



Department
for Education

School output specification

Generic design brief

December 2023

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Summary

The Generic Design Brief (GDB) is supported by Technical Annexes which detail the technical requirements for the design and construction of schools. These documents should be read in conjunction with the School-specific Brief (SSB).

Who is this publication for?

This document is for technical professionals involved in the design and construction of school premises, as part of the Employer's Requirements of the DfE Construction Frameworks (the DfE Construction Framework 2021 and the Offsite Schools Framework (incorporating Modular and MMC delivery) (MMC)). It may also be used as the basis of similar documentation for other procurement routes using the Output Specification.

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 \(thenbs.com\)](#).

Revision history

This table lists the key changes in each update.

ISO revision code	ISO status code	Date	Amendment
C01-C13	A	2016-2020	Previous OS 2017 versions
C14	A	2021-11-23	Amended issue of publication
C15	A	2022-05-27	Amended issue of publication
C16	A	2022-11-25	Amendments made at: 2.4.3.5, 4.2.1 c), 4.3.1 c), 4.4.1.1, 4.5.2, 4.6.3 e) & j), 4.6.4 c & d), 4.7.2.2 d, e, j, k & m), 4.7.2.3 a, b, e & g), 4.8.2.8
C17	A	2023-12-18	Amendments made at: 2.4.4.9, 2.4.5.2, 2.5.3.4, 2.10.4.7, 2.14.3.1, 2.14.3.11, 2.14.3.12 b), 2.14.5.2, 4.1.5, 4.2.1, 4.2.2, 4.3, 4.4.1, 4.4.2.1, 4.5.1, 4.6.2 d), 4.6.3, 4.6.4 b), 4.6.4 g), 4.6.5 c), 4.6.6, 4.7.1.1, 4.7.2.1 c), 4.7.2.1 j), 4.7.2.1 m), 4.7.2.1 n), 4.7.2.1 r) vi), 4.7.2.2 a), 4.7.2.2 q), 4.8.2.2, 4.8.2.3, 4.8.2.9, 4.8.5.1 b), 4.8.5.1 c), 4.8.6.1 a) + a) xiii), 4.9.1.2, 4.9.3.1

Definitions

Terms and acronyms used throughout the Output Specification are defined below. [PM_40_60_23]

(Further definitions of space types and collections of space types are given in Technical Annexes 1A, 1B and 1C). [PM_40_60_23])

Access Statement - A description of how inclusive design principles have been incorporated into a development, to be produced in conjunction with a planning application. [PM_40_60_23]

Activity Space Types - A type of space based on the activities to be accommodated, and the associated attributes required, as listed in Annex 1A, 1B and 1C, and providing a 'parent' ADS code. [PM_40_60_23]

Alternative Provision (AP) - Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour (in the OS the word School includes AP unless otherwise stated). [PM_40_60_23]

Approved Document (AD) - Documents which support the technical parts of the Building Regulations. Where specific references are made to the parts of the Building Regulations, they are denoted as Part L, Part M etc. Where references are made to Approved Documents, they are noted as AD A, AD B etc. [PM_40_60_23]

Area Data Sheets (ADS) - Spreadsheets identifying the requirements for each space including area, services and environmental performance and FF&E (excluding ICT). See Annex SS1. [PM_40_60_23]

Balance Areas - Areas serving the whole School that are not associated with a particular Suite of Spaces, such as a Secondary School indoor dining room. [PM_40_60_23]

Basic Teaching Area - The area comprising all the teaching spaces (except halls and PE spaces) needed for the full range of curriculum subjects. [PM_40_60_23]

BIM protocol - is the Project's Information Protocol including the Information Particulars within the Project Information Protocol and the following documents: DfE's Exchange Information Requirements, DfE's Detailed Exchange Information Requirements, Project Information Standard and Project Information Production Methods And Procedures. [PM_40_60_23]

Building - Any building or other erection at any of the Sites. [PM_40_60_23]

Building Elements - Different parts of any building, including roof and floor structure and coverings, stairs, ceilings, walls, finishes and doors. [PM_40_60_23]

Building Readiness Programme - Programme to be developed six months in advance of Practical Completion to capture all handover activities in the run up to Practical Completion including testing, commissioning and witnessing, soak test, decant and contractors clean, as well as post-handover matters detailed on the Completion Checklist. [PM_40_60_23]

Building Services - means electric, gas and water services, heating, ventilation, air conditioning, controls, access, security and alarm systems and electrical plant and installations including pipework, ductwork, data and power cabling (and in instances renewable technologies such as photovoltaic systems, ground source heat pumps etc). [PM_40_60_23]

Community Use - Community Use applies to use of the School or areas of the School outside Core Hours. [PM_40_60_23]

Completion Activities - Activities detailed on the Handover Completion Checklist. [PM_40_60_23]

Completion Date - as defined in the Scheme Contract. [PM_40_60_23]

Consequential Works - Works required outside the site boundary (e.g., offsite highway works required as part of a planning condition). [PM_40_60_23]

Core Hours - Core hours refer to the hours of a day the school is in use by the majority of pupils. [PM_40_60_23]

Clusters - a Suite of Spaces designed to fit within a number of bays on a standard structural grid, for instance of 3.6m x 7.8m. [PM_40_60_23]

Deliverables - means information or action required from the Contractor at key stages in the Scheme to provide the evidence of satisfactory progress or compliance with the Employer's Requirements. [PM_40_60_23]

Decant Protocol - means the Decant Protocol as defined in the Scheme Contract. [PM_40_60_23]

Department - A department or faculty within a Secondary School based on a subject (e.g., English) or a group of subjects (e.g., humanities). [PM_40_60_23]

Designated Unit - Additional specialist facilities on a Mainstream School Site for a small number of pupils, typically less than 30, who usually have an Education and Health Care Plan (EHCP) or a statement of special educational need. Pupils would usually spend the majority of their time there, only attending mainstream classes for a few lessons such as PE, for assembly or for lunch. [PM_40_60_23]

Design and Technology (D&T) - An overarching term for a number subjects requiring light and heavy practical spaces with specialist equipment. [PM_40_60_23]

Early Years - Refers to children aged 0 to 5 years. In schools this is typically children in nursery and reception aged 3 to 5 years. [PM_40_60_23]

Education and Health Care (EHC) Plan - A plan that identifies the educational, health and social needs of children and young people, and sets out the additional support needed. EHC Plans are gradually replacing statements of special educational need. [PM_40_60_23]

Employer - means the party named as the Employer in the Scheme Contract. [PM_40_60_23]

Employer's Requirements (ERs) - as defined in the Scheme Contract. [PM_40_60_23]

Energy Use Intensity (EUI) - The Energy Use Intensity (EUI) is an annual measure of the total energy consumed in a building. [PM_40_60_23]

Exchange Information Requirements (EIR) - as defined in the BIM Protocol. [PM_40_60_23]

Existing Buildings - The Buildings at the School prior to the relevant Completion Date but excluding any new facilities comprising the Works. [PM_40_60_23]

Fabric First - A design term referring to maximising the performance of the building external envelope. Fabric First building designs concentrate on the passive design capability such as maximising air tightness, eliminating thermal bridging, optimising insulation, solar gain and natural ventilation, rather than relying on technology such as photovoltaics to improve a building's energy efficiency and sustainability credentials. [PM_40_60_23]

