or day-to-day life of the school? If so, are they any opportunities to harness and support this more broadly as part of the project?
* Is life skills part of the curriculum? If so, what activities take place and what facilities are needed?

**Drafting note continued:**

* Are there any community or family related activities such as a café or family therapy taking place now or planned for the future?
* Organisation of different special needs, for example are pupils with severe autism taught in a dedicated suite?
* If the School were to change its SEND intake, in what way would the spaces be different/allocated?
* What specialist medical/therapeutic support will be required for each type of need accommodated and will any of it be provided by those outside the School (for example therapists or doctors)?
* Is support given within the classroom for a whole class setting or in small groups, or individually away from the classroom?
* How many pupils and staff will there be in each learning session (including support staff)? To be given for each age group and special needs where it varies.
* Are there any long-term arrangements for pupils to spend some of their time off-site (for example at a Mainstream School or sports centre)?
* Do pupils use specialist ICT equipment (this could have implications for servicing, room layouts)?]

2.5.3 The following strategic statement by the RB sets out the purpose and priorities of the organisation and how this drives future policy, practices and decision making.

1. The RB’s pedagogical and curricular approach is [insert here]
2. The School’s organisation of group/key stages is as follows [insert here]
3. Exceptions to the generic suites of spaces outlined in the GDB are as follows [insert here]
4. Planned expansion would be allocated as follows [insert here]
5. The proposed movement patterns of pupils and staff are as follows [insert here]
6. The following spaces are likely to be used after hours [insert here]
7. The learning activities (other than PE) that take place outside are [insert here]
8. The following sustainability ambitions [insert here] have the potential to be supported by the following [insert here]
9. The following activities and facilities are required for life skills [insert here]
10. Planned family/community related activities are as follows [insert here]
11. Organisation of different school needs are as follows [insert here]
12. The following specialist medical/therapeutic support will be required [insert here]
13. Support is given to a [whole classroom/small groups/individually]
14. The number of pupils and staff within each age group learning session [insert here]
15. Long-term arrangements for pupils to spend some time off-site are [insert here]
16. The following specialist ICT equipment will be required [insert here] [PM\_10\_20]

**Estate vision**

2.5.4 The following high-level estate vision by the RB sets out in principle how the estate will support the Educational Vision and strategy of the organisation, and it provides the direction for the estate and sets out what needs to happen to meet the organisation’s current and future education needs.

[**Drafting note:**

The TA will work with the RB to produce the Estate Vision, incorporating the guidance found in the Good Estate Management for Schools (GEMS) documentation. The DfE supports the use of GEMS which provides an extensive resource online at <https://www.gov.uk/guidance/good-estate-management-for-schools>

The TA will also ensure that the Estate Vision in this SSB includes, but is not limited to the following:

* Your estate vision should set out your ambition for the estate in 5–10 years’ time.
* At the same time, the vision should recognise the long-term needs of the current and future generations of school users, including measures in response to the impacts of climate change.
* It should include resilience planning against the current and future risks i.e., flooding, higher temperatures and prolonged rainfall, as defined by UK adaptation policy.
* It should be prepared in consultation with relevant stakeholders (particularly any landowning parties).

For example, if a school intended to expand or add additional facilities or is likely to require significant works on a block not part of this scheme, this would be noted at a high level here.]

[insert vision here] [PM\_10\_20]

## 2.6 Statutory bodies

[**Drafting note:**

The TA will report on any Statutory Bodies, Consultees or Approvals that may inform the Strategic and Project Briefs. This may include but is not limited to the content of the following table.This summary will include any specific sustainability requirements, can third-party objectives/targets be aligned to provide a more positive holistic outcome?]

2.6.1 The following Statutory Bodies and reported requirements have been identified as follows:

|  |  |  |
| --- | --- | --- |
| Statutory Bodies and other Stakeholders | Requirement (please state) | Uniclass |
| Identify any local or national Planning Policy requirements applicable to the school site(s) |  | PM\_40\_20\_63 |
| The impact of the proposed development on the wider community/infrastructure |  | PM\_30\_30\_27 |
| Identify any historical or proposed projects that may influence the project. These could be on or around the school site(s) |  | Ac\_15\_45 |
| Identify any other funding sources, grants or applications relevant to the project |  | PM\_40\_50\_32 |
| Identify broader Statutory Bodies applicable to the site (Sport England etc) and any requirements that they may have |  | PM\_10\_20\_75 |
| Identify and assess any Utility requirements to PAS 128 Survey Category type B, diversion of services, capacity assessments and upgrades, and if required, engagement with utilities requirements |  | PM\_30\_10\_93 |
| Identify any Highways requirements |  | Ac\_80\_35 |
| Identify potential third-party objectives/targets that can be aligned to provide a more positive holistic outcome |  | PM\_10\_25\_75 |

Table : Statutory bodies and other stakeholders

## 2.7 Site analysis

2.7.1 [insert brief description of site and its local context, including opportunities and constraints both within and outside the site boundary within a 15-minute walking radius, such as:

* within the site boundary: topography e.g., changes of level, natural assets e.g., trees and views, orientation, flood risk, existing building(s)/structures, contamination or other impacts and risks
* outside the site boundary: noise and air pollution, active travel routes for staff and pupils, local green spaces, local sports or other community assets which may be shared, heritage elements from buildings to canals, use, scale and impact of surrounding buildings or spaces]

2.7.2 The location of any New Building(s) and the design and layout of any external spaces provided shall comply with the Site layout requirements in the GDB and take into account the following specific issues. [PM\_60\_10]

**Site access**

2.7.3 The design of the Buildings and external space provided shall take account of any School-specific Site Access issues. [PM\_60\_10\_50]

[**Drafting note:**

The TA will review **Site Access** and identify any additional requirements that reflect Site constraints, particularly those concerning local issues. This may include but is not limited to the following:

* Outline of the existing Site layout and facilities.
* Current points of vehicular and pedestrian access and any potential to improve access and layering of security, in particular to limit cross over between pupils and either visitors before they are signed in, or any service or delivery personnel.
* How the Site is suitable for delivery and assembly of off-site manufactured Buildings (if applicable).
* Movement of pedestrians (pupils, staff, visitors and deliveries), cycles (access and storage), waste collections, deliveries, emergency, coaches, taxis.
* If clear connectivity or separation is required from a neighbouring School.
* Drop-off and pick up requirements, including typical numbers and types of buses and other vehicles, as well as different drop off points if needed for different ages or needs.

Do the School’s travel plans have particular requirements over and above the core offer?]

[insert additional information here] [PM\_60\_10\_50]

**Environmental considerations**

2.7.4 The design of the Buildings and external space provided shall take account of any Environmental Condition issues, as follows: [PM\_30\_30]

[**Drafting note:**

The TA will review the site **Environmental Conditions** and identify any additional requirements that reflect Site constraints, particularly those concerning local issues. This may include but is not limited to the contents of the table below. For example:

What measures can be taken at a project level to mitigate or benefit from microclimate conditions such as the sun path, wind rows, potential local noise receptors, local air quality concerns etc.?

What part does this project play in the holistic approach to flood management on the school’s estate? Is there a requirement for a wider Sustainable Drainage Strategy (SuDS)?]

|  | Considerations (please state) | Uniclass |
| --- | --- | --- |
| Particular views |  | PM\_10\_20\_26 |
| The Site microclimate, including sun paths and prevailing wind direction |  | PM\_30\_30\_98 |
| Adverse environmental conditions such as, acoustics e.g., traffic noises, air quality |  | Ac\_15\_55\_04  Ac\_15\_70\_90  PM\_30\_30\_03 |
| Flood Risk Assessment and Management including Sustainable Drainage Strategies (SuDS) |  | PM\_30\_30\_29  Ss\_50\_70\_85 |
| Surrounding geology, geography, archaeological and historical features and buildings, or protected habitats where relevant |  | PM\_30\_20\_10  PM\_30\_20\_02  Co\_32\_20\_04  PM\_35\_40\_34 |
| Adverse Geotechnical conditions e.g., contaminated ground and ground gases |  | PM\_30\_20\_33 |

Table : Environmental considerations

**Safety, Security and safeguarding**

2.7.5 The design of the Buildings and external space provided shall take account of any School-specific Safety, Security and Safeguarding issues. [PM\_35\_50]

[**Drafting note**:

The TA will review any specific **Safety, Security and Safeguarding** issues that may need to be addressed, taking account of any risk assessments and any third-party use of the facilities, and the impact these will have. The TA will delete any drafting notes from the table below. This may include but is not limited to the following:]

|  | Analysis | Uniclass |
| --- | --- | --- |
| Local School-specific security issues e.g., location, proximity to occupied properties, on-site caretaker etc | [**Drafting note:** **Access Control** - This will vary from setting to setting. In some instances, biometric access control may be justified, while in others fob access will be required or lock and key may suffice. If justified, access control should be funded, either as part of the enhanced build rate or as an ‘abnormal’.] | PM\_60\_10\_77 |
| Additional requirements, which differ to the GDB, considering existing security measures (Buildings and Site) e.g., secure line, access controls, alarms or CCTV systems, as identified in the School’s access and Security Risk Assessment | [**Drafting note:** **CCTV** - Include the extent of CCTV coverage. For some special schools and APs, the CCTV coverage of all pupil spaces may be justified for training and safeguarding purposes. This may only extend to circulation spaces in other settings.] | PM\_10\_20\_82 |
| Local requirement for sprinklers - ensure the sprinkler proposals are compatible with the off-site construction system proposed |  | Ss\_55\_30\_98\_85 |
| Boundary fencing over and above the standard specification given in the GDB and Technical Annex 2B | [**Drafting note:** **Boundary fencing** - Make clear the location of the secure line and any differences from the boundary fencing. The secure line fencing may need to be higher (e.g., 3m). Include ironmongery requirements.  Include visual screening requirements here, if requested e.g., climbing plants and hedges to soften the fence visually and contribute to Biodiversity Net Gain (BNG)/Urban Greening Factor (UGF) requirements.] | En\_20\_85\_30 |
| Safety, Security and Safeguarding issues relating to shared Site or Out-of-hours access not covered by the requirements in the GDB |  | PM\_60\_10\_77 |
| Fire, Health & Safety considerations in line with Statutory Obligations not covered by the requirements in the GDB |  | PM\_35\_30\_30 |
| Inclusive Design requirements in line with Statutory Obligations not covered by the requirements in the GDB |  | PM\_40\_20\_42 |

