**EFA Contractors Framework**

**January 2014**

**Authority Draft**

**Facilities Output Specification**

**School-specific Brief**

*[insert name of school and type (primary/secondary/special)]*

This School-specific Brief is specific to [name of School]. The requirements in this document are additional to those in the Generic Design Brief of this FOS which gives the generic requirements for any Schools procured under the Contractors’ Framework.

*Note to Technical Advisors*

*This template document has been drafted for any school type and can be customised in order to reflect project-specific factors. The guidance notes in blue text shall be removed when this becomes part of the Design and Build contract.*

*The Generic Design Brief contains the requirements for every School covered by the Agreement, so this School-specific brief should only contain additional requirements specific to the School and should not contradict the Generic Design Brief. The Schedule of Accommodation (SoA) should list the spaces required for the School and Area Data Sheets (ADS) give details for each space.*

**Background**

This School-specific Brief sets out the specific requirements for the School known as [*insert School name*] in [*insert name of Local Authority*], over and above the requirements set out in the Generic Design Brief.

*Technical Advisors will be responsible for ensuring that, together with the requirements in the Generic Design Brief, the document provides an accurate Brief for the School.*

1. **OVERARCHING REQUIREMENTS**
	1. Not used
	2. Not used
	3. Not used
	4. **Key Principles**

The Contractor shall ensure that the design and construction of the School meets the five overarching outcomes listed in the Generic Design Brief:

* Health and Safety
* Functionality
* A standardised approach
* Future proofing
* Sustainable design and construction.

The Contractor shall ensure that the School complies with the additional School requirements as set out in the paragraphs below.

*Add here any School-specific issues relating to the five key principles. For example the need to consider any planned changes in pupil intake or age range, under ‘future proofing’ (which must be at no cost).*

* 1. **Educational Drivers**
		1. **Educational background and Context**

The Contractor shall design the School to facilitate the provision of education in accordance with the Authority’s Requirements to comply with the relevant needs of the cohort of Pupils and numbers of teaching and non-teaching staff to be funded and the unique ethos of the School as set out below.

*Summarise here aspects of the School’s ethos which may impact on the design. The text should be realistic and succinct and reflect the School’s future priorities and plans, taking account of the available budget*

* + 1. **Curriculum and Organisation**

The Contractor shall design the School to enable the Curriculum to be delivered and the School to be organised to respond to the following specific School requirements:

*Summarise here the School’s curriculum and organisation for example:*

* *Any particular emphasis on an area of learning.*
* *The proposed School day structure and length of lessons and break times (e.g. start and finish time); including any variation across groups.*
* *Any organisational changes planned for the near future.*
* *The number of pupils and staff there will be in each learning session (including support staff in a Special school).*
* *Whether there will be any mixed age groups (Primary and Special)*
* *Whether there are any long-term arrangements for pupils to spend some of their time off site.*
* *If there is a designated special needs provision, how pupils divide their time between the main School and the Unit.*
	+ 1. **Teaching and Pedagogy**

The Contractor shall ensure that the School is capable of meeting the following School-specific requirements in relation to Teaching and Pedagogy:

*Summarise here the School’s approach to teaching and the range of learning activities that will need to be accommodated, for example:*

* *For Primary schools: the School‘s approach to practical activities, literacy and numeracy sessions.*
* *For Secondary Schools: any multi-disciplinary/cross curricula projects; links between faculties/departments.*
* *For Secondary Schools: whether the leadership team should be centralised or dispersed across the School. The default SoA assumes most SLT offices are dispersed.*
* *The School’s approach to staff’s non-contact time. The default SoA assumes departmental staff bases and a central staff room for social use.*
* *Any CPD and training, of teaching and other staff, that will take place regularly on the School site.*
* *How ICT will be used across the curriculum, and by managers and administrators.*
* *For Special Schools, the School’s approach to supporting a particular special educational needs such as severe ASD or PMLD.*
	+ 1. **Behaviour and Pastoral Care**