FF&E Groups - A method of identifying the level of Contractor responsibility for different types of FF&E. Group 1 requires the installation and provision of new items, Group 2 requires the installation and occasional repair or replacement of legacy items, Group 3 requires decant and placing of legacy items, Group 4 requires decant only. [PM_40_60_23]

Fittings, Furniture and Equipment (FF&E) - FF&E is a blanket term which includes fittings. Fittings are furniture items that form an integral part of the building to be operational and require wall/floor treatments after installation. Furniture and Equipment (F&E) may be fitted, fixed or loose. Fitted F&E is fitted to the fabric of the building but does not rely on the building to be operational. Fixed equipment requires installation and is hard wired to the fabric of the building. Fixed furniture is also attached to the fabric of the building but only to ensure stability. Loose F&E is independent from the building but has spatial implications and shall be shown on final layouts. [PM_40_60_23]

Furnished Space Types - a type of internal space within a standard Activity Space Type identified by the FF&E required, to suit variables such as the age range and group size. [PM_40_60_23]

General Teaching - Secondary School teaching that typically does not involve practical activities or specialist equipment, for example English, maths or humanities. [PM_40_60_23]

Generic Design Brief (GDB) - the Generic Design Brief (and integral Technical Annexes) outlines the Employer's generic requirements for School Buildings and grounds. [PM_40_60_23]

Good Industry Practice - the exercise of that degree of skill, diligence, prudence and foresight which would reasonably and ordinarily be expected from a skilled and experienced Contractor engaged in the same type of undertaking under the same or similar circumstances. [PM_40_60_23]

Green Infrastructure - the term used to describe a network of integrated green spaces and features (e.g., Trees), which provide simultaneous benefits and are multi-functional as opposed to individual elements. [PM_40_60_23]

Gross Area - The overall area of the Buildings, taken to the inside face of the external walls and measured over internal walls, as Gross Internal Area (GIA) or Gross Internal Floor Area (GIFA) by the Royal Institution of Chartered Surveyors (RICS). As defined in BB103, the minimum Gross Area required includes plant area for boiler rooms and a server room, as well as hub rooms and vertical ducts, but further area shall be needed if ventilation plant, chimneys or sprinkler tanks are included in the final gross area of the designed building. [PM_40_60_23]

Gross Internal Floor Area - the area of a building measured to the internal face of the perimeter walls at each floor level as defined by the "Gross Internal Floor Area" by the Royal Institute of Chartered Surveyors (RICS). [PM_40_60_23]

Handover Completion Checklist - a detailed checklist capturing all handover activities, including pre and post Practical Completion Activities, documentation required at handover and post-handover matters. [PM_40_60_23]

ICT Infrastructure - Information Communication Technology (ICT) Infrastructure means passive ICT Infrastructure as defined in section on [ICT design requirements](#) of the GDB. [PM_40_60_23]

Information Deliverable(s) - Information or action required from the Contractor at key stages in the project to provide the evidence of satisfactory progress or compliance with the Employer's Requirements. [PM_40_60_23]

Key Stage (KS) - The specific part of a child's education and relating to their age and year group. [PM_40_60_23]

Legacy - Items which have been used at the Existing School Site (where applicable) which are considered suitable for use on the new or refurbished Site. [PM_40_60_23]

Light reflectance value (LRV) - A measure of visible and usable light that is reflected from a surface when illuminated by a light source. [PM_40_60_23]

Local Exhaust Ventilation (LEV) - Local ventilation, as near to the source of pollutants as possible, of a practical activity such as a fume cupboard, a wood dust extract system or a heat bay fume extract system. [PM_40_60_23]

Loose Equipment Purchase Protocol - The protocol which shall form part of the Contractor's Proposals to be agreed between the Employer and the Contractor for the procurement of new loose equipment. [PM_40_60_23]

Mainstream Schools - All schools except Special Schools and Alternative Provision. [PM_40_60_23]

Minimum Life Expectancy - The period of time for which an element, item or product can be expected to satisfy minimum performance requirements associated with that element, item or product, when subject to typical conditions, wear and usage (vandalism is not deemed 'typical' for the purpose of this definition). [PM_40_60_23]

Mobility Equipment - A wheelchair, a motorised wheelchair, a walking stick or a standing frame or any other mobility aid required to be used within the School. [PM_40_60_23]

National Curriculum - A set of subjects and standards used by Primary Schools and Secondary Schools to enable children to learn the same things. It covers what subjects are taught and the standards children should reach in each subject. Schools can choose how they organise their school curriculum. [PM_40_60_23]

Net Area - The usable area within the Gross Area of the Buildings, comprising Basic Teaching Area; halls, dining and PE spaces; learning resource areas; staff and administration; and storage. It includes everything except Non-net Areas. [PM_40_60_23]

Net Site Area - The usable Site area available to pupils, this is also known as the 'playing field area' when considering land disposals (Section 77 of the School Standards and Framework Act 1998). [PM_40_60_23]

Net Zero Carbon Building - A New Building with net zero operational carbon; does not burn fossil fuels, is 100% powered by renewable energy and achieves a level of energy performance in-use that meets the EUI targets. No carbon offsets can be used to achieve this balance. [PM_40_60_23]

New Buildings - Any Buildings constructed pursuant to the Scheme Contract.

[PM_40_60_23]

No Work - A Building element or service designated 'No Work' in the Refurbishment Scope of Works (RSoW) requires no work to be done to an existing element, so the element can be left as existing and is not the responsibility of the Contractor.

[PM_40_60_23]

Non-net Area - Part of the Gross Area of buildings not included in the Net Area comprising circulation; toilets and personal care; plant, including boiler, server rooms and plant rooms; school kitchen suites; and the area occupied by internal walls.

[PM_40_60_23]

Non-net Site Area - Part of the Gross Site Area which supports the functioning of the Site and includes the footprint of buildings and access areas such as paths, roads and parking. [PM_40_60_23]

Operational Carbon (kgCO_{2e}) - The carbon dioxide and equivalent global warming potential (GWP) of other gases associated with the in-use operation of a Building. This includes both regulated and unregulated energy loads. [PM_40_60_23]

Outbuildings and Enclosures - structures providing a simple, secure enclosure, with protection from weather and wildlife, for air handling plant, external tanks or external storage (such as shed or garages). [PM_40_60_23]

Outdoor Class Space - An external space directly outside Nursery playrooms, Reception classrooms or Special School classrooms, for outdoor learning and play.

[PM_40_60_23]

Output Specification - DfE Schools specification suite comprising; Generic Design Brief, with associated Technical Annexes and School Specific Brief (SSB), with associated School Specific Annexes. [PM_40_60_23]

Overheating Risk Assessment (ORA) - The DfE methodology for carrying out modelling to mitigate the risk of overheating as defined in BB101 and Technical Annex 2F. [PM_40_60_23]

Partial School Project - A project in which the Works are carried out on some buildings or parts of the grounds of a school, typically less than 75% of the overall building area.