Table : Safety, security and safeguarding

## 2.8 Buildings analysis

2.8.1 Analysis of the building(s) has identified the following observations:

[**Drafting note:**

The TA will perform a **Buildings Analysis**. This may include but is not limited to the contents of the following table.]

|  |  |  |
| --- | --- | --- |
|  | Analysis (please state) | Uniclass |
| Confirm Ownership & Use of the Building(s) e.g., are there any community access agreements in place? |  | PM\_40\_50\_47  PM\_80\_30\_51 |
| Status of Building(s) based on existing CDC Data and/or survey information where available. Must include Building Services considerations |  | PM\_30\_10\_15  PM\_30\_10\_28  PM\_30\_10\_93 |
| Summary of type, age, construction, style, function and remaining life of building(s) on the estate |  | PM\_30\_10\_15 |

Table : Building(s) analysis

## 2.9 Sustainable estate strategy

[**Drafting note:**

This section will be supported by School-specific Annex SS6: Sustainable Estate Strategy. The TA will clearly present (graphically and annotated) the following requirements:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the school estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the School Estate towards Climate Resilient which includes Net Zero Carbon by 2050, adaptation to overheating risk, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & School Grounds and the School Buildings may limit or support the future direction for the school estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the school estate to meet any Condition Led Project previously identified. It should

**Drafting note continued:**

also consider how the School Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Building Bulletin (BB) 103/104 guidance. It should also include any outline Phasing requirements along the way (where applicable).]

2.9.1 The design of the Buildings and external space provided within the Project Brief shall take account of any School-specific Sustainable Estate Strategy issues. [PM\_40\_20\_85]

[**Drafting note:**

The TA will work with the RB to produce a Sustainable Estate Strategy and include this in School-specific Annex SS6. It should be developed in line with the requirements of the Output Specification Technical Annex 2J: Sustainability and it will also incorporate the guidance covering the Estate Strategy and Asset Management Strategy found in the Good Estate Management for Schools (GEMS) documentation.

This section acts as an executive summary of Annex SS6 to provide overarching context. The TA should use this section to summarise a high-level statement outlining the Sustainable Estate Strategy for the school. This may include but is not limited to the following content:

* It should consider and respond to all the analysis identified within the [Strategic brief](#_2_Strategic_Brief) with reference to how it can deliver the Educational Vision (SSB Section 2.4.1) and the Estate Vision (SSB Section 2.4.2).
* Cover the short, medium, and long-term strategic thinking for the site up to at least 2050.
* Develop an understanding of the current and future climate change risks and how they might impact the school site.
* Identify projected funding now and in the future for estate development.
* Provide a high-level understanding of the condition of the site.
* Give strategic direction of potential development zones and future expansion.
* Empower RB’s and schools with the knowledge of the site; and provide strategic direction on carbon reduction strategies.
* Consider which Low and Zero Carbon Technologies could be considered now or in the future relative to the site-specific characteristics. The TA shall use the table provided on the following page to undertake a high-level review of these technologies and their suitability on the school site to determine what potential there is for their adoption in the short-term Project Brief, or the medium-long-term strategic development of the site.]

[insert additional information here] [PM\_40\_20\_85]

2.9.2. The following Sustainability Interventions including Low and Zero Carbon Technologies have been considered and included in the Concept Control Option or not as identified. [PM\_40\_20\_85]

|  |  |  |  |
| --- | --- | --- | --- |
| Technology | Include? | Include? | Comments |
|  | Yes | No |  |
| **Heat Pump Options:** |  |  |  |
| Heat Pumps |  |  |  |
| Air Source Heat Pumps |  |  |  |
| Ground Source |  |  |  |
| Water Source |  |  |  |
| Geothermal |  |  |  |
| **Solar Options:** |  |  |  |
| Hot Water |  |  |  |
| Photovoltaic |  |  |  |
| **Water Options:** |  |  |  |
| Hydro |  |  |  |
| Tidal |  |  |  |
| Wave |  |  |  |
| **Wind Options:** |  |  |  |
| Turbines |  |  |  |
| **Other Options:** |  |  |  |
|  |  |  |  |

Table : Low and zero carbon technologies

**Urban Greening Factor (UGF) and green infrastructure**

[**Drafting note:**

At Concept Development Options appraisal, informed by the preliminary ecological appraisal, the TA will consider the calculation within the sustainable criteria of the options scoring template and score each option in relation to its ability to meet both a biodiversity net gain to meet the higher of national planning policy (10%) or local planning authority requirements (if different) and a minimum UGF target of 0.35.

The TA will assess the site and the Concept Control Option to provide a brief description under 2.9.3 and to create a Landscape Strategy Plan demonstrating the proposed BNG and UGF areas which shall be colour coded to match the areas set out in the UGF tables. The proposed Landscape Strategy Plan, BNG baseline and target shall be captured in the Feasibility Study.

At Feasibility the TA shall:

* Utilise Natural England’s Urban Greening Factor guidance to develop the Landscape Strategy Plan and schedule of the proposals.
* Establish site habitat baseline and target for biodiversity net gain using the preliminary ecological appraisal and demonstrated through the Biodiversity Metric (the latest version).
* Consider what opportunities across the site can be incorporated into the funded project to encourage shading from trees/planting to reduce ambient outdoor air temperature, flood regulation and natural outdoor covered spaces etc.
* Utilise the Biodiversity Metric and UGF tools as an iterative process, establishing corresponding targets for the site to be achieved as part of the Project Brief.
* Ensure the site is not negatively impacted by the works.
* Ensure all sites achieve a minimum UGF target of 0.35.
* List the necessary biodiversity enhancements required within the Project Brief (refer to section on [Sustainability requirements](#_3.12_Sustainability_requirements)). This section shall capture the BNG baseline and target.]

2.9.3 The following potential areas of improvement to encourage biodiversity net gain and urban greening have been identified including where BNG will be delivered [insert detail of where BNG shall be delivered (i.e., on-site), and if not on-site, providing evidence as to why it cannot be delivered on site]. [PM\_35\_40\_08]

2.9.4 The existing site has been assessed utilising the Biodiversity Metric (latest version) to establish the required baseline and BNG target as demonstrated by the Landscape Strategy Plan. The results from the Biodiversity Metric are as below [TA to insert table directly from the Biodiversity Metric]: [PM\_35\_40\_08]

[Biodiversity metric results table to be inserted here]

Table : Biodiversity metric baseline and target results

**Other sustainability strategies**

[**Drafting note:**

The TA shall identify and list any sustainability strategies that requiring briefing, not listed above e.g., operational requirements for metering and sub-metering strategy?

Any specific requirements resulting from the rationale behind the location of car parking facilities, user centred design and movement patterns to and from the buildings and site to avoid unnecessary hard landscaping immediately adjacent the building perimeter. The TA to extend, edit or delete as required.]

[either]

2.9.5 No additional strategies have been identified.

[or]

The following strategy has been identified for this site. [insert here] [PM\_35\_40\_08]

# 3 Project brief

## 3.1 Overarching requirements

3.1.1 The Project Brief identifies the work required in the funded project (to meet the Employer’s programme policies) and should fit within the needs of the whole school site (the Strategic Brief and resultant School-specific Annex SS6: Sustainable Estate Strategy) based on the RB long-term estate vision and requirements for the school site. [PM\_10\_20\_07]

3.1.2 The Project Brief develops in the context of the Strategic Brief until Contract Award (end of RIBA stage 4) to ensure that work is done in the correct order and to avoid abortive work. [PM\_10\_20\_07]

3.1.3 The Building(s), Grounds, FF&E, Building Services, and ICT infrastructure shall support the practical requirements as set out in this Project Brief, in addition to those in the GDB[[4]](#footnote-5) . [PM\_10\_20\_90]

## 3.2 Project type

3.2.1 The proposed [type of school] shall be designed to accommodate the following: [PM\_10\_10\_60]

[**Drafting note:**

The TA will detail in this section the forecast demand and proposed School capacity that the Strategic and Project Brief should be designed for. Complete the following questions and table, and clearly state what the numbers and age of pupils the Strategic and Project Brief will be designed for.]

|  |  |  |  |
| --- | --- | --- | --- |
| Primary  September 2023/24[[5]](#footnote-6): | Nursery (FTE) | KS1 (R, Y1, 2) | KS2 (Y3, 4, 5, 6) |
| Number of pupil places | 0 | 0 | 0 |
| Typical class size | 0 | 0 | 0 |
| Secondary  September 2023/24: | KS3 (Y7, 8, 9) | KS4 (Y10 & 11) | KS5 (Y12, 13, 14[[6]](#footnote-7)) |
| Number of pupil places | 0 | 0 | 0 |
| Typical class size | 0 | 0 | 0 |
| AP  September 2023/24: | Nursery | KS1 | KS2 |
| Full time equivalent number of pupil places |  |  |  |
| Typical class size |  |  |  |
| AP  September 2023/24: | KS3 | KS4 | KS5 |
| Full time equivalent number of pupil places |  |  |  |
| Typical class size |  |  |  |

Table : Proposed capacity

|  |  |
| --- | --- |
| Total number of pupil places | 0 |
| Building capacity | 0 |

Table : Proposed total number of pupil places plus capacity

[**Drafting note:**

With reference to the TA guidance in the section on [Capacity: number of pupil places](#_2.3_Capacity:_number) and or where further additional supplementary area is to be provided and therefore forms a requirement of the scheme that has been confirmed by the DfE this should be identified and listed below. When describing the additional area, the TA must provide clarity as to its function.]