The Contractor shall ensure that the School is capable of meeting the following School-specific requirements in relation to Behaviour and Pastoral Care:

*Summarise here the School’s approach to pastoral care arrangements, for example what approach the School will take to passive surveillance and supervision, including around circulation and toilet areas.*

* + 1. **SEN and Disabilities**

The Contractor shall ensure that the School is capable of meeting any School-specific requirements in relation to SEN and Disabilities:

*Summarise here how the School will meet the needs of pupils with SEN and disabilities. This is particularly important for a Special School or Designated Special Unit, for example:*

* *Whether all support will be given within a whole-class setting or in small group or individually away from the classroom.*
* *Whether there will be a need for any specialist support such as for those with medical needs or a visual/hearing impairment.*
* *Whether some pupils use specialist ICT equipment.*
* *Any pupil support received from outside the School, for example visiting therapists.*
* *Any specialist support needed for those with medical needs or a visual/hearing impairment.*
	+ 1. **Health and Well-being**

The Contractor shall ensure that the School is capable of meeting any School-specific requirements in relation to Health and Well-being:

*Summarise here how the School will support the health and well-being of staff and pupils, for example:*

* *The School’s catering policy.*
* *The type of physical activity (including the range of sports where relevant) that will take place.*
* *In a Special School, how staff will support pupils with limited mobility.*
1. **BUILDINGS AND GROUNDS**
	1. Not used
	2. **Site Plan**
		1. **Site Layout**

The Contractor shall ensure that the design complies with Site Layout requirements in the Generic Design Brief and that the following specific School requirements are taken into account in organising the design and layout of the site.

*Additional requirements can be given here, which reflect School-specific site constraints, particularly those concerning local issues and relationships. For example:*

* *Any particular views that should be exploited.*
* *The Site microclimate including sun paths and prevailing wind direction*
* *Any safeguarding, security and shared site issues*
* *The natural environment – flora/fauna, protected habitats.*
* *Surrounding geology, geography and archaeological and historical features and buildings.*
* *If clear connectivity or separation is required from neighbouring school.*
	+ 1. **Site Access**

*Add here any School-specific requirements for points of access to the site.*

* 1. **Organisation and Layout**

The Contractor shall design the building in accordance with Organisation and Layout in the Generic Design Brief and to meet the Educational Drivers described in this School-specific Brief. School-specific additions and exceptions are set out below:

*Within the framework described in the Generic Design Brief, the School’s required organisation of spaces and how this will meet the organisational models the School already uses, or plans to use, should be explained here. This information should be consistent with Educational Drivers, and the SoA, and could include:*

* *In Primary, how different key stages (e.g. Foundation, Infant, Junior) should be organised.*
* *In Secondary, which teaching spaces can double as pastoral bases.*
* *In Special, how different special needs should be organised.*
* *Any supplementary suites such as a LSU, stating any location or access requirements associated with them.*
* *Any requirement not to have vision panels in doors.*

*These additions/changes should be reflected in the SoA and Internal Space below.*

**Adjacencies**

The Contractor shall design the Building to adhere, to the following School-Specific Adjacency diagram and commentary which sets out the School’s relationships between different suites.

*An Adjacencies diagram for the whole School should be provided, together with a commentary describing how the suites of spaces should be organised to meet the School’s particular requirements.*

*The commentary should be consistent with Educational Drivers above and the SoA and could include:*

* *The location of the hall, performance and dining suite (e.g. close to the main entrance so that visitors can reach them easily, supporting after-school events).*
* *The location of the library (e.g. centrally located)*
* *The location of the main entrance and any other entrances, taking account of site entrances, and those facilities most likely to have after-School use; the location of the administration suite.*
* *Any particular spaces that the School wants to give more prominence to, possibly positioning them at the “heart” of the School.*
* *For Secondary, the location of the practical suites (e.g. design and technology spaces on the ground floor for easy delivery of materials); the location of the sports hall suite (e.g. close to a visitors entrance to support after-school use); the location of sixth form study and social spaces (where relevant).*
	1. **Internal Space**
		1. Not used
		2. Not used

The Contractor shall design the internal space in order to comply with the requirements of the Generic Design brief and any School-specific requirements set out here.