[PM_40_60_23]

Performance in Use (PIU) Targets - A set of easily measurable criteria, related to the indoor environmental conditions and building performance, used to assess the performance in use of the relevant Building. [PM_40_60_23]

Practical Completion - as defined in the Scheme Contract. [PM_40_60_23]

Practical Teaching - Teaching that involves pupils doing (or observing) practical activities and often requiring access to services and specialist equipment, for example science. [PM_40_60_23]

Practical Spaces - Teaching Spaces listed as light practical spaces or heavy practical spaces in Annex 1A and 1B of the Generic Design Brief. [PM_40_60_23]

Primary School - a Mainstream School for pupils aged 4 to 11 covering 3 educational stages: foundation (up to 5 years), key stage 1 (5 to 7 years) and key stage 2 (7 to 11 years). For the purposes of this OS, a Primary School includes Middle-deemed Primary Schools that provide for pupils aged 8 to 12. [PM_40_60_23]

Profound and Multiple Learning Difficulties (PMLD) - Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. [PM_40_60_23]

Project Execution Plan (PEP) - the project execution plan is the governing document that establishes the means to execute, monitor and control projects. The plan serves as the main communication vehicle to ensure that everyone is aware and knowledgeable of Scheme objectives and how they shall be accomplished. [PM_40_60_23]

Quality Plan - means a document, or several documents, that together specify quality standard, practices, resources, specifications and the sequence of activities relevant to a Scheme. [PM_40_60_23]

Rectification Period - as defined in the Scheme Contract. [PM_40_60_23]

Refurbished Buildings - as defined in the Scheme Contract. [PM_40_60_23]

Refurbishment Scope of Works (RSoW) - Annex SS2 of the SSB which sets out the scope of works required for Refurbished Buildings. Work required to each element shall be defined as Renewed, Replaced, Repaired, Retained or have 'No Work'. [PM_40_60_23]

Regulated Energy - Energy consumed by a Building, associated with fixed installations for heating, hot water, cooling, ventilation, and lighting systems. These form the basis of a compliance calculation for AD L. [PM_40_60_23]

Remodelled Area - The total area of any internal spaces in which some internal walls are to be removed and/or rebuilt, and most elements within the space, including the fenestration, are to be Renewed or Replaced. [PM_40_60_23]

Renewed - A Building element or service designated 'Renew' in the RSoW requires an entirely new element, designed to satisfy relevant outputs in the GDB as listed in the RSoW (and by the code in the ADS where relevant), for instance a complete doorset in a

new opening or a completely new replacement roof including roof structure.
[PM_40_60_23]

Repaired - A Building element or service designated 'Repair' in the RSoW requires isolated repairs to an existing element, to minimal specifications in the RSoW and requirements in project-specific drawing(s), for instance isolated repairs to an existing floor finish, window or radiator. [PM_40_60_23]

Replaced - A Building element or service designated 'Replace' in the RSoW requires a partially new and/or major repairs to an existing element, to satisfy the relevant outputs in GDB, as listed in the RSoW (and by the code in the ADS where relevant), for instance a new door leaf in an existing frame, a new window in an existing opening, or a new roof on an existing structure. [PM_40_60_23]

Retained - A Building element or service designated 'Retain' in the RSoW requires an existing element to be retained, with No Works required unless needed in order to complete other Works which form part of the project, so the element can be left as existing, but the Contractor is responsible for ensuring that its overall performance is no worse than its existing performance. [PM_40_60_23]

Schedule of Accommodation (SoA) - A schedule of all spaces required in the School, including their required size and type. [PM_40_60_23]

Scheme - means the design and construction or construction (as the case may be) of works associated with School Buildings under a Scheme Contract. [PM_40_60_23]

Scheme Contract - means an agreed contract for a Scheme. [PM_40_60_23]

School - as defined in the Scheme Contract. [PM_40_60_23]

School Hours - School hours refer to the hours of the day the school is in use for education purposes. [PM_40_60_23]

School-specific Brief (SSB) - The SSB (and its Annexes) provides key data for a specific School and sets out any requirements for that School which are additional or alternative to the GDB (and associated Technical Annexes) including, where relevant, the Refurbishment Scope of Works (Annex SS2). [PM_40_60_23]

School-specific SoA and ADS - The School-specific Schedule of Accommodation (SoA) and Area Data Sheets (ADS), Annex SS1 of the SSB, lists every space in the Works, based on a project SoA. The area data requirements for each space are provided on summary worksheets and are recorded on School-specific ADSs for each space. [PM_40_60_23]

Secondary School - A Mainstream School for pupils aged 11 to 16 (or 19 if there is a sixth form) covering 2 or 3 educational stages: key stage 3 (11 to 14 years), key stage 4 (14 to 16 years) and in some cases the sixth form. For the purposes of this OS, a

Secondary School includes middle-deemed Secondary Schools that provide for pupils aged 8 to 13. [PM_40_60_23]

Secure Line - The agreed demarcation between secure and public areas of the School Buildings and grounds for the purposes of safeguarding and security. [PM_40_60_23]

SEN(D) - Special educational needs (and disability). [PM_40_60_23]

Sites - as defined in the Scheme Contract. [PM_40_60_23]

Soft Landings - The DfE process for soft landings pursuant to the Government Soft Landings (GSL) Protocol as set out in. [PM_40_60_23]

Special School - A school where all pupils have Education, Health and Care (EHC) Plans or statements of SEND. Special Schools cater for various age ranges including primary, secondary and all-age, and various types of SEND. Pupils are taught in small classes, and support staff and health professionals work alongside teaching staff. For simplicity, this OS refers to Special Schools that cater predominantly for ambulant pupils as 'ambulant' Special Schools and those that are specifically set up to accommodate pupils with PD and PMLD (as well as other needs) as 'non-ambulant' Special Schools (in the OS the word School includes Special Schools unless otherwise stated). [PM_40_60_23]

Specially Resourced Provision (SRP) - Additional specialist facilities in a Mainstream School Site for a small number of pupils, typically less than 30, who usually have EHC plans or statements of special need. Pupils spend most of their time in mainstream classes, attending the SRP facilities for individual support, to learn a specific skill, to receive medical or therapeutic support or to access specialist equipment. The facilities can be in a suite or dispersed throughout the school. [PM_40_60_23]

Suite of Spaces - A group of spaces, which could be teaching, non-teaching or both, that should be adjacent and/or linked. They may range from a practical space and associated stores to a larger group associated by age or subject, such as a science department, including prep room, or junior classrooms supported by smaller support spaces such as store rooms and toilets. [PM_40_60_23]

Supplementary Area - Net Area and Non-net Area which is used for non-school or support functions such as Specially Resourced Provision, a community health centre, or residential accommodation. [PM_40_60_23]

Sustainable Drainage System (SuDS) - a collection of water management practices that aim to align modern drainage systems with natural water processes. Sustainable drainage systems (SuDS) differ from a traditional drainage system as it mimics natural systems, aiming to manage rain close to where it falls. [PM_40_60_23]

Technical Annexes - The suite of documents integral to the GDB which outlines the detailed technical requirements for a school. Where the term GDB is used, it assumes inclusion of the requirements outlined in the Technical Annexes. [PM_40_60_23]

Teaching Spaces - any spaces within the basic teaching area and any large or indoor PE space except dining and social areas, as defined in Technical Annex 1A and 1B. [PM_40_60_23]

Teaching Resources - Material that supports teaching and learning including printed material and equipment. [PM_40_60_23]

Unregulated Energy - Energy consumed by a Building which is outside of the scope of building regulations. This includes energy associated with equipment such as plug in devices, ICT and FF&E. [PM_40_60_23]

Untouched - An area or building defined in the RSoW as not requiring any work. [PM_40_60_23]