[delete if there is no confirmed supplementary area]

[list area confirmed and detail function] [PM\_10\_20\_07]

[**Drafting note:**

On existing sites, identify Blocks that are receiving works or delete the relevant line. For DfE projects the condition data block reference (EFAA, EFAB) should be used, externals should be identified according to BB104 definitions. If there are planned changes to age ranges, nursery provision or year groups then these should be stated in the paragraph above.

The TA will briefly describe the project type. A Whole School Project is one in which the Works carried out on most Buildings or most of the grounds of a school, is typically more than 75% of the overall Building area. In a Whole School Project, the Contractor shall have responsibility for providing the required facilities for the whole School within the Site.

A Partial School Project is one in which only one or two blocks being rebuilt or refurbished, typically less than 75% of the overall Building area.

If the project involves any intervention into an existing retained building, use Annex SS2: ‘RSoW’ to describe the scope of works in the refurbished areas – see Partial School Project above.

The TA will summarise briefly here, noting where any areas of refurbishment, service connections or remodelling apply, referencing location drawings as needed and selecting or deleting the appropriate sections.]

[Either:]

3.2.2 This Project for [insert School name] is a **Whole School Project**, such that the Contractor has responsibility for providing the required facilities for the whole School Building(s) and the Site and shall comply with all requirements in the GDB. [PM\_10\_10\_60]

[or]

This Project for [insert School name] is a **Partial School Project**, such that the Contractor only has responsibility for the construction or refurbishment of Buildings identified in this SSB, as well as access to those Buildings and any additional Site Works identified in this SSB. [PM\_10\_10\_60]

[**Drafting note:**

Delete paragraphs below as applicable.]

[Either:]

3.2.3 This is an entirely new build project.

[or]

This is a new build project with existing buildings retained and not part of the works.

[or]

This is a new build project with existing buildings retained, and refurbishment works within them will be limited to utility connections of new blocks to existing buildings, upgrading of fire alarms or other services where necessary and making good after demolition and other minor works.

[or]

This project is a mixture of new build [extension or new block] with refurbishment [and/or] remodelling of existing buildings. [PM\_10\_10\_60]

[**Drafting note:** The TA will identify Blocks and select or delete the relevant works type as required. For DfE condition led programmes, the condition data block reference (EFAA, EFAB) should be used, externals should be identified based on BB104 definitions. If there are planned changes to age ranges, nursery provision or year groups then these should be stated in the paragraph above. For clarity it may be necessary to reference the site plan in SS7: Adjacency Diagrams.

Any building with any works even if it is consequential works due to construction in or of another building will be listed in the RSoW Section and the RSoW tool will apply.]

3.2.4 The following details the existing and proposed buildings and externals: [PM\_10\_10\_60]

|  |  |  |
| --- | --- | --- |
| [insert diagram reference, if applicable] |  |  |
| Block / Site reference | Works type | Brief description of works |
| New Block reference | New Build | [TA to complete] |
| EFAA | No works  Demolition  Remodelling / Refurbishment  Consequential | [TA to complete] |
| EFAB | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |
| Existing Hard Informal | As above | [TA to complete] |
| Existing Soft Informal | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |
| New Hard Informal | As above | [TA to complete] |
| New Soft Informal | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |

Table : Proposed and existing buildings and externals

3.2.5 The RSoW SS2 is not required [or] The RSoW SS2 provides detailed elemental descriptions of works required. As summarised in Table 15. [Ac\_10\_70\_65]

## 3.3 Adjacencies

3.3.1 The design of the Building(s) and site shall adhere to the School-specific adjacencies in Annex SS7: Adjacency Diagrams. This sets out the relationships between different departments, suites, rooms and external spaces. [PM\_10\_80\_10]

3.3.2 The standard space types listed in SS1: SoA and ADS shall be located on a standardised dimensional grid of 7.8m x 3.6m, with adjacent circulation, to match the adjacency diagram set out in School-specific Annex SS7, either:

* on a 3.6 x 7.8m deep grid where the area of the space is appropriate; or
* located in a pair or a cluster of spaces that fit within the same constructional grid.

3.3.3 In the design development phases, the contractor shall use this as the basis of their design proposals [where possible]. [PM\_10\_80\_10]

[**Drafting note:**

The TA will note the requirements of 3.3.2. and shall describe within the adjacency diagram how the Departments and teaching spaces need to be organised to match the requirements for efficient dimensional organisation (grid) and the School’s particular organisational and teaching requirements. In particular, the generic department descriptions within the Annex tools must be linked to the school’s organisational descriptions. Requirements should be consistent with the Strategic Brief, any proposed standardised solution and the SoA and ADS in School-specific Annex SS1, for example:

* As a result of educational need, are there any classroom requirements that do not conform to the standard grid noted above?
* As a result of pastoral or educational need, is there a requirement for any support spaces to be adjacent to particular teaching spaces?
* In a school catering for a broad range of needs, is there a particular way to organise Suites of Spaces to reflect different needs?
* How are external spaces for self-regulation linked to internal spaces, whilst preventing a pupil disrupting another activity or class?
* In an all-age School, is there a need to organise spaces to reflect different key stages (including sixth form)?]

## 3.4 Internal space

**Overview**

3.4.1 The design of the buildings shall follow a Standardised approach. [PM\_10\_80\_85]

[**Drafting note:**

The TA will use the SoA tool to develop the SoA in parallel with this SSB (there may already be an SoA developed with an appropriate standardised design) and be consistent with it, taking into account the overall area available to the School and the importance of making effective use of all available space. Any amendments to the generic requirements in the first draft of the SoA tool or ADS to meet the School’s particular teaching needs should be agreed with the Employer and included in the completed Project Brief, the SoA and ADS in School-specific Annex SS1.

Include considerations of any additional security requirements as a result of the Security Risk Assessment.]

**Adaptation of standard model and meeting spatial need**

[**Drafting note:**

The TA will delete or include either or both, as appropriate.]

3.4.2 [delete if no new buildings] The spaces in SS1 and the adjacencies in SS7 are based on proposed new Building(s) that can be designed to a standard constructional grid. The design of new Building(s) shall follow a standard approach, and this shall only be customised and adapted where it is necessary to support the School’s curriculum and organisational model and only as far as the standardised design of the School can be reasonably adapted. [PM\_10\_80\_85]

[delete if no refurbished or remodelled buildings] The spaces in SS1 and the adjacencies in SS7 are based on the existing or proposed sizes in the existing Building(s). [PM\_10\_80\_85]

[**Drafting note:**

Where adaptations to a standardised design are proposed extend this paragraph to include for example:

Door positioning to affect adjacencies, door inclusions to make spaces more flexible in use, and reassigning of spaces of the same size or where cluster patterns and use allow. These changes have to be made within the constraints of the off-site manufacturing system and the extents of the SoA. These proposed changes should be recorded in the table.

Typical headings may include:

* School-specific spatial need (e.g., music practice room)
* Standard room(s) to meet need (e.g., group room to have improved acoustics for music – see example above; two standard rooms to be joined to create larger space; door to be omitted)
* Non-standard space need and mitigation strategy (e.g., vehicle workshop – arrange for off-site delivery by others or discuss if it is being funded on this project etc.)]

[insert requirements here] [PM\_10\_80\_85]

**Classrooms**

3.4.3 The SEN classrooms and any Semi-open classbases and associated shared teaching areas shall be as listed and specified in SS1. [SL\_25\_10\_68] [SL\_25\_10\_76] [SL\_25\_10\_81] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify requirements and edit the clause and extend as applicable, based on options chosen in the SoA and as described in the SS7 adjacency diagram. For example:

* Describe the uses of the outdoor learning/calming space outside each classroom, including any services and position of canopy.
* Locations of support spaces in relation to General Teaching spaces?
* Are there educational issues which require General Teaching classrooms to be a variety of sizes e.g., sixth form small seminar rooms?
* The relationship of group rooms to teaching spaces – does this differ from the requirements of the GDB to be within easy reach of classrooms?
* Any rooms that should not be registration bases?
* Is there a need for any learning resource areas to have direct access from classrooms (e.g., small group (quiet/individual rooms or bays)?
* Is there a need for any medical or therapy spaces to have direct access from classrooms (e.g., hygiene room next to PMLD)?
* Where there are pupils with severe autism in particular, is there a preference not to have a sink in a classroom?
* Is there a strategy for how classroom resources and pupils’ coats and bags storage is to be set out?
* If required in a Primary setting, what range of activities should practical spaces deliver?
* Describe any specific needs for the direct connections to the outside from the classrooms e.g., position of external doors, location of coats, height of fence enclosure to prevent a pupil disrupting another class, position of external power outlets, lighting etc?]

[insert requirements for Primary SEN classrooms here] [SL\_25\_10\_68]

[insert requirements for Secondary SEN classrooms here] [SL\_25\_10\_76]

[insert requirements for Sixth form SEN classrooms here] [SL\_25\_10\_81]

[insert requirements for Semi-open classbases and shared teaching areas here] [SL\_25\_10\_77] [SL\_25\_10\_79]

**Practical Teaching Spaces**

3.4.4 The Practical Teaching Spaces shall be as listed and specified in SS1. [SL\_25\_10] [SL\_25\_40] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify in a Primary setting:

* What range of activities should practical spaces deliver?

The TA will identify in any Special School/AP with secondary-age pupils:

* Do practical spaces need to deliver any vocational courses such as Construction, describe the range and scale of activities?
* Vocational Provision – Vocational activities can take place in ‘standard’ practical spaces such as D&T. Include here any justified different or additional requirements, such as: roller shutter doors, links to an external practical area with canopy or an unheated enclosure (if large scale activities such as vehicle maintenance cannot be accommodated in the Building).
* To what extent should pupils be able to access materials from practical stores?
* Does the proposed service provision in the generic requirements in the SoA and ADS deliver the curriculum, for instance in science?
* Are there any priorities for layout in laboratories that may influence the type of science system used e.g., all pupils to face the front of the class?
* Where construction skills are taught, what range of activities take place and at what scale?
* Are life skills taught and if so what furniture and equipment is required?
* Specialist equipment – Ceiling mounted hoists are not required in practical spaces.
* Where there is more than one practical space, they are typically organised into a suite, is there an educational or organisational reason why these spaces may need to be dispersed around the School instead?
* Describe the range and scale of activities that a multi-purpose practical space or art and design room need to provide (if included in the SoA and ADS).
* Standard range – The range can vary from standard SoA but there should always be a science/ multi-purpose practical space and food room.]