**SOA**

*The SoA should be included as an Annex and should align with the organisation and layout as described. It can be amended if necessary to meet the School’s particular needs, as identified in the curriculum analysis if secondary, bearing in mind the overall area available to the School and the importance of making effective use of all available space. The Authority’s standard format should be used and any changes should be agreed with the Authority.*

*Any unusual features of the SoA should be identified here. For example: any existing spaces that are being retained or supplementary areas such as a Designated Special Needs Unit.*

* + 1. **Suites of Space**

The Contractor shall design the School to provide the spaces required in the SoA and described in detail in the ADS. The Contractor shall also provide the following additional School-specific requirements, organised in suites following the headings of Internal Space in the Generic Design Brief. School-specific FF&E layout requirements are given in Fittings, Furniture and Equipment and the ADS.

*If there are specific requirements for a suite of spaces that are not described by the adjacencies diagram, these can be described here. This could be supported by a commentary giving specific requirements to meet the organisation described in Educational Drivers above, including the School’s approach to ICT. The information should be consistent with the SoA and the detail on the ADS.*

* + 1. **Classroom Suites (Primary and Special Schools)**

*School-specific information can be provided here on each classroom suite, for example:*

* *Any classroom links within the suite (e.g. paired in year groups).*
* *Whether there should be standard classrooms accommodating all activities or smaller class bases with shared practical areas.*
	+ 1. **General Teaching Suites (Secondary Schools)**

*School-specific information can be provided here on each general teaching suite, for example:*

* *Locations of support spaces within the suite.*
	+ 1. **Practical Teaching Suites (Secondary Schools)**

*School-specific information can be provided on practical teaching suites as required, examples are given below.*

* *Curriculum links within the suite (e.g. art and textiles).*
* *Whether any spaces are to be used for registration.*
* *Whether the School requires (within the same area) all labs of a standard size, fewer larger labs or a combination of smaller science studios and larger labs. These options are shown on the SoA.*
* *Whether re-circulatory fume cupboards are required.*
* *Whether the School requires more practical spaces and fewer classroom spaces to accommodate vocational courses. These options are shown in the SoA.*
	+ 1. **Music Suites (Secondary Schools)**

*School-specific information can be provided here, for example the location of music small group/practice rooms (whether opening off the music room or corridor). In a Special School, any specific requirement to use the Music Suite for multi-sensory work can be given here.*

* + 1. **The Hall, Performance and Dining Suite**

The dining and kitchen facilities shall be suitable for the School’s dining arrangements and dietary needs, as described in Educational Drivers.

*School-specific information can be provided here, for example:*

* *The number of hours the suite will be used after School (typically).*
* *In a Primary School, the location of the studio, where listed in the SoA (e.g. next to the hall).*
	+ 1. **Dining**

*The SoA default assumes that dining will take place in the hall for any School under 500 pupils. School-specific information should be provided here, relating to the approach described in Educational Drivers, for example:*

* *The total number of pupils expected to have School meals and the total number of pupils expected to have a packed lunch.*
* *The period of time in which School lunch is to be served.*
* *The number of sittings over the lunch period (the default SoA assumes 2 to 3 sittings).*
* *In a Secondary School, any requirement for the dining area to be dispersed around the school.*
* *In a Special school, any need to provide areas for privacy or for feeding.*
* *Any breakfast, break-time or after-school snack sessions offered by the School with the total expected number attending.*
	+ - *Any dietary or religious needs affecting the planning of the kitchen.*
		1. **Sports Hall Suite (Secondary Schools)**