Utilities - A service or commodity provided by a public or private utility including public sanitary and storm sewers, natural gas, telephone, public water facilities and all other utility facilities and services necessary for the operation and occupancy of the School. [PM_40_60_23]

Whole School Project - A project in which the Works are carried out on most Buildings or most of the grounds of a school, typically more than 75% of the overall building area, and the Contractor has responsibility for providing the required facilities for the whole school with the Sites. [PM_40_60_23]

Works - All of the works (including design and works necessary for obtaining access to the Sites) to be undertaken as defined in the Scheme Contract. [PM_40_60_23]

1 Context and key principles

1.1 Status of this document

1.1.1 This document is the Generic Design Brief (GDB) and integral Technical Annexes which, together with the School-specific Brief (SSB) and its Annexes, forms the Output Specification (OS). The Output Specification is part of the Employer's Requirements. [PM_10_20]

1.1.2 The OS outlines the required standards for School Buildings and grounds. [PM_10_20]

1.2 Document structure

1.2.1 The OS comprises two parts and is structured as shown in Table 1 and Table 2. [PM_10_20]

Title	Content
Main document	
Section 1	Context and key principles
Section 2	Buildings and grounds
Section 3	Fittings, furniture and equipment (FF&E)
Section 4	ICT design requirements
Section 5	Operability and maintenance
Section 6	References
Technical Annexes	
Annex 1A	Definitions of Internal Areas and Spaces: Mainstream Schools
Annex 1B	Definitions of Internal Areas and Spaces: SEND and Alternative Provision
Annex 1C	Definitions of External Area and Spaces
Annex 2A	Sanitaryware
Annex 2B	External Space and Grounds
Annex 2C	External Fabric

Title	Content
Annex 2D	Internal Elements and Finishes
Annex 2E	Daylight and Electric Lighting
Annex 2F	Mechanical Services and Public Health Engineering
Annex 2G	Electrical Services, Communications, Fire and Security Systems
Annex 2H	Energy
Annex 2I	Controls
Annex 2J	Sustainability
Annex 2K	Building Performance Evaluation Methodology
Annex 3	Fittings, Furniture and Equipment

Table 1 Generic Design Brief and its Technical Annexes

Title	Content
Main document	
Section 1	Introduction
Section 2	Strategic brief
Section 3	Project brief
SSB Annexes	
Annex SS1	School-specific Schedule of Accommodation and Area Data Sheets
Annex SS2	School-specific Refurbishment Scope of Works (RSoW)
Annex SS3	School-specific Legacy Equipment Schedule (Primary and Secondary)
Annex SS4	School-specific Legacy Furniture Schedule (Primary and Secondary)
Annex SS5	School-specific ICT Equipment Summary
Annex SS6	School-specific Sustainable Estate Strategy
Annex SS7	School-specific Adjacency Diagram

Table 2 School-specific Brief and its Annexes

1.3 Definitions

1.3.1 For terms and acronyms reference should be made to Definitions at the start of this document. [PM_40_60_23]

1.4 Precedence of documentation

1.4.1 All elements of the Employer's Requirements, comprising the GDB (including the Technical Annexes) and the SSB (including the School-specific Annexes) shall be satisfied. [PM_10_20]

1.4.2 The SSB outlines project specific requirements in addition to the GDB. [PM_10_20]

1.4.3 Where there is any inconsistency between the GDB and the SSB, this shall be dealt with in accordance with the Scheme Contract. [PM_10_20]

1.4.4 For the avoidance of doubt, the Contractor shall consider and address all requirements of [Employer's Requirements Part A: General Conditions](#). [PM_10_20]

1.5 Information Management and Building Information Modelling (BIM)

1.5.1 The DfE's Information Management Resources (including the BIM Protocol) comprises the following parts and is applicable to all documentation, drawings and models:

- a) Project's Information Protocol [PM_40_60]
- b) DfE's Exchange Information Requirements (EIR) [PM_10_20_28]
- c) DfE's Detailed Exchange Information Requirements (DEIR) [PM_10_20_28]
- d) Project's Information Production Methods And Procedures [PM_40_60]
- e) Project's Information Standard. [PM_40_60]

1.6 General requirements

1.6.1 Project parameters

1.6.1.1 The SSB identifies whether the Works are deemed a Whole School Project or a Partial School Project:

- a) in a Whole School Project, the Contractor shall be responsible for providing the required facilities for the whole School within the Site and shall comply with all requirements in this GDB and its Technical Annexes [PM_10_20_82]
- b) in a Partial School Project, the Contractor shall only be responsible for the Works to New Buildings, Refurbished Buildings, Remodelled Areas, grounds, FF&E or

ICT identified in the SSB, and shall comply with all requirements in this GDB and the Technical Annexes except where it is stated that the requirements apply only to a Whole School Project. [PM_10_20_82]

1.6.1.2 The requirements in this OS in respect of Buildings, FF&E and ICT Infrastructure shall apply to all parts of the Works in any New Buildings. [PM_10_20_82]

1.6.1.3 The requirements in this OS in respect of Buildings, FF&E and ICT Infrastructure shall apply to all parts of the Works in any Building Elements or Building Services provided in Refurbished Building(s) which are designated Renewed or Replaced in the RSoW. [PM_10_20_82]

1.6.1.4 Where the requirements refer to an area, space or Suite of Spaces, these requirements shall apply to all spaces in any New Buildings or Remodelled Area. [PM_10_20_82]

1.6.1.5 Any area or space within New Buildings or Remodelled Area shall conform to all relevant requirements in this GDB and the Technical Annexes. [PM_10_20_82]

1.6.1.6 The requirements in this OS in respect of external space and grounds:

- a) shall always apply to the external areas adjacent to any New or Refurbished Building(s) which are required for access or which are affected or removed due to the proposed Works, including any informal and social area adjacent to Early Years or Primary School classrooms [PM_10_20_82]
- b) shall not apply to existing grounds within the Site except for any part that is specifically described in the SSB, or in a Whole School Project [PM_10_20_82]
- c) shall apply to all parts of the Site where designated a Whole School Project in the SSB [PM_10_20_82]
- d) shall not apply to existing grounds beyond the Site except for any part that is specifically described in the SSB (for instance for Consequential Works). [PM_10_20_82]

1.6.1.7 All Buildings, Grounds, ICT and FF&E provided shall comply with all relevant and current regulations, British and European standards and policies including without limitation those referenced and/or listed in the Technical Annexes and the School-specific Brief Annexes. [PM_10_20_82]

1.6.1.8 Where the Contractor is not able to meet the requirements in full, due to the limitations of the Site or the Buildings on the Site prior to the Works, details of alternative proposals (i.e., proposed derogations) are to be submitted to the Employer for approval, stating where or how they do not comply and why they are considered a satisfactory alternative. [PM_10_20]

1.6.2 Refurbishment

1.6.2.1 In School-specific Annex SS1, the following designations shall apply with respect to the work required to rooms, spaces or Suites of Spaces in Refurbished Buildings except where expressly altered in the RSoW:

- a) Remodelled Area: the total area of any spaces in which some internal walls are to be removed and/or rebuilt, and most elements within the space, including the fenestration, are to be Renewed or Replaced. [Ac_10_70_70]
- b) Refurbished Area: existing spaces or area to remain, within their existing walls, in which some elements in the space are to be Renewed, Replaced or Repaired and some are to be Retained, but decorated where necessary. [Ac_10_70_70]
- c) Untouched Area: existing spaces or area not within the Works, shall be left as existing with No Work required. [Ac_10_70_70]