[insert requirements for Primary practical rooms here] [SL\_25\_10\_67]

[insert requirements for secondary Science laboratories and Science studios here] [SL\_25\_10\_75] [SL\_25\_10\_74]

[insert requirements for ICT-rich classrooms here] [SL\_25\_10\_41]

[insert requirements for secondary Art rooms here] [SL\_25\_10\_04]

[insert requirements for secondary workshops and training rooms here] [SL\_25\_40]

**Halls, dining, indoor PE, music and drama spaces**

3.4.5 [delete where not applicable] The Assembly hall, Sports hall or Activity studio, dining space(s) and any specialist spaces for music and/or drama shall be as listed and specified in SS1. [SL\_25\_10\_05] [SL\_25\_10\_01] [SL\_25\_10\_54] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to:

[**Drafting note:**

* The full range of activities to take place in the large space(s) needs to be described in detail and balanced with the pupils’ needs to establish the most appropriate combination of spaces for the school. The dining requirements are integral to the selection of large spaces for the school. Refer to Tables 18 & 19 below.
* Based on this, the most appropriate option from the 2 main types below should be chosen. Further to this, the detailed type should be selected from the 5 options listed below Table 17 as well as relevant spaces in the basic teaching area. These may include a Music room (fitted), for keyboards for the whole group, or a Music and drama space, for a more open space, and a Fitness room, if appropriate.
* The dimensions of the space determines the range of uses, in particular trampolining and badminton. Note: For any type of trampolining including rebound therapy, the Responsible Body, supported by the TA, shall undertake a risk assessment in line with PAS5000.
* For rebound therapy using a trampoline the Chartered Society of Physiotherapy guidance requirement of 4.9m clear floor to ceiling height is catered for in any large space. For recreational trampolining a clear height of 6.7m is required, as provided in Assembly halls or Activity studios of at least 180m2; Sport trampolining (e.g., for GCSE PE) needs a clear height of 7.5m, so needs a Sports hall (1-court), which also allows for Badminton (club level) clear height.
* For some pupils, in particular ASD, taller spaces may present difficulties unless for a specific sports use, so an alternative space for other activities, such as assemblies, should be considered.
* For multi-purpose halls, all forecast activities shall be listed including a breakdown of PE activities, especially ball games which will affect protection of fittings and robustness of finishes. However, if boisterous ball games are required, the third option below of a Sports hall or Activity studio for PE only is recommended.

**Drafting note continued**:

* When considering large spaces and dining, the options below allow for either:
  1. 2 halls (1 large and 1 small), provided as either:
     1. dining in a multi-purpose Assembly hall, with a smaller Activity studio for indoor PE (both 5m high);
     2. PE in a multi-purpose Assembly hall (6.9m high of at least 180m2) and a separate Dining hall (5m high);
     3. an Activity studio or Sports hall (180m2 and 6.9m high for Activity Studio or 7.5m high for a Sports Hall, in any SEN school with secondary pupils) for indoor PE, and a smaller multi-purpose Assembly hall (5m high) for dining and assemblies etc.
  2. 1 small hall plus localised dining, provided as either:
     1. multi-purpose Assembly hall for all purposes except dining, and multiple localised Informal dining spaces within the standard grid (3.3m high);
     2. as i. above but with the localised dining spaces doubling as spaces to learn independent living using domestic kitchen equipment.
* Other options can also be created where space is available [with the agreement of the DfE Design Advisor].
* Describe all activities which will take place in the large spaces, using the table below. Consider the timetabling for each space over the school day and year.

Note - The area in BB104 for performance is based on a balance of efficient space with a range of FFE assumptions to meet the range of functional needs. In most Special school settings, and in particular with schools with less than 200 pupils, neither bleacher seating nor fixed staging will be appropriate. In occasional instances in schools with more than 200 pupils, they may be appropriate but must be agreed with the DfE team.]

|  |  |  |
| --- | --- | --- |
| Activity | School-specific requirement (Describe types, group sizes and frequency for each) | Extended out of hours use by school or third parties |
| Sport/ PE | * ball use activities: [insert here] * racquet games and level: [insert here e.g., badminton club level] * non-ball use activities: [insert here] * trampolining: (select all that are relevant): * rebound therapy using a trampoline inset into the floor; * rebound therapy using a floor mounted trampoline; * recreational trampolining; * sports trampolining including GCSE.   Note: store doors and access need to allow for trampoline dimensions. |  |
| Assemblies |  |  |
| Performance |  |  |
| Music | Do the activities require fitted benches or a more open flexible space? |  |
| Drama |  |  |
| Exams |  |  |
| Dining | (coordinate with Dining requirements in 3.4.6 below) |  |
| Other (please explain) |  |  |

Table : Hall activity requirements

[insert requirements Assembly hall, Activity studio or Sports hall (1-court), fitness studio, music and/ or drama spaces and Dining hall and/or Informal dining space(s). Select the required space combination, from the following options, amend text in square brackets and delete non-applicable options]

1. **multi-purpose hall used for dining plus PE Activity Studio** – the Assembly hall will be multi-purpose, including indoor PE and all dining [typically with the equivalent of 2 sittings if over 150 places], with the kitchen servery alongside. A second large space will be a smaller Activity studio for indoor PE [except in primary SEN schools below about 150 places].
2. **multi-purpose hall plus dining space(s)** – the Assembly hall will be multi-purpose, including indoor PE and some dining [either for ‘grab-and go’ meals rather than hot meals or for a specific cohort such as secondary pupils]. A second large space will be a Dining hall. [Both dining spaces typically with the equivalent of 2 sittings if over 200 places], with the kitchen servery alongside.
3. **sports hall plus smaller multi-purpose hall used for dining** – the main large space will be 180m2 [either Activity studio (6.9m high) or Sports hall (7.5m high) if needed for trampolining (except in primary SEN schools of less than around 175 places)] for indoor PE only. A second large space will be a multi-purpose Assembly hall used for all dining with the equivalent of 2 sittings, with the kitchen servery alongside.
4. **multi-purpose hall plus localised informal dining** – the Assembly hall will be multi-purpose, including indoor PE but not dining. Informal dining areas will then be provided within the 3.6 x 7.8m grid [i.e., not large spaces] for whole school or for different cohorts such as key stages [all typically with the equivalent of 2 sittings if over 200 places], with the kitchen servery alongside one and servery area within any others.
5. **multi-purpose hall plus localised informal dining/independent living** – the Assembly hall will be multi-purpose, including indoor PE but not dining. Informal dining areas will then be provided within the 3.6 x 7.8 grid [i.e., not large spaces] for different cohorts such as key stages [all typically with the equivalent of 2 sittings if over 200 places], with servery area within each. These servery areas will also provide domestic kitchen areas for use in learning independent living skills.

For music and drama, choose from the following three options:

1. Music (fitted)
2. Music and drama classroom
3. Use standard SEN

In addition, if the Assembly hall is not used for PE or ball games: identify here if drama or performance lighting is required. [SL\_25\_10\_05] [SL\_25\_10\_01] [SL\_25\_10\_54]

**Dining hall and kitchen**

3.4.6 The dining spaces shall be identified as part of the large spaces above. The details of how dining will be organised shall be agreed with the school and RB and recorded in the table below. The Dining hall, informal dining spaces and Kitchen spaces [SL\_40\_20\_22] [SL\_40\_20\_43] [SL\_35\_60\_14] shall be as listed and specified in SS1.

[**Drafting note:**

The TA will identify will outline the School’s dining arrangements and compile the table below. The TA will delete any drafting notes from the table. The requirements of the School catering provider should be considered. The SoA tool typically assumes that dining will take place in the main hall for a Primary Special School setting or any AP:

* What type of external dining is needed?
* Any specific requirements/information from the caterers currently providing, or proposing to provide, meals for the School?
* Any need for dining to be broken down into smaller areas e.g., dining local to a zone (key stage or education pathway)?
* Is a life skills / independent living element associated with any / all of the local dining areas required?
* Any areas that need to be separated for privacy when helping pupils with feeding (and where will feed be prepared)?
* Where local dining areas are proposed, identify and allocate area to store mobile catering equipment and describe requirements for easy access to lifts where necessary.
* What are the multi-functional uses of the dining space e.g., in Secondary Schools settings as a social space, in Primary settings as an open learning area?
* What is the total number of pupils expected to have School meals (with a hot/cold split) and those expected to have a packed lunch?
* Any requirements for catering equipment and layout that differ from the provision outlined in the generic requirements in the SoA and ADS and the GDB, including any dietary or religious needs affecting the planning of the kitchen?
* What is the structure and number of sittings over the lunch period?
* Any breakfast, break-time or after-school snack sessions to be offered by the School with the total expected number attending?]

3.4.7 The dining facilities shall provide for the following:

|  |  |
| --- | --- |
| Aspect | Pupil dining information |
| Number of pupils taking hot meals | Insert number of pupils |
| Number of pupils taking cold meals | Insert number of pupils |
| Number of pupils taking packed lunch | Insert number of pupils |
| Length of lunch period (minutes) | Insert length of lunch period |
| Number of sittings | Insert number of sittings, please provide age range |
| SEND | Where specialist SEND facilities are being provided, do any areas need to be separated for privacy for pupils with SEN? |
| External Dining and Catering | Describe requirements for external dining and if an external or satellite servery is required and if so, should this be directly accessed from internal dining or not? |
| Any other requirements | Any requirements for catering equipment and layout that differ from the provision outlined in the generic requirements in the School-specific SoA and ADS and the GDB, including any dietary or religious needs affecting the planning of the kitchen? |

Table : Pupil dining information

|  |  |
| --- | --- |
| Extended dining (provide service description) | Number Attending |
| Break Time | Insert number attending |
| All Day Service | Insert number attending |
| After school | Insert number attending |

Table : Extended dining

**Staff and administration**

3.4.8 The Staff and Administration spaces shall be as listed and specified in SS1. [or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_20\_15]

[**Drafting note:**

The TA will identify, based on the spaces in the SoA and ADS, any preference for staff work and social spaces, or spaces for staff wellbeing, to be combined or separate. Will visiting professionals coming to the School need a separate entrance for security or privacy reasons? Will they share the main staff room or use one of the therapy or office spaces as a base?]