*School-specific information can be provided here, examples are given below.*

* *The range of sports activities likely to take place, including as part of after-school events.*
* *The number of pupils who will be changing at one time.*
* *Any requirement to link changing rooms to existing external sports pitches.*
	+ 1. **The Administration Suite**

*School-specific information can be provided here, including about administrative spaces that are not necessarily part of the administration suite such as a staff room; examples are given below.*

* *The location of reprographics facilities or central storage.*
* *The required function of the reception desk e.g. if it is to accommodate administration duties, if it is to contain security monitors etc.*
	+ 1. **Balance Areas**
		2. **Library**

*School-specific information can be provided, for example whether the sixth form study area should form part of the library space.*

* + 1. **SEN and medical spaces**

*School-specific information can be provided here, for example whether local group rooms or a central SEN resource base should be provided for SEN support. For Special schools, if there are spaces listed on the SoA not covered by the Generic Design Brief, they can be described here.*

* + 1. **Storage**

*School-specific information can be provided here. For example in Special schools the location of mobility storage, medical supplies and oxygen cylinder stores.*

* + 1. **Toilets**

*The School’s approach to managing toilet arrangements should be described here and any School-specific requirements can be given, relating to the SoA, for example:*

* *Any differentiation between toilet facilities for different age groups.*
* *The location of wheelchair-accessible toilets and (if listed in the SoA) hygiene rooms.*
	+ 1. **Entrances and Circulation**

*School-specific information can be provided here, relating to the SoA, for example:*

* *Whether there should be a single entrance for visitors, staff and pupils or one entrance for visitors and one or more for pupils.*
* *Any specific arrangements for pupil arrival.*
* *The arrangements for delivering materials e.g. for design and technology.*
* *The School‘s Access Plan/Strategy, with reference to Educational Drivers.*
	+ 1. **Supplementary Areas**

The Contractor shall provide any supplementary area listed in the SoA and described in this School-specific Brief.

*Any supplementary areas, such as a residential unit, should be described here, to be consistent with the SoA.*

* 1. **External Space: Grounds**

The Contractors shall design the External Space to comply with the requirements of paragraph 2.5 of the Generic Design Brief and the following additional school-specific requirements:

* + 1. Not used
		2. Not used
		3. Not used
		4. **Organisation**

*The School’s organisational requirements and hierarchy for external areas can be set out here including any areas that are to be left as a framework by the Contractor for later development by the School.*

**Schedule of External Space**

*Any unusual features of the schedule should be identified, for example where existing playgrounds or special places such as memorial gardens are being retained; or where sports pitches (including all-weather pitches) are being retained or will continue to be provided off site. For Special Schools any external learning and therapy areas such as horticulture should be included.*

* + 1. **Informal and Social Areas**

*Any specific requirements can be added here, for example:*

* *Any need to zone areas according to age or activity.*
* *Any need for specific outdoor space to be immediately accessible from teaching rooms.*
	+ 1. **Hard Surfaced Games Courts**

*Any specific School requirements can be added here, for example: court markings for tennis or basketball.*

* + 1. **Multi-use Games Areas (MUGAs)**

*Where a MUGA is provided, if some sports have higher priority for the School this can be noted here.*

* + 1. **Sports Pitches**

*Any specific School requirements can be added here, for example: pitch markings.*

*The School’s minimum year-round curriculum requirements for PE and sports should be identified here.*

* + 1. Not used
		2. **All-weather Pitches**

*No content required*

* + 1. **Access Areas**

*Any specific School requirements can be added here, for example: whether the School will permit over-spill parking on hard recreation areas for special events and out-of-hours activities (not court areas).*

* + 1. Not used
		2. Not used
		3. **Drop-off and bus turn around provision (Special Schools)**

*For special schools only, any school-specific requirements for drop-off and pick up can be given here, including typical numbers of vehicles.*