1.6.2.2 Work required to Refurbished Buildings shall be as defined in the RSoW, under the headings of architectural elements, (including FF&E) and M&E elements (including ICT Infrastructure). [Ac_10_70_70]

1.6.2.3 In the RSoW, the following designations shall apply with respect to work to individual elements (except where expressly altered in the RSoW):

- a) **Renew:** all new elements or finishes designed to satisfy the relevant outputs of the GDB and the Technical Annexes (and by the code in the ADS where relevant). [Ac_10_70_70]
- b) **Replace:** partially new and/or major repairs to existing elements or finishes designed to satisfy the relevant outputs of the GDB and the Technical Annexes (and by the code in the ADS where relevant), where possible. [Ac_10_70_70]
- c) **Repair:** isolated repairs to elements or finishes to satisfy the requirements in any project-specific specification or drawing issued as part of the SSB. [Ac_10_70_70]
- d) **Retain:** existing elements or finishes left as existing, with no work required unless needed in order to complete other works that form part of the project; overall performance shall be no worse than the existing performance. [Ac_10_70_70]
- e) **No Work:** No Work required; shall be left as existing. [Ac_10_70_70]

1.6.2.4 Subject to the section on [Refurbishment](#), in respect of refurbishment work to Refurbished Buildings, the required level of compliance with this GDB is set out in the RSoW. [PM_10_20]

1.6.2.5 Notwithstanding the requirements outlined in the RSoW, the following shall be complied with when carrying out refurbishment work (references are within this GDB unless otherwise stated):

- a) the requirements of sections [Status of this document](#) through to [General requirements](#), and all relevant parts of the sections on [Fittings, furniture and equipment \(FF&E\)](#), [ICT design requirements](#), [Operability and maintenance](#) and [References](#) shall be met [PM_10_20_90]

- b) except where refurbishment works to a space or Suite of Spaces are designated 'Untouched', or where building elements or services are designated 'No Work', the Contractor shall notify the Employer if further work is needed to comply with the School Premises (England) Regulations 2012, or to comply with health and safety legislation or where further works are required as a result of works to adjacent spaces [PM_10_20]
- c) except where refurbishment works to a space or Suite of Spaces are designated 'Untouched', all work shall be left clean, serviceable and commissioned where necessary, as required in [Employer's Requirements Part A: General Conditions](#) [PM_10_20]
- d) any elements provided as new shall have a Minimum Life Expectancy as described in the section on [Long lasting](#). If an element is being Replaced in a Refurbished Building, the Minimum Life Expectancy shall be met as far as possible, within the constraints of the location, the adjacent elements and the sub-structure. Any fitting, repairing or reusing of existing elements shall be carried out in accordance with Good Industry Practice and such elements shall have a reasonable life expectancy to be agreed with the Employer [PM_35_10_47]
- e) refurbishment work shall comply with AD M. In Remodelled Areas, the building layout shall be clearly organised to enable ease of circulation for building users and shall, where possible, aid orientation and ease of movement to external areas, particularly in the event of emergency [PM_10_20_90]
- f) works to Building Services systems provided in Refurbished Buildings shall take account of the section on [Refurbishment requirements](#) and shall undertake an energy audit as described in the section on [Energy in refurbishment](#). [PM_10_20_90]

1.6.3 Design deliverables

1.6.3.1 Compliance with the DfE's EIR (as defined in the BIM protocol) and evidence of satisfactory progress shall be demonstrated through the provision of Information Deliverables at key stages in the project and in accordance with the project. [PM_10_20_28]

1.6.4 Compliance

1.6.4.1 The Contractor shall demonstrate compliance with the Employer's Requirements by use of protocols detailed in the Contractor's Quality Assurance procedures capturing evidence of both coordinated design and its implementation into the construction of the School Building(s) and Ground(s) with photographic evidence and/or third-party accreditation. [PM_70_15]

1.7 Building good schools

1.7.1 Overview

1.7.1.1 The key objectives of the DfE technical standards is the provision of schools which are healthy and productive environments, the right size and designed to be safe, secure, sustainable and long lasting. These outcomes can be distilled into the following six overarching principles for 'Building Good Schools':

- a) healthy and safe environments [PM_35_10]
- b) standardised approach [PM_35_10]
- c) sustainable design and construction [PM_35_10]
- d) functionality [PM_35_10]
- e) future proofing [PM_35_10]
- f) long lasting. [PM_35_10]

1.7.2 Healthy and safe environments

1.7.2.1 All Works shall be designed and constructed in line with The Construction (Design and Management) Regulations 2015. [PM_10_20_90]

1.7.2.2 The layout and design of the Buildings, Grounds, FF&E and ICT Infrastructure provided by the Contractor shall provide a safe and secure environment for pupils and staff. [PM_10_20_82]

1.7.2.3 People with disabilities, including those using Mobility Equipment and those with a visual or hearing impairment, shall not be placed at a disadvantage by the design of the Buildings or Grounds, or by the FF&E and ICT Infrastructure provided. [PM_10_20_82]

1.7.3 Standardised approach

1.7.3.1 The design solution (or elements within the design solution) for any New Building or new FF&E shall be capable of being replicated for similar types of schools, including the use of off-site construction where feasible, so that best practice can be assured without the need for whole new designs. [PM_10_20_82]

1.7.3.2 Standardisation could be achieved in a number of ways, including:

- a) whole school/parts of schools/modules [PM_10]
- b) kit of parts/components [PM_10]
- c) standard dimensions/dimensional coordination/grids [PM_10]
- d) process/procurement (including FF&E) [PM_10]
- e) supply chain/other (including briefing). [PM_10]

1.7.4 Sustainable design and construction

1.7.4.1 In line with Government legislation, the DfE is committed to:

- a) mitigating and adapting in response to Climate Change [PM_40_20_85]
- b) reducing carbon emissions to net zero across the school estate by 2050 [PM_40_20_85]
- c) ensuring that all centrally delivered new build projects meet net zero carbon in operation at handover. [PM_40_20_85]

1.7.4.2 Sustainable School Buildings and Grounds shall be designed adopting the following hierarchy:

- a) **Be Lean** - deliver a Fabric-First approach to meet (or exceed) the minimum Fabric Energy Efficiency Standard (FEES) in Technical Annex 2J and design out the need for active equipment by exploiting passive opportunities presented by the Building and its immediate microclimate. [PM_35_40]
- b) **Be Clean** - meet (or exceed) minimum energy performance targets by maximising the energy efficiency of installed equipment and delivering fossil fuel free heat following the low carbon heat source hierarchy. [PM_35_40]
- c) **Be Green** - meet (or exceed) renewable technology standards to generate energy through on-site renewables and enhance the grounds through implementation of Sustainable drainage systems and a green infrastructure strategy to increase biodiversity. [PM_35_40]
- d) **Be Seen** - meet (or exceed) minimum standards defined within Technical Annexes 2H and 2K, including commissioning the Building, supporting and empowering the end users with training and robust handover protocols to meet or exceed minimum requirements for monitoring, verifying and reporting energy performance. [PM_35_40]

1.7.4.3 The Contractor shall also adopt a sustainable approach to the construction and production of all new facilities provided, and deliver a cost-effective and resource-efficient facility that:

- a) minimises the use of all resources [PM_40_20_85]
- b) reduces the demand for energy and water use during the Works period [PM_40_20_85]
- c) minimises CO₂ emissions during the works period [PM_40_20_85]
- d) minimises noise and air pollution during the works period [PM_40_20_85]
- e) allows opportunities for recycling during the works period [PM_40_20_85]
- f) maximises the use of building materials and construction practices that allow for materials to be recycled after the end of their lifespan/use [PM_40_20_85]
- g) maximises the use of products that protect occupants' health and promote a healthy learning environment e.g., toxicity and off-gassing of materials (air quality) [PM_40_20_85]
- h) considers the whole life cycle embodied carbon of materials used [PM_40_20_85]

- i) considers qualified user control (i.e., to allow people to control their own environment at will - linked to people's psychological wellbeing). [PM_40_20_85]

1.7.4.4 The Contractor shall design and build the facilities in accordance with 'BS EN ISO 14001' and shall prepare operational plans for the Employer to operate facilities that record all targets for the key aspects of environmental performance, as identified in this GDB and the Technical Annexes. [PM_10_20_90]

1.7.5 Functionality

1.7.5.1 The Buildings, Grounds, FF&E and ICT Infrastructure provided by the Contractor shall provide an environment which supports the generic educational drivers outlined in the section on [educational drivers](#). [PM_35_10_32]

1.7.5.2 The design shall meet the requirements given in Educational Drivers in the SSB, taking account of the age ranges of the pupils and of the constraints of each School Site and of any Buildings on the Site prior to the Works. [PM_35_10_32]

1.7.5.3 The design shall by coordinated fully integrating, structure and fabric, Building Services, ICT Infrastructure, and FF&E. [PM_35_10_32]

1.7.6 Future proofing

1.7.6.1 New Buildings and Grounds and any new FF&E and ICT Infrastructure shall be designed, constructed or procured so that later changes can be achieved easily and cost-effectively. [PM_10_20]

1.7.6.2 These would be in response to changes in curriculum priorities, organisation, technology and, where required in the SSB, pupil numbers. Essential changes in room sizes shall be achievable in the future without major building work. [PM_10_20]

1.7.6.3 Works delivered within the Project Brief shall not negatively impact the vision for the future as detailed within the Strategic Brief. [PM_10_20]

1.7.6.4 All systems shall be appropriately designed and installed to allow for future developments in technology where appropriate. [PM_10_20]

1.7.7 Long lasting

1.7.7.1 The Minimum Life Expectancy requirements outlined in the life-expectancy tables in this GDB shall be met to reduce the frequency at which the asset lifecycle replacement takes place for overall replacement of each element. [PM_35_10_47]

1.7.7.2 Where the Minimum Life Expectancy requirement is deemed to have a significant impact on capital expenditure which is disproportionate to the benefit, the Contractor shall propose the best value optimised solutions. [PM_35_10_47]

1.7.7.3 If an element is Replaced in a Refurbished Building, the Minimum Life Expectancy shall be met unless, and subject to agreement by the Employer, there are such constraints due to location, the adjacent elements or the sub-structure that make this impossible. [PM_35_10_47]

1.7.7.4 Any fitting, repairing or reusing of existing elements shall be carried out in accordance with Good Industry Practice and such elements shall have a reasonable life expectancy to be agreed with the Employer. [PM_35_10_47]

1.7.7.5 Where alternative Minimum Life Expectancy is proposed by the Contractor, this shall be accompanied by an assessment of how the disruption and impact on the operation of the School is balanced and justified against the overall whole life cost benefit to the School. [PM_35_10_47]

1.8 Educational drivers

1.8.1 Overview

1.8.1.1 The design of each School shall take account of the educational drivers of this GDB and any School-specific educational drivers in the SSB. [PM_10_20]

1.8.2 Curriculum and organisation

1.8.2.1 The design of any New Building shall provide enough adaptable space to be able to accommodate a range of learning scenarios, both now and in the future. [PM_10_20]

1.8.2.2 Any facilities provided shall support and encourage learning outside the formal timetable through innovative and thoughtful design, particularly in dining and social areas and any outdoor space. [PM_10_20]

1.8.3 Teaching and pedagogy

1.8.3.1 The design of any Buildings and Grounds shall create an environment conducive to effective teaching through the provision of:

- a) ICT Infrastructure and building design that allows the provision of the best use of the ICT available now and in the future [SL_25_10]
- b) designs that allow a range of potential furniture and equipment layouts and are well coordinated with equipment, ICT and Building Services [SL_25_10]
- c) some internal transparency between the central circulation and teaching spaces so that users are visible to others in that Suite of Spaces [SL_25_10]
- d) a design that allows users to engage and interact with the external environment, to create practical hands-on learning [SL_25_10]

- e) a direct connection to the outdoors from Early Years classrooms, in Primary Schools, and from Special School classrooms where it is specified in the SSB. [SL_25_10_14]

1.8.4 Behaviour and pastoral care

1.8.4.1 The design of any Buildings and Grounds shall create an environment that supports behaviour and pastoral care through the provision of:

- a) entrance and circulation areas that allow space for safe and comfortable movement [Ac_25_90_60]
- b) offices and staff workrooms that are located and designed to support passive supervision [Ac_25_90_60]
- c) distinct Suites of Spaces that break down the scale of large buildings in Whole School Projects [Ac_25_90_60]
- d) toilets that are positioned for easy access and to facilitate passive supervision. [Ac_25_90_60]

1.8.5 SEN and disability

1.8.5.1 The design of any Buildings and Grounds shall be provided such that a disabled pupil or pupil with SEN is not placed at a disadvantage in terms of access to teaching, learning and social spaces. [PM_40_20_42]

1.8.5.2 The SEN(D) facilities listed in School-specific Annex SS1 shall be provided, including any associated with Specially Resourced Provision or Designated Units, and to meet the requirements of the SSB. [PM_40_20_42]

1.8.5.3 The environmental design and the building fabric shall be appropriate to the needs of disabled pupils or those with SEN, and in particular any SEN or disability described in the SSB. [PM_40_20_42]

1.8.6 Health and wellbeing

1.8.6.1 An effective healthy indoor environment shall be provided where works are carried out by including the provision of:

- a) natural daylight and electric lighting [PM_40_20]
- b) a means of ventilation, using crossflow [PM_40_20]
- c) thermal comfort, including heating and an overheating risk assessment and acoustics which are designed to support healthy and productive school settings. [PM_40_20]

1.8.7 Standards

1.8.7.1 All European Standards are to apply until replaced with new UK equivalent or updated standards. [PM_10_20_90]

1.8.7.2 Where local planning policies require any environmental certification, these elements shall be funded as a project abnormal and included within the SSB.
[PM_10_20_26]

2 Buildings and grounds

2.1 Overarching requirements

2.1.1 This section provides the generic requirements for Buildings and Grounds which apply to the Works in each School. [PM_10_20_82]

2.1.2 All elements of the Generic Design Brief (GDB) and the School-specific Brief (SSB) shall be considered and addressed. [PM_10_20_82]

2.1.3 Alternative approaches may be suggested to meet the Employer's Requirements. Any proposed changes or relaxations to these Employer's Requirements must be recorded and approved via the change and derogation protocols as defined in the Contract. [PM_10_20_82]

2.1.4 Where the Project includes Supplementary Area, such as a residential facility, requirements for the Buildings and grounds set out in the School-specific Brief, including its Annexes, shall be met. [PM_10_20_82]