[insert requirements here] [SL\_20\_15]

**Library and/or study areas**

3.4.9 The School library and/or study spaces shall be as listed and specified in SS1. [SL\_25\_75\_76] [SL\_25\_10\_84] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify the School’s use of the library/LRC/SEND spaces here:

* Any additional activities for the library/LRC other than those listed on the generic requirements in the SoA and ADS?
* Any specific requirements of the library/LRC e.g., the number of books, access to the books by the pupils (for furniture heights etc), the amount of ICT, security to the entrance, community use?
* Any need for proximity to other teaching spaces?
* The extent to which the library can be open plan using F&E to define the functional area.
* Any RB requirements for the organisation of the support spaces will be listed here.]

[insert requirements here] [SL\_25\_75\_76] [SL\_25\_10\_84]

**Medical and Therapy Spaces**

3.4.10 Medical treatment rooms, including MI, and Therapy rooms shall be as listed and specified in SS1. [SL\_35\_10\_53] [SL\_35\_10\_88] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

Amend the SoA tool where necessary to meet the medical and therapy needs of the School. List how the spaces will operate, for example:

* What range of activities will the therapy space(s) listed in the SoA and ADS need to accommodate?
* Will the sensory room (if required in the SoA) be a traditional ‘dark’ room; if not what equipment/environment (including lighting) should it provide?
  + Sensory and therapy - For these specialist support spaces, describe the activities and include the FFE fit-out requirements above what is called for in the ADS.
* How will the quiet/calming room(s) listed in the SoA and ADS be used? Will any of them need to be fitted out with specialist finishes e.g., padding to walls?
* What range of activities take place in the medical treatment room and where a nurse’s base is required what facilities does it need to provide, and should it be linked to the medical treatment room?
* What range of activities take place in the therapy room, is a sink needed?
* What activities need to be accommodated in the physiotherapy room (if listed in the SoA and ADS)? How many staff and how many pupils will (typically) use the space at any one time?
* If a hydrotherapy pool is listed in the SoA and ADS, describe the sequence of activities (changing into and out of swimming clothes, getting into and out of the pool, how pupils are assisted by staff). How many pupils and how many staff use the pool at any one time? Do all pupils need assisted changing? Any safety features such as help alarms etc.? List any safety features such as walls around the pool? Describe the activities and include the FFE fit-out requirements above what is called for in the ADS, such as poolside hoists and specialist lighting systems.
  + Hydrotherapy pools - If a non-ambulant school does not require a pool, the 85m² space can be included in the SoA (e.g., for therapy) if agreed by DfE.]

[insert requirements here] [SL\_35\_10\_53] [SL\_35\_10\_88]

**Storage**

3.4.11 The Storage spaces shall be as listed and specified in SS1. [or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_90\_50]

[**Drafting note:**

The TA will note any specific needs for storage within the storage areas scheduled in the SoA and ADS (in Annex SS1), such as:

* Are there any items of F&E which require specialist storage?
* Any need for dining table or chair storage etc., over and above the standard storerooms listed in the SoA and ADS?
* In Special Schools, what is the preferred location for mobility storage, medical supplies and oxygen cylinder storage?
* In non-ambulant Special Schools, is there a need to store sports mobility equipment?
* Do any stores require additional security, over and above the GDB?
* Are there any legacy external storage units which need to be sited?
* What is the School’s approach to the storage of pupil’s coats and bags for each age group - in classrooms (if so, whether visible or in a cupboard), adjacent to classrooms or pupil lockers (in line with the SoA and the type of locking mechanism preferred)?
* In Special school settings it is strongly advised that storage comprises walk-in cupboard space. Where the Trust provide sound justification, which is supported by the DfE then the requirement will be added to this SSB and the Trust made aware of funding implications.]

[insert requirements here] [SL\_90\_50]

**Toilets and personal care**

3.4.12 Toilets and personal care facilities shall be suitable for the RB’s organisational model, as described in the Strategic Brief and, where the standardised design allows, that the design meets the following specific needs, taking into account the School Premises Regulations. [SL\_35\_80]

[**Drafting note:**

Using the examples listed below, the TA will outline any particular requirements, extending or deleting anything in the table below, for example:

In Primary Schools:

* Whether the school require toilets off classrooms in KS1 to be open or separated by means of a door.
* Whether, if possible, the school require KS2 toilets to be single or unisex. Note: A minimum of one individual toilet with integrated wash hand basin is recommended in each KS2 toilet area.

**Drafting note continued:**

* The need for any toilets/hygiene rooms to be immediately accessible via a lobby to the pupils from their classrooms, and the supervision requirements.
* Whether KS2 pupils to have at least a single gender-neutral WC in each toilet suite.
* Outline WC pan size difference requirements across the age ranges.
* Outline wash hand basin height difference requirements across the age ranges.

In Secondary Schools:

* Whether the school requires single sex or unisex toilets.
* Which areas of the school require individual toilets? Which of these need hand washing facilities within the toilet, and which need hand washing facilities open on to the circulation? Note a minimum of one individual toilet with integrated wash hand basin is required for each toilet area.
* Which areas of the school (if any) require toilets with multiple cubicles? Which of these require hand washing areas to be open on to the circulation space or enclosed by means of a door?
* Whether the school has a specific requirement (with justifiable reasons) to not have floor to ceiling cubicle systems or individual toilets.

Generally:

* Any differentiation between toilet facilities for different age or gender groups?
* What is the School’s ethos on supervision/privacy e.g., preference for open plan hand washing areas? Privacy for accessing sanitary products? How will privacy be managed for period dignity?
* The standard requirement is for electric hand driers as set out in the GDB. Considering the service contracts with hygiene companies, is an alternative required e.g., paper towels?
* Any preference for hand basins or wash troughs?
* What are the arrangements for access during break/lesson times?
* Any preference for the location of wheelchair-accessible toilets and hygiene rooms?
* Any preference for the location of staff toilets? Note: These are to be provided in addition to Accessible toilets.
* Where do staff showers and changing need to be located? Note: These are required for all Special schools and AP.
* Any need for any toilets/hygiene rooms to be immediately accessible to the pupils from their classrooms, and the supervision requirements?
* What level of support do pupils require e.g., is there a need for assistance from both sides of the changing bed?

**Drafting note continued:**

* What are the current and planned arrangements for disposing of waste from the hygiene room?
* What type of toilet provision is required adjacent to the sick bay? Is an additional toilet required? Note: The Accessible WC in the entrance cannot be used by pupils.

Additional toilets may be justified to ensure a suitable provision in different zones (age or type of need etc.) but this will need to fit within the agreed GIFA unless approved by DfE.

Individual changing cubicles are acceptable as an alternative to open changing areas. Shower cubicles require a door, the curtain is only to the shower tray itself to separate the wet area from the dry changing area. Shower curtains are not appropriately robust for most settings.

The TA is to note that hygiene rooms must be planned to a minimum of 12m2 as standard. The exact size of the room will depend on its function.]

|  |  |
| --- | --- |
| Consideration | Description |
| Differentiation | [any differentiation for different groups] |
| Supervision | [open plan hand washing / privacy for sanitary product / open to circulation to aid supervision] |
| Hand Driers | [electric hand driers as required by GDB / requirement as per service contract / alternative e.g., paper towels] |
| Hand washing | [hand basins / wash troughs and detail setting out where hand washing is provided within or external to the toilet facility] |
| Access | [describe arrangements for access during break/lesson times] |
| Locations | [preference for the location of wheelchair-accessible toilets / hygiene rooms / staff toilets/ staff changing and showers] |

Table : Toilets and personal care

**Entrance and Circulation**

3.4.13 The Entrance and Circulation spaces shall be as listed and specified in SS1. [or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_90\_10]

3.4.14 Stair width of 1350mm may be considered for smaller cohorts of 104 pupils or less as an alternative to the 1650mm standard width.

3.4.15 For non-ambulant school corridors, the clear width is "wall to wall", wall to radiator, fire equipment, MEP (or any other projection). The only exception to this is a handrail which does not project more than 100mm when on both sides of the corridor.

3.4.16 For non-ambulant schools any internal or external spaces for pupils above ground floor shall be fully assessed to demonstrate all impacts on movement around the school including any time lost from learning, play or social time due to the journeys (by lift or otherwise) required.

[insert requirements here] [SL\_90\_10]

[**Drafting note:**

The TA will define the degree of openness and security management proposed by the School and where standardised designs are available, how these will be adapted to meet these needs. The minimum requirements defined in the GDB shall be maintained. The requirements must relate to the SoA and ADS.

Draft lobbies should be appropriately sized to meet pupils’ SEND requirements. The lobby requirements should be outlined in this section.

The Reception Waiting area should be appropriately sized to meet waiting and circulation requirements to be outlined in this section.

As part of a security plan and the School’s organisational strategy, is a single entrance required or separate ones for visitors and pupils? If separate, is more than one pupil entrance required (e.g., for different age groups)? Schools will always have more than one access into the building. Adapting an off-site building to have multiple entrances in close proximity or on one façade may be difficult so careful consideration should be given to briefing this requirement.

* For non-ambulant Special Schools, what is the School’s strategy for using lifts and stairs? For example, are stairs used for mobility training (which could affect the design or location)?
* Are lifts only for those in wheelchairs? Are there pupils who require more ‘personal’ space to avoid conflict when moving around the School (refer to GDB paragraph 2.3.3.17 for corridor widths)?

The TA will generally assume a 2m wide corridor as standard in SEMH and ASD schools. It is noted this should not increase GIFA.]