* + 1. **Parking and Cycle Storage**

*Local requirements for parking space numbers should be given here.*

* + 1. **Supplementary Site Area**

*Any supplementary site area associated with supplementary internal spaces, such as parking space, should be identified here.*

* 1. **Environment and Fabric**
		1. Not used
		2. Not used
		3. Not used
		4. **Form and Structure**

*This section should only be used where there are long term local issues such as threat of serious vandalism which requires deep site surveillance.*

* 1. **Building Fabric and Materials**

*In the majority of cases, this section should only be used for special schools or SEN units. Any specific requirements given should be consistent with the ADS and should take account of any risk assessments carried out by the School. For example:*

* *Any need for particular colour schemes or textures, including any particular sensitivity to colour, pattern or texture.*
* *Any requirements for very high levels of hygiene.*
* *Where there is a very high risk of tampering or damage.*
* *Any equipment requiring additional support such as a physiotherapy lifting device.*
* *Any specific ironmongery requirements.*
	1. **Indoor Environmental Requirements**

This section must not impact on the contractor’s ability to meet the indoor environmental requirements of the Generic Design Brief and must not have cost implications.

*Any specific requirements can be given here, taking account of any existing risk assessments and any third party use of the facilities. For example:*

* *Any requirements for task lights for particular activities or special needs*
* *The location of any activities that require blackout/dim-out*
* *Any requirements resulting from the School’s fire and emergency risk assessments.*
* *Which (if any) spaces are likely to be used after School hours and the length of time they will be used (this may determine the need for emergency lighting).*
* *Any equipment known to result in high heat gain, and its intended location*
* *Any equipment that is required by Building Regulations to have local extract or local exhaust ventilation (e.g. a kiln).*
* *Any existing risk assessments carried out on the School’s practical activities should be provided.*
* *Any items of noisy equipment identified through the Acoustics survey.*
* *In a Special School, any specialist acoustic requirements such as an audiology room; any special need involving extreme sensitivity to light or sound; any special temperature requirements; any vulnerability to the effects of dust or to infection.*
* *Any requirement for assistive technologies - the type of equipment and where it will be needed should be identified here.*
	1. **Energy and Utilities**

*Exceptionally, where the School has a swimming pool or hydrotherapy pool a suitable energy benchmark should be provided. Where the planning authority requires renewable energy to be supplied this should be included here.*

* 1. **Building Services**
		1. Not used
		2. Not used
		3. Not used
		4. **Water supplies**

*Any specific requirements can be given here, for example: the locations of drinking water outlets/fountains; where urinals are not required or where hand dryers are needed instead of paper towels.*

* + 1. Not used
		2. Not used
		3. Not used
		4. **Lift installations**

*In a Special School only, any specific requirements can be given here, for example where lifts will need to accommodate beds.*

* 1. **Safety and Security**

*Any specific requirements should be added here, in the context of the local circumstances, to include:*

* *Any requirements for additional security measures to be considered.*
* *An indication of where the secure lines between learners and the general public are expected to be, reflecting the information given in Educational Drivers above.*

*Local advice and circumstances shall be investigated including taking the advice of the Community Liaison Officer from the local Police Force and considering the area in which the School is situated, proximity of occupied property and particularly the presence of an on-site caretaker.*

* + 1. Not used
		2. Not used
		3. Not used
		4. Not used
		5. Not used
		6. Not used
		7. Not used
		8. Not used
		9. Not used
		10. **Fire Detection and Alarm Systems.**

*For a Special school, any specific requirements types of alarm can be given here.*

* + 1. Not used
		2. Not used
		3. Not used
		4. **CCTV**

*Any local requirement for CCTV to be funded by the Schools can be stated here and installed by the Contractor, taking account of any health and safety risk assessments that have been carried out and local police/local authority requirements for CCTV monitoring systems.*

* 1. **Operability**

*No content required*

* 1. **Maintenance**

The Contractor shall comply with the Generic Design Brief as well as any School-specific requirements set out below.