2.2 Site plan

2.2.1 Overview

2.2.1.1 The design shall maximise the potential use of the Site, whilst dealing with any site-specific constraints. [PM_35_05_79]

2.2.1.2 Any New Buildings shall be located and orientated in a manner that creates suitable internal and external spaces and allows for possible future extensions. Reference shall be made to School-specific Annex SS6: Sustainable Estate Strategy. [PM_35_05_79]

2.2.1.3 The design shall prioritise the needs of pedestrians and cyclists balanced against the use of vehicles. All users shall be able to find their way safely and easily around Buildings and grounds in accordance with AD M and BS 8300:2018. [PM_10_20_90]

2.2.2 Site layout

2.2.2.1 The layout of New Building(s) and external works on the Site shall:

- a) ensure the safety and security of pupils, staff and visitors [PM_10_80]
- b) provide clearly defined boundaries which discourage trespass and vandalism and, ensures good visibility to facilitate surveillance across the Site (within site constraints) [PM_30_10_80]

- c) take account of the character of the area and topography of the Site, including its shape, contours and subsoil; and the local vegetation, ecology and micro-climate [PM_35_05_79]
- d) take account of existing Utilities' service routes [PM_30_10_93]
- e) orientate New Buildings on the Site to balance passive environmental design principles with site constraints [PM_35_40_84]
- f) mitigate the effects of adverse environmental conditions, such as traffic noise and flooding, including any highlighted in the SSB [PM_35_40_30]
- g) locate quieter activities away from noisier activities and neighbourhood noise, wherever possible [PM_35_05_79]
- h) consider the needs of neighbours in close proximity [PM_35_05_79]
- i) omit car parking and reduce car usage in line with the planning requirements and the section on Site Layout in Technical Annex 2J [PM_35_40_84]
- j) allow easy movement between changing rooms and outdoor PE facilities, where relevant in Secondary and Special Schools [PM_35_05_79]
- k) protect existing Site features worthy of retention where desirable and practicable, including existing trees in accordance with BS 5837:2012 'Trees in relation to design, demolition and construction – Recommendations' [PM_35_05_79]
- l) ensure the School estate promotes biodiversity and green infrastructure solutions, aligning with planning policy and environmental objectives. [PM_35_40_84]

2.2.3 Site access

2.2.3.1 Where a New Building is constructed that shall affect existing access to the Site, or existing access to Existing Buildings on the Site, the appropriate requirements for site access set out in this section shall be met. [PM_60_10_50]

2.2.3.2 Design of a Whole School Project on an existing or new Site, shall:

- a) ensure that there are no more than two easily controlled access points to each School Site, to be located to take account of pedestrian and vehicular routes adjacent to the Site (including public transport) and allow clear visual supervision for the School to manage the movement of pupils and visitors onto and off the School Site [PM_35_05_79]
- b) comply with any requirements for site access control systems specified in the SSB [PM_10_20_90]
- c) be accessible to all (to be reflected in the Access Statement that the Contractor provides) [PM_40_20_42]
- d) ensure that all main access routes including roads, paths, ramps and entrances are clear, legible and fully negotiable by all people including those with limited mobility in accordance with AD M, BS 8300-1:2018, and BS 8300-2:2018 [PM_10_20_90]
- e) ensure that all New Buildings and grounds are designed to include suitable guarding and barriers where there is a risk of falling, including pedestrian and

- vehicle barriers, and suitable requirements to prevent injury from (opening) doors and windows in accordance with AD K [PM_10_20_90]
- f) provide a clear hierarchy of circulation routes with easily supervised and clearly identified entry points to the Buildings and signage directing visitors from the entry of the Site to the visitor's reception [PM_60_10_50]
- g) ensure that entry/exit points for pupils are controllable either within the Building or within the overall Site [PM_60_70_75]
- h) ensure that when a New Building is some way back from the public highway, road access for fire appliances (and other large vehicles i.e., waste collection) is provided, and that any entrances through which appliances may need to pass satisfy AD B requirements, and that there is adequate space to enable appliances to turn. [PM_10_20_90]

2.2.3.3 Where a Nursery playroom is provided, parents and/or carers shall be able to gain access to the Nursery to collect and drop off children without needing to access secured areas for safeguarding purposes (internal or external), including the Early Years Outdoor Class Space. [PM_10_20_82]

2.2.3.4 The access to any New or Refurbished Buildings or new external works shall provide for:

- a) fire and emergency escape routes leading to safe places of assembly [PM_35_30_24]
- b) access to and through soft landscape areas along defined pathways that do not require special footwear and are easily maintained [PM_35_05_79]
- c) in Whole School Buildings, any all-weather surfaces being located so that users do not have to cross grass to reach them [PM_35_05_79]
- d) separate and safe access for deliveries, maintenance vehicles and waste removal [PM_35_05_79]
- e) safe and convenient access for pedestrians, cyclists and vehicles, including emergency vehicles, balancing the demands of different users and keeping vehicular movement within the grounds to a minimum, and as far as possible separate from pedestrian routes (on existing sites, the Works shall maintain or improve the accessibility for emergency vehicles on and around the Site) [PM_35_05_79]
- f) relevant adjustments for pupils with SEN(D) when designing access routes to accommodate their specific needs, particularly as some pupils with these needs are likely to be less aware of traffic risks and may not see or hear vehicles [PM_40_20_42]
- g) suitable access around the Building for maintenance of the grounds and building façade. [PM_80_10_50]

2.3 Internal space

2.3.1 Overview

2.3.1.1 The New and Refurbished Buildings shall provide all the teaching, support and other spaces specified in School-specific Annex SS1, to suit the School's curriculum and organisation for the number of pupil places planned. [PM_10_80]

2.3.1.2 All spaces shall be the right size, proportions and specification for their functions, as defined in School-specific Annex SS1. [PM_10_80]

2.3.1.3 The design of any internal spaces in a Mainstream School shall comply with the guidance in Building Bulletin 103: 'Area guidelines for mainstream schools' (BB103). [PM_10_20_90]

2.3.1.4 The design of any internal spaces in a Special School, AP, Designated Unit or SRP shall comply with the guidance in Building Bulletin 104: 'Area guidelines for SEND and alternative provision' (BB104). [PM_10_20_90]

2.3.1.5 Internal spaces shall meet the requirements below:

- a) the total Net Area of the School, and the total Non-net and Gross Area of the project shall be at least the minimum required in BB103 and BB104 for the number and age range of the pupil places [PM_10_20]
- b) the Gross Area shall include any plant space for boiler rooms, tanks and electrical supply equipment (typically in the plant room), distribution boards, risers, flues, downpipes, vertical ducts, server rooms and hub rooms, as listed in School-specific Annex SS1. [PM_10_20]
- c) the total area for Outbuildings and enclosures, listed in School-specific Annex SS1, is an indicative area to provide for external storage and to house central air handling plant (including heat pumps, heat exchangers and ductwork). It is additional to the total Gross Area in School-specific Annex SS1 or in BB103 or BB104 (in line with BB103 guidance on plant area that states 'further area shall generally be needed if ventilation plant, chimneys or sprinkler tanks are included in the Gross Area of the building'). [PM_10_20]
- d) the area of Outbuildings and enclosure area provided for outdoor storage and the plant area shall provide secure protection from weather and wildlife. [PM_10_20]

2.3.1.6 In a Whole School Project, the Building layout shall allow the School to be used outside of Core Hours. [PM_10_20_82]

2.3.1.7 The fire strategy shall consider the risks associated with community/third-party users and occupants unfamiliar with the Building. As a minimum, security systems, fire alarm systems, heating and cooling shall be zoned so that the following are provided with separate zones:

- a) sports facilities, including change areas and toilets [PM_80_50_30]
- b) assembly hall, including any catering facilities and toilets [PM_80_50_30]
- c) any other spaces as identified in the SSB e.g., Nursery, community and before and after school clubs. [PM_80_50_30]

2.3.2 Organisation and layout

2.3.2.1 Spaces in New Buildings or Remodelled Areas shall be located so that there is a clear spatial diagram for the Building that is appropriate for the curriculum and organisational requirements of the School, as set out in the SSB. [PM_10_80]

2.3.2.2 Spaces shall be linked by well organised circulation space that suits the likely movement and numbers of pupils. [PM_10_80]

2.3.2.3 The layout of New Buildings shall have the right balance and distribution of space, in line with SS1 School-specific SoA and ADS and any other requirements in the SSB. [PM_10_80]

2.3.2.4 Each School shall comprise appropriate Suites of Spaces depending on the type of school, arranged as indicated in School-specific Annexes SS1 and SS7, avoiding small independent groups of rooms wherever possible. Any exceptions to this generic requirement, including Partial School Projects, are identified in the SSB. [PM_10_80]

2.3.2.5 Suites of Spaces shall be designed to accommodate the model of education that the School is proposing in the SSB, in particular:

- a) each Suite of Spaces shall provide the right number of spaces [PM_10_80]
- b) each suite of Teaching Spaces, other than an assembly hall and performance spaces or heavy Practical Teaching areas, shall be adjacent to similar spaces wherever possible. [PM_10_80]

2.3.2.6 In a Whole School Project, the possibility of future changes shall be considered, including the following:

- a) each suite of Teaching Spaces shall be able to be linked to, or expanded into, an adjacent suite of Teaching Spaces in the future [PM_10_80]
- b) the configuration of spaces shall be able to expand, contract and be reformed in as many ways as is economically feasible. [PM_10_80]

2.3.2.7 All spaces provided shall be accessed from an adjacent circulation area, except store rooms and (where appropriate) toilet and hygiene facilities that are accessed directly from learning spaces or as stated otherwise in the SSB. [PM_10_80]

2.3.2.8 Columns and piers shall meet the following requirements:

- a) no column or pier shall compromise the use of any space or the efficient layout of FF&E within the space [PM_10_80_75]

- b) where columns or piers are unavoidable in Teaching Spaces they shall be against or within a wall or, where benches are provided, within the benching zone [PM_10_80_75]
- c) there shall be no columns or piers in assembly halls, sports halls or any activity studio, drama studio or dance studio [PM_10_80_75]
- d) where columns and piers are unavoidable in circulation spaces they shall be located and constructed to minimise any hazard created e.g., through chamfering the sides from the walls. [PM_10_80_75]

2.3.3 Dimensions and proportions

2.3.3.1 The Net Area of any space shall be at least that required in School-specific Annex SS1, excluding:

- a) the area of any through-circulation to adjacent spaces (as specified in under clause 2.3.3.17). [PM_30_10_22]
- b) any area outside of the orthogonal shape required in this section on Dimensions and Proportions that provides only circulation (i.e., a lobby without a second door). [PM_30_10_22]
- c) The Net Area of any support area within the space such as coats and bags storage in a classroom. [PM_30_10_22]

2.3.3.2 Access to service risers within small rooms such as offices or stores shall not limit the required occupancy or furniture layout. [PM_10_80]

2.3.3.3 The proportions and dimensions of any stores provided, and the location of store doors, shall allow ergonomically appropriate access to all shelves and an efficient shelving layout. [PM_30_10_22]

2.3.3.4 Where the space is in a Remodelled Area, the area of the space may be based on the existing size or on column centres. [PM_30_10_22]

2.3.3.5 Where the area required in School-specific Annex SS1 cannot be achieved in a Remodelled Area, Teaching Spaces shall be within 10% of the minimum recommended area for that type of space. [PM_30_10_22]

2.3.3.6 In a Remodelled area, the total area of non-teaching spaces shall be as required in School-specific Annex SS1, although the number of spaces may be different. Non-net Areas, such as circulation, shall be in line with the dimensions given in this section, where possible. [PM_10_80]

2.3.3.7 All spaces shall be an appropriate shape as well as size to accommodate the Employer's Requirements. [PM_10_20]

2.3.3.8 In New Buildings and Remodelled Areas, any Teaching Spaces specified in School-specific Annex SS1 shall be no narrower than to allow a ratio of 2:1 in either

direction and, (except those for Early Years, infants and SEN), be rectangular in plan. [PM_30_10_22]

2.3.3.9 The proportion of other spaces shall be orthogonal and be suitable for the required activities to take place. [PM_30_10_22]

2.3.3.10 In New Buildings, spaces shall be at least the minimum depth shown in Technical Annexes 1A and 1B and School-specific Annex SS1. Teaching Spaces shall be based on the following depths (from the inside face of the external wall to the internal face of the opposite wall) to optimise the functionality of the space and facilitate future adaptation:

- a) for assembly halls and 'large spaces', as defined in Technical Annex 1A, a depth of 10m if over 90m², 12.45m if over 180m² or 2.5.3.1 if over 300m² [PM_30_10_22]
- b) for any spaces between 27m² and 140m², a depth of 7.8m. [PM_30_10_22]

2.3.3.11 Where the Contractor proposes alternative dimensions, the functionality shall be demonstrated with an FF&E layout. [PM_35_10_32]

2.3.3.12 The proportions of any performance space shall allow the audience a clear view of the performance area. [PM_30_10_22]

2.3.3.13 Each space shall have at least the minimum open height and minimum clear height specified in Technical Annexes 1A and 1B and School-specific Annex SS1. All key occupied spaces shall be designed to accommodate cross ventilation. For New Buildings as set out below:

- a) for all basic Teaching Spaces (except food rooms) and all staff rooms, learning resource area, dining and social spaces and prep rooms between 27m² and 140m²: a minimum open height of 3.3m, and minimum clear height of 2.7m [PM_30_10_22]
- b) for food rooms a minimum open height of 2.7m and a minimum clear height of 2.7m [PM_30_10_22]
- c) for rooms below 27m²: a minimum open height and a minimum clear height of 2.4m [PM_30_10_22]
- d) for all drama studios and dance studios: a minimum clear height of 4.5m [PM_30_10_22]
- e) for all main assembly halls and activity studios a minimum clear height of 5.0m, or 6.9m if 180m² or over [PM_30_10_22]
- f) for all Secondary sports halls and indoor climbing wall space: a minimum clear height of 7.5m, or 6.9m if less than 300m², unless specifically stated otherwise in the SSB. [PM_30_10_22]

2.3.3.14 The minimum open height above shall be from the finished floor level to the underside of the ceiling or soffit. The minimum clear height shall be from the finished floor

level to the underside of the ceiling, where appropriate, or any acoustic baffles, lighting rafts or air handling unit below the soffit. [PM_10]

2.3.3.15 Isolated elements such as individual light fittings, sprinkler heads, fire and smoke