## 3.5 External spaces and grounds

[**Drafting note:**

The TA will deliver a holistic Landscape Strategy Site proposal and plan which considers BNG and UGF (see section on [Sustainability requirements](#_3.12_Sustainability_requirements)) as well as demonstrating compliance through the DfE's External Facilities Tool (EFT) and use the table below to show the external areas to be provided, based on the minimum requirements in BB104 and compare these to the existing external spaces (where applicable). The TA will also list the external spaces and facilities required in School-specific Annex SS1, after the internal spaces and any outbuildings and enclosures required, using the parent ADS codes and activity space types listed in Technical Annex 1C. These should include soft informal and play areas with outdoor learning facilities, soft PE areas, hard surfaced games courts (including multi-use games courts) and habitat areas. The text below should identify, where applicable:

* What opportunities are there for BB104 area to be blended with biodiversity areas: trees within hard landscape, long flowering grass as borders to sports pitches, rain gardens taking water from impermeable areas?
* How can planting be integrated into BB104 areas to meet BNG and UGF requirements and improve site conditions?
* Which sports facilities take precedence? The School’s minimum year-round curriculum requirements for PE and sports?
* Outline any requirements to enhance the MUGA such as increased height fencing or overhead net requirements. The requirements will need to be justified e.g., proximity to residential property or railway line. Any space needed for vocational learning. If so, what type of space and equipment is needed?
* Are there specific items of planned new or legacy play equipment that form an important part of play or learning activity?
* Are there any existing canopies to be relocated based on what the School already has or intends to provide? Space and Canopies: Refer to Table 22 for the recommended sizes of outside learning/cooling down spaces and canopy provision for each classroom and for external dining. Describe the extent and location of spaces directly outside the building and where canopies are required. Describe if a covered vehicle Drop-Off/Pick-Up Area is required in an ambulant special school.
* Any specific items of equipment that need particular storage facilities e.g., external equipment?
  + External storage - Note any requirements for sheds (also add these to the list of outbuildings and enclosures in SS1).
  + Unheated enclosures - Note any requirements for sheds, polytunnels, animal housing, unheated enclosures for vocational undertakings (such as vehicle or bicycle maintenance or construction). Services may be

**Drafting note continued:**

required to these. If justified and approved these will form part of the externals package and funded as an ‘abnormal’.

* Any specialist therapy areas to be provided/relocated such as for mobility training or sensory gardens?
* Any particular need to separate different activities e.g., by age group?
* For the area of nursery, key stage or external spaces for individual pupil groups refer to BB104 ‘Annex B: Site areas’ table. Run the calculation for hard and soft informal and social areas for each area.

External Area = (n / T \* base area) + (m2 per pupil \* n),

where the ‘base area’ and ‘m2 per pupil’ is from the table,

and n is the FTE number of pupil places associated with the area and T is the total number of pupils.

* Any safety requirements additional to the GDB e.g., fencing between areas?
  + Fencing - Note where additional fencing is required, for example to separate KS groups, ‘1200mm high (height by location to be advised by Trust) bow top, or similar safe fencing to not impede passive supervision, is to be installed to define the following areas: (areas to be outlined in text)’ (e.g., secure play areas outside classrooms or other play area divisions).
* Note locations of gates (maglocks are acceptable for main access gates).
* Any special requirements for surfaces and finishes e.g., for wheelchair users, VI pupils.
  + Surfacing - Note the location and extent of safety surfacing which should be limited to EY play areas and under play equipment (generally 55m²) and traverse climbing walls, if provided.
  + Rubber crumb – consider an alternative playing surface such as hybrid grass where there is a risk of ingestion of rubber crumb by pupils.
* Any adjacent or overlapping skills practice areas?

For projects on existing sites, list any unusual features, any playgrounds or special places such as memorial gardens which are being retained; or any sports pitches (including all-weather pitches) which are being retained or will continue to be provided off site. Where appropriate, list the requirements of any third-party users of the sports facilities (funding to be agreed).]

3.5.1 The design of the external space and grounds shall comply with the requirements of the GDB, the external spaces listed in SS1 and the additional School-specific requirements listed below: [SL\_40\_55]

1. The outdoor sports facilities shall be used for the following [insert here] [SL\_42\_15]
2. An outdoor training space shall be provided for vocational learning [insert here] [SL\_25\_40\_61]
3. A play equipment area shall be provided for [insert here] [SL\_40\_55\_64]
4. Existing canopies, in addition to those for early years, will be retained or relocated [insert here]
5. Fencing shall be provided to separate the following age groups [insert here]
6. The following equipment requires specialist storage [insert here]
7. The location and extent of safety surfacing [insert here]
8. Adjacent or overlapping skills practice area [insert here]

**External site areas**

3.5.2 The overall External Site Areas shall be extracted from the results table from the EFT and inserted below: [PM\_10]

[EFT results table to be inserted here]

Table : External net and non-net areas

[**Drafting note:**

Where there is an existing school site, the TA will provide an assessment of the existing site areas against the minimums/maximums required under BB103/104 guidance. The TA will delete any drafting notes from the table below. The TA will also include the EFT results to demonstrate existing external areas using the categories as defined in the Building Bulletins 103 or 104.]

|  |  |  |  |
| --- | --- | --- | --- |
| Overall Net Site Areas (accessible by pupils) | Existing Net Site Area (m2) | Required Net Site Area (m2) | Uniclass code |
| Hard informal and Social |  | Active play area per key stage or sub-cohort of pupils. Minimum 300m² (15m x 20m) recommended per zone (if more than one).  Safety surfacing under play equipment should be funded (c55m²).  A quiet area for pupils to socialise outside can contain external canopies, shading, benches and seating - minimum 300m².  Outdoor learning/cooling down space outside classrooms - minimum recommended per classroom 30m² with 15m² canopy.  Appropriately sized vocational learning environments (vehicle maintenance; construction yard) - external area per space should not need to exceed area of corresponding internal space. | SL\_40\_55\_36 |
| Hard Outdoor PE |  | 700m² (20m x 35m) MUGA recommended for all schools, especially SLCN and SEMH and for AP; or at least the minimum MUGA in BB104 - 594m² (18m x 33m). | SL\_42\_15\_59 |
| Habitat |  | Includes justified provision such as sensory garden(s), horticultural area with polytunnel, raised beds, or greenhouse, paddock, animal husbandry area or wildlife habitat. | SL\_32\_80 |
| Soft Informal and Social |  | Active areas: minimum 100m².  Quiet areas (including seating): minimum 100m².  Soft landscaped vocational outdoor learning environments should be provided over and above the minimum area required for Soft informal and Social Area. | SL\_40\_55\_34 |
| Soft Outdoor PE |  | Either not required due to ‘no team games’ or constrained site or else within the area range in the attached table. | SL\_42\_15 |

Table : External net areas

## 3.6 External fabric

3.6.1 The design of all external fabric shall comply with the requirements of the GDB and any additional School-specific requirements. [PM\_40\_30\_18]

[**Drafting note:** The TA will list any specific requirements, for example:

* Any particular local requirements or planning conditions for building materials?
* Are external doors needed to rooms other than early years (EY) classrooms?
* Any specific security requirements for the management strategy of the locking and suiting to individual rooms e.g., key systems?
* Any special requirements for materials and finishes e.g., visual contrast or avoiding rough surfaces.
* Any special security/safety requirements for window types or ironmongery? Doors, windows & ironmongery - Where behaviour is a particular issue, add a requirement for all external doors to have 700kg multi-contact point magnetic locks (mag locks can be broken when pupils kick open the door and if magnetic locks do not have multiple vertical contact points the door may ‘wrack’, causing glazing to break). Add a requirement for and description of robust window restrictors (pupils have broken these and climbed out so it is a safety risk).
* Vision panels and side screens - Add a description of the glazing solution to meet the requirement for all vision panels and side screens to be safety glazing).]

[insert requirement here]

## 3.7 Internal elements and finishes

3.7.1 The design of all internal finishes shall comply with the requirements of the GDB and any additional School-specific requirements in this SSB. [PM\_10]

[**Drafting note:**

The TA will list any specific requirements. The requirements should be consistent with the SoA and ADS and the GDB and should take account of any risk assessments carried out by the School or the Employer. Note that some of the issues below may be the School’s preference, but may not be able to be provided without additional funding, unless they are agreed to be an abnormal by the Employer.

Only items agreed to should be included in the SSB unless their status is clearly stated:

* Management of, and any specific requirements for, the ironmongery, locking and suiting to all doors to individual rooms, stores etc.

**Drafting note continued:**

* The storage requirements for the exam board(s) used by the school (e.g., partition type).
* Heights of guarding to stairs and walkways if they differ to the requirements of the GDB (funding to be agreed).
  + Guarding to stairs etc - Check any requirement for full height balustrade or central spine wall or particular materials. Add a requirement not to have a lower handrail that pupils can climb (unless required e.g., for mobility reasons).
  + Any specific requirements for the transparency of guarding on the staircases and walkways e.g., solid or glazed or avoid glazing. Glazing - Add a description of the glazing solution to meet the requirement for all internal glazing to be safety glazing and for vision panels to be of a reduced width and above a certain height (e.g., in an SEMH school).
* Any requirement for finger guards on doors to non-teaching rooms.
* Any circumstances where curtains or blinds on windows or doors are needed, which differ to those in the GDB.
* Specific requirements for signage and way finding e.g., braille or symbols.
* Any need for specific decorations and finishes for vulnerable pupils e.g., hygienic surfaces or contrasting colours; sloped window boards.
  + Special finishes - Include any hygiene needs, anti-bacterial coating may be needed.
* Any need for particular colour schemes or textures, including any particular sensitivity to colour, pattern or texture on walls, floors and stairs etc.
* Robust materials, finishes and fittings:
  + Robust partitions - Add a requirement for partitions in special schools and AP to have a greater than ‘severe duty’ rating to withstand impact damage from door slamming, equipment / FF&E, and Mobility Equipment and be capable of meeting all pull out loads. An example system meeting this requirement is British Gypsum’s GypWall Extreme system incorporating Rigidur H boards.
  + Robust finishes - Add a requirement for wall finishes to be “heavy duty”.
* Space(s) where any activities using balls may take place - Add a requirement for robustness of finishes and protection of fittings to withstand a ball strike. Note: This is required to protect against boisterous ball use which may occur even in non-boisterous ball activities in SEND and AP settings.
* Any specific requirements for ceilings e.g., if pupils have a particular sensitivity do not provide gridded ceilings:
  + Robust ceilings - Where behaviour is severe, pupils may try to break ceilings and may use pieces to injure themselves or others. In these cases, add a requirement for monolithic ceilings throughout to withstand damage and prevent access.