*Any additional local requirements, such as local accessibility guidelines can be added here.*

* 1. **Planned Maintenance Programme**

*No content required*

* 1. **Phasing and Construction**

The Contractor shall ensure that the Works are planned to ensure safety, to minimise environmental impact and to avoid disruption to the School in accordance with the Design Brief and the School-specific requirements set out below.

*Any specific requirements can be added here, for example:*

* *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 Contractors 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).*
1. **Fittings, Furniture and Equipment (FF&E)**

This section covers the School-specific requirements for the performance and quality of FF&E, and for room layouts.

*FF&E requirements for particular spaces are indicated on the generic ADSs and TA’s may amend the F&E listed based on the schools items and preferences*

* 1. **Not used**
	2. **Allocation of Responsibilities**

*Any specific requirements which require items to be placed in a different group from the one outlined in the Generic Design Brief should be listed here, for example:*

* *A workshop machine which the school wish to fit themselves*
* *A loose item of furniture which is purchased by the Contractor using the fitted furniture budget.*
	+ 1. Not used
		2. Not used
		3. Not used
		4. Not used
		5. Not used
		6. **Legacy Items**

*Where relevant, any specific requirements concerning legacy items should be listed here, for example:*

* *Any unusual items, such as sculpture or artwork*
* *Any valuable items which need to be fixed to the wall for security reasons.*
	+ 1. Not used
		2. Not used
		3. Not used
	1. **General Layout Requirements**

The Contractor shall provide FF&E layouts, as required by the Authority, to meet the Generic Design Brief, the ADS and any additional School-specific requirements given here. The Contractor shall provide additional FF&E layouts for any room where the dimensions differ from that in the ADS.

*Any specific requirements can be provided here. Where, for example:*

* *Any rooms will contain non-standard items of F&E.*
* *Any rooms should have more than one teaching wall.*
* *The School’s approach to dining requires a certain layout or specification of furniture.*
* *The School’s approach to the library differs from the standard Area Data sheet, e.g. all e-books.*
* *In a Secondary school, an alternative to lockers is required.*
* *The School’s approach to ICT is changing, for example an increase in hand-held devices leading to a reduction in the use of standard chairs and tables.*

*Items which the School plans to purchase in the future (where known) should be listed.*

* 1. **Specific FF&E Requirements**

*No content required*

* 1. **Performance and Quality**
		1. Not used.
		2. **Ergonomics, Strength and Stability**

*In the majority of cases, this section should only be used for special schools or SEN units. Any specific requirements given should be consistent with the ADS and should take account of any risk assessments carried out by the School. For example: adherence to a particular standard or a need for greater strength and stability.*

* 1. **Fabric and Materials**

The FF&E provided by the Contractor shall meet the requirements of Fabric and Materials in the Generic Design Brief. Additions and exceptions to this approach are set out below.

*Additions and exceptions are set out below.*

* *Specific colours or materials required for school identity reasons.*
* *For a Special School, any specific colours or materials required to meet a special need.*
	1. **Services**

*Additions and exceptions are set out below.*

* *Where services are required to F&E which are not normally included.*
	1. **F & E Life and Procurement**

*No content required.*

* 1. **Design Life and Maintenance**

*No content required.*

* 1. **Purchasing and Delivery**

*Additions and exceptions are set out below.*

* *Where schools are ordering and receiving one-off deliveries of certain products.*
* *Where schools wish Contractors to purchase F&E from particular suppliers.*
1. **ICT Design Requirements**

The Contractor shall ensure that the design allows for the specific circumstances of the School, as specified in this School-specific Brief and the School-specific ICT Summary.

*No content required. School specific ICT requirements are set out in the School-specific ICT Summary, including any specific communications requirements such as: period bells; staff-call and alarm systems; audio systems; TV installations; electronic registration/payment systems and telephone systems.*

**Annex – Schedule of Accommodation**

*The SoA should be attached to this School-specific Brief*