**Drafting note continued:**

* + In any school, add a requirement for Class A acoustic performance monolithic ceilings in calming rooms (the option of suspended ceilings in Technical Annex 2D is not suitable in these spaces).
* Any equipment requiring additional support such as a physiotherapy lifting device or a hoist in rooms other than the hygiene room (Special Schools). State that hoists shall facilitate transfers from the floor in all situations.
* Any specific ironmongery requirements:
  + Doors and ironmongery - if behaviour is a particular issue, doors can get damaged. Add a requirement for continuous hinges, concealed door closers and robust detailing to prevent the frame from being pulled away from the partition. Door stops to be securely fitted (not pinned).
  + Any magnetic door locks to be the multi-point vertically fitted type.
  + Add a requirement for ironmongery in unsupervised areas such as toilets to be anti-ligature. This applies also to fittings.
* Any specific sanitaryware requirements such as heights or materials.]

[insert requirement here]

## 3.8 Services and environmental conditions

3.8.1 The services and environmental conditions shall be in accordance with the GDB and the requirements set out below. [PM\_40\_20\_10]

[**Drafting note:**

The TA will list any specific requirements, taking account of any third-party use of the facilities, and the impact these will have:

In any School:

* Details of any additional security systems required as a result of the Security Risk Assessment (funding stream to be described elsewhere) e.g., flammable gas detection.
* Any preference for the method of providing drinking water (classroom sinks, drinking fountains etc).

Where there are any specific requirements such as:

* Any requirements for period bells, staff-call, intercom and range of differing alarm systems, including PA/VA systems; alternative safety and fire alarm sounders; access control systems; CCTV system or repositioning of legacy CCTV.

**Drafting note continued:**

* Any requirements for heating and cooling over and above those outlined in the GDB.
* Any special requirements for thermal comfort, indoor air quality including any vulnerability to the effects of dust.
* Any special requirements for staff to be able to control the environment over and above what is required in the GDB.
* Any particular requirements for audio systems for in the main school spaces such as drama, dance, halls, music, performance spaces, visual or sound field systems that differ from the standard specification.
  + Acoustics – Make clear the needs of the pupils and the implications for the acoustic design.
  + In addition to the requirements in the GDB, note the needs of pupils with speech language and communication needs (SLCN) and acoustic sensitivities (both are often associated with ASD, SEMH and challenging behaviour issues). The acoustic requirements of BB93, Section 0.4. ‘Provision for children having special hearing or communication needs’ and Section 0.4.1. ‘Special school accommodation and special units attached to mainstream schools’ apply. The IoA/ANC publication, ‘Acoustics of Schools: a design guide, Chapter 6, ‘Acoustic design and equipment for pupils with special hearing requirements’, is to be taken into account.
* Any requirements for hearing impaired children such as radio aids. Or specialist spaces such as an audiology room.
* Any requirements for lifts which differ from the GDB e.g., who and how many people can use them.
* Any requirements for task lights for particular activities. Any additional requirements for specialist lighting e.g., in a soft playroom (Special Schools).
* Any special need involving extreme sensitivity to light or sound.
* Any height restrictions on wall acoustic absorptive materials e.g., no acoustic absorptive material below 2.1m or e.g., acoustic absorptive material below 2.1m to also be functional as a pinboard.
* Any requirement for assistive technologies. The type of equipment and where it will be needed should be identified here.
* Thermal Comfort - Make clear any particular needs (this won’t necessarily be for pupils with PD, some ambulant pupils have difficulty with temperature control).
* Where a hydrotherapy pool is identified in the SoA and ADS, any requirements for water temperature. Any legacy light and sound equipment specifically for the pool to relocate.

[insert requirement here]

**Drafting note continued:**

* Where there is more than one practical space, they are typically organised into a suite, is there an educational or organisational reason why these spaces may need to be dispersed around the School instead?
* Describe the range and scale of activities that a multi-purpose practical space or art and design room need to provide (if included in the School-specific SoA and ADS).
  + Standard range - The range can vary from standard SoA but there should always be a science/multi-purpose practical space and food room.]

## 3.9 Phasing and construction

**General requirements**

3.9.1 The Works shall be planned to ensure safety, to minimise environmental impact and to avoid disruption to the School in accordance with the GDB and the requirements set out below. [PM\_60\_20\_22]

[**Drafting note:**

The TA will identify any specific requirements, taking account of any existing risk assessments and any third-party use of the facilities:

* Any planned major School events that could affect programming including date of occupation.
* Any other users of the School premises that have to be taken into account (e.g., an after-school club).
* Any regular events that could affect the timing of Contractor’s deliveries, for example (include times): school buses arriving and departing; materials deliveries; rubbish collection.
* Any aspect of the School Site that could affect the management of the building site, for example: are there any places where the Contractor will not be able to park lorries or workers’ cars (if on-site).
* Any specific decant issues e.g., specialist requirements for boxes and crates over and above the standard provision.
* Any specific purchasing and delivery issues e.g., if large amounts of new FF&E will be ordered by the School to allow for delivery placement and installation through a third-party supplier.]

[insert requirement here]

**Temporary accommodation**

3.9.2 No temporary accommodation required. [or] Temporary accommodation is required to deliver the project, the proposal shall be discussed and agreed with the Employer, including any exceptions to the GDB and its Technical Annexes. [PM\_10]

[**Drafting note:**

Where temporary accommodation is required to deliver the project, the TA will determine what Schedule of Accommodation (SoA) should be provided for the temporary spaces. This should be included as an additional SOA worksheet within SS1, and this section edited to delete or include the temporary accommodation requirements as appropriate.]

## 3.10 Fittings, furniture and equipment (FF&E)

**General requirements for group categories**

3.10.1 All FF&E listed in the SoA and ADS shall be: [Ss\_40\_15\_35\_35]

[either]

1. provided by the Contractor, where identified as Group 1
2. re-used, re-installed and upgraded as necessary, or replaced with new items, where identified as Group 2, taking account of items listed in Annex SS3
3. moved and placed as required where identified as Group 3, taking account of items listed in Annex SS4.

[or, for instance for Free Schools]

1. provided by the Contractor, where identified as Group 1, 2 or 3, except for any legacy items listed in Annex SS3 or SS4, which shall be moved and placed as Group 2 or 3 items respectively. [PM\_50\_50]

**General layout requirements**

3.10.2 All FF&E provided shall allow for a variety of general layouts in accordance with the requirements in SS1 SoA and ADSs and set out below, as agreed with the RB: [PM\_10\_80\_10]

[**Drafting note:**

The TA will list any specific requirements, taking account of the School’s educational approach and any legacy F&E being transferred, for example, considerations should include:

* The preferred arrangement of the teaching wall e.g., position and number of teacher’s ICT and whiteboard(s), display board near entrance etc.
* The extent to which legacy furniture can accommodate the desired layout and potential variety of space specific layouts of FF&E e.g., options for groups of pupils and for whole class gatherings or for individual work bays (particularly in schools for pupils with autism).
* The quantity and location of defibrillators (AED’s through discussion with the Employer.
* Any requirements to zone the space for different needs or activities, particularly if physical therapy takes place in the classroom.
* Any requirement to allow more movement space either for mobility equipment or to allow pupils more ‘personal’ space (particularly in schools with pupils with autism or behaviour difficulties).
* The approach to ICT in classrooms e.g., laptops etc. Ensure this is consistent with Annex SS5 Legacy ICT Equipment Summary.
* Robustness – Add a requirement for robustness (unless the SEND type makes it unnecessary). Pupils with SEN may get angry/ frustrated and damage furniture and equipment.
* Range of FFE – The Project SoA/ADS lists the standard FFE required. It is worth reviewing this with the Trust and noting significant variations here.]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80\_10]

**Space-specific requirements**

3.10.3 All FF&E provided shall allow for a variety of space-specific layout requirements in accordance with the GDB and the requirements set out below, as agreed with the RB: [PM\_10\_80]

[**Drafting note:**

The TA will list any space specific requirements, taking account of the School’s educational approach and any legacy F&E being transferred, for example:

* The extent to which the School wish to deliver pupil led activities in practical subjects such as Design Technology and the implication of layout and use of new/legacy FF&E.

**Drafting note continued:**

* The extent to which legacy furniture can accommodate ICT and other serviced equipment and how this may be used in place of fitted benching.
* The suitability of legacy dining furniture (where appropriate) and the space implications on the dining space(s).
* In Secondary practical spaces, do the School use any specialist equipment additional to the generic requirements in the SoA and ADS and if so, will it fit in the proposed teaching spaces?
* What range of FF&E (new and/or Legacy) needs to be accommodated in the sensory room (where required)?
* What FF&E (new and/or Legacy) is required in the soft playroom (where required in the SoA and ADS)?
* Any specific requirements for sanitaryware in toilets or hygiene rooms additional to the generic requirements in the SoA and ADS?]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80]

**Performance and quality**

3.10.4 All FF&E provided shall allow for performance and quality requirements in accordance with the GDB and the School-specific requirements set out below as agreed with the RB: [PM\_35\_10\_60]

[**Drafting note:**

The TA will list any issues relating to performance and quality, taking account of the School’s educational approach, for example:

* In a Primary School/AP, what age range should be used for fitted furniture heights in shared spaces to match to the size or age or the pupils using them?
* The extent of wireless used in the School which will determine the need for cable management on desks and benching.
* Any need for contrasting colours for furniture for pupils with visual impairments?
* Does the furniture used to store examination papers meet the requirements of the Joint Council for Qualifications ‘Conditions for storing written question papers and any other confidential material’?
* The need for equipment which enables reduced embodied carbon and whole life carbon energy demands as well as being repairable and able to be reused or recycled at the end of their life.]
* *Does the furniture used to*

No additional requirements [or identify and detail specific requirements] [PM\_35\_10\_60]

## 3.11 ICT design requirements

[**Drafting note:**

The TA will liaise with the ICT advisor as soon as possible upon commencement of a project. The ICT advisor will provide the content for the ICT design requirements set out below. The TA will support the ICT advisor if required in developing the solution for the site and is responsible for integrating the ICT advisor’s proposals into this document. The TA should also ensure the ICT advisor is aware of project timescales in relation to the drafting and submission of information in this document.]

3.11.1 There is no Legacy equipment. [or] The design shall allow for accommodation of ICT equipment as specified in Annex SS5: ICT Equipment Summary. [PM\_40\_20\_43]

3.11.2 Based on [insert number] pupils and [insert number] data points per pupil, [insert number] data ports will be required (excluding any additional points for Contractor supplied systems including, but not limited to, CCTV, BMS, Access Control). [PM\_40\_20]

3.11.3 A [insert description] cabinet server room will be required, which in turn will require a minimum of [insert number] square metres of space of a minimum depth of [insert number] and width of [insert number]. Location and design of server room to meet all GDB requirements. Where the size of the building requires additional hub room(s), each shall have a single 42u cabinet. Minimum size of the hub room(s) shall be 3.4m by 2.2m, 7.48 square metres. [SL\_90\_90\_77]

3.11.4 Where the final building design requires datapoints to be split between the server room and additional hub room(s), these rooms will be connected by redundant and diversely routed fibre-optic connections. [Pr\_65\_70\_15\_58]

3.11.5 [Delete requirement or] The Project specific clarifications are outlined in the table below. The table provides the DfE Output Specification Generic Design Brief ([insert OS version]) clause numbers and details of the clarification. Where a clause is not included, the Output Specification requirement takes precedence. [PM\_10]

|  |  |  |
| --- | --- | --- |
| GDB Clause Number | Reason for Clarification | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |

Table : ICT design clarifications

## 3.12 Sustainability requirements

3.12.1 The scheme shall accommodate the medium-long term strategic requirements of the school’s estate, as defined in School-specific Annex SS6: Sustainable Estate Strategy. The roadmap to meeting net zero carbon in operation is captured here also. [PM\_40\_20\_85]

[**Drafting note:**

Where there are specific requirements (e.g., planning) in addition to the requirements set out in the GDB, then they will be listed below. The TA should set out any site-specific requirements relating to the design principles below that allow the scheme to:

* Put the long-term needs of the school users (all pupils and staff) at the centre of all decisions.
* Are future proofed against the risks of climate change as defined by UK adaptation policy i.e., higher temperatures and prolonged rainfall.
* Achieve Net Zero Carbon in operation, as defined by the standards within the Net Zero Carbon Buildings: A Framework Definition UK Green Building Council (UK GBC) recognising a development of targets over a timeline.
* Create a healthy and productive whole school setting, in response to UKs 25-year Environment Plan including biodiversity net-gain.]

3.12.2 In addition, the following requirements have been identified:

[either]

No additional requirements identified.

[or]

The following additional requirements have been identified.

3.12.3 For School-specific Annex SS6: Sustainable Estate Strategy, the Contractor shall be required to confirm compliance at ITT/(RIBA Stage 2) and at production of the Design Development Deliverables Stage (RIBA Stage 3). At submission of Contractor’s Proposals (RIBA Stage 4), the Contractor shall update as necessary and resubmit Annex SS6 to account for any changes or deviations from the issued document as part of their Contractor’s Proposals. At Handover (RIBA Stage 5) the Contractor shall update (as necessary) their “as built” version of Annex SS6 and resubmit as part of the Handover documentation (RIBA Stage 5) as part of the O&M documentation. [PM\_40\_20\_85]

3.12.4 The Urban Greening Factor (UGF) and Biodiversity Net Gain (BNG) requirements as proposed at end of RIBA Stage 3 shall meet the UGF and BNG targets set out below, utilising the Biodiversity Metric (latest version), in accordance with the EIR, and following the DfE’s preferred approach of delivering BNG on-site. If this is not achievable, the following hierarchy is to be utilised, with evidence provided demonstrating why the preferred approach is not achievable:

1. a mixture of on and off-site, on surplus land or land of a nearby school within same LPA (Local Planning Authority) or NCA (National Character Area)
2. off-site on surplus land or land of a nearby school
3. off-site within the project’s LPA or NCA
4. off-site outside of LPA or NCA
5. purchase of Biodiversity Credits

[**Drafting note:**

Following the initial assessment of UGF and BNG for the existing site in the development of the Concept Control Option, the Project Brief requirement for BNG shall be articulated. The feasibility process/study shall determine the BNG baseline and target any issues to be considered following the Biodiversity Metric (latest version) calculation for the Concept Control Option.

The TA will use the Preliminary Ecological Appraisal (PEA) to complete the UGF calculator and Biodiversity Metric (the latest version) to demonstrate:

* A BNG baseline against which a biodiversity net gain to meet the higher of national planning policy (10%) or local planning authority requirements (if different) shall be achieved.
* A minimum UGF target of 0.35. Where the site is a greenfield site or has an existing UGF higher than 0.35, the target greening factor may be higher.
* Biodiversity Metric and UGF calculator shall be used as part of an iterative process to establish targets for the site to achieve as part of the Project Brief. The site-specific target to be achieved within the Project Brief shall be stipulated here.
* This will allow the calculation of the necessary enhancements required for the Project Brief, the location for the delivery of BNG, promoting BNG to be delivered on site.]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Surface Cover Type | Area (m2) | Factor | Value | Notes |
| [Description 1] |  |  |  |  |
| [Description 2] |  |  |  |  |
| [Extend as required] |  |  |  |  |
| **Total Value** |  |  |  |  |
| **Total Development Area (m2)** |  |  |  |  |
| **Urban Greening Factor** |  |  |  |  |

Table : Proposed urban greening factor results (input from Natural England calculator)

[Biodiversity metric results table to be inserted here]

Table : Biodiversity metric target results

3.12.5 The target Urban Greening Factor is [insert]. The target BNG is [insert] and delivered [insert (e.g., on-site, off-site)]. [PM\_35\_40\_08]

[**Drafting note:**

This section should reflect the impact of the sustainability solution as a reflection of the survey outputs. For example, the suitability of technologies for the site-specific application such as not deployed ground source heats pumps on some contaminated sites.]

3.12.6 The Site Information indicates that the following sustainability application or activity is not suitable for this site and therefore shall not be deployed. [PM\_40\_20\_85]

None identified. [or detail specific requirements]

# 4 School-specific Annexes[[7]](#footnote-8)

[**Drafting note:**

The SSB main body and its annexes will initially be created at Feasibility Stage (RIBA Stages 1-2 (part)) by the TA, developed and refined during Procurement Stage (RIBA Stages 3-4) by the TA, when it will become integral to the Building Contract as Part C of the Employer’s Requirements.]

## 4.1 Annex SS1

### Schedule of accommodation and ADS

[**Drafting note:**

The TA will complete this Annex. The schedule of accommodation (and associated Area Data Sheets), based on the latest version of the DfE SoA tool, should be attached to this SSB. Where temporary accommodation is required during construction, the additional SoA should also be included here, and clearly labelled as such.]

## 4.2 Annex SS2

### Refurbishment scope of works (RSoW) (if required)

[**Drafting note:**

The TA will complete this Annex. The scope of works, based on the latest version of the DfE RSoW tool, should be attached to this SSB where any intervention to an existing building is required in the Project Brief.]

## 4.3 Annex SS3

### Legacy group 2 furniture and equipment

[**Drafting note:**

The TA, in liaison with the RB, shall complete the survey and embed the results in this Annex. This should list the equipment currently in use and which the RB wish to take to the New/Remodelled Building. This should also include external legacy equipment e.g., Primary external play items.]

## 4.4 Annex SS4

### Legacy group 3 furniture and equipment

[**Drafting note:**

The TA, in liaison with the RB, shall complete the survey and embed the results in this Annex. The TA, with the RB should complete the Furniture Schedule (where relevant) to indicate the current location of actual legacy Group 3 items and their eventual location.

The TA shall ensure that the RB also include any loose Group 3 items that are unusually large or heavy so that Contractors are aware of potential fit and loading issues.]

## 4.5 Annex SS5

### ICT equipment summary

[**Drafting note:**

The TA will complete this Annex. The ICT Equipment Summary should be attached to this SSB.]

## 4.6 Annex SS6

### Sustainable estate strategy

[**Drafting note:**

The TA will complete this Annex. This Annex should include at least the following components in order to visually demonstrate the short-medium to long term plans for the school estate. Areas of work that are picked up in the current Project Brief should be highlighted:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the school estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the School Estate towards Climate Resilient which includes Net Zero Carbon by 2050, adaptation to overheating risk, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & School Grounds and the School Buildings may limit or support the future direction for the school estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the school estate to meet any Condition Led Project previously identified. It should also consider how the School Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Building Bulletin (BB) 103/104 guidance. It should also include any outline Phasing requirements along the way (where applicable).]

## 4.7 Annex SS7

### Adjacency Diagram

[**Drafting note:**

The TA will complete this Annex.]



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1. Where the term GDB is mentioned, its reference includes the integral Technical Annexes. [↑](#footnote-ref-2)
2. Or whichever school year is relevant to the Programme, applies Primary and Secondary. [↑](#footnote-ref-3)
3. In settings where an additional year in the sixth form is offered. [↑](#footnote-ref-4)
4. Where the term GDB is mentioned, its reference includes the integral Technical Annexes. [↑](#footnote-ref-5)
5. Or whichever school year is relevant to the Programme, applies Primary and Secondary. [↑](#footnote-ref-6)
6. In settings where an additional year in the sixth form is offered. [↑](#footnote-ref-7)
7. If an Annex is not relevant to the SSB i.e., the title should not be deleted, but instead be recorded as ‘Not Used’. [↑](#footnote-ref-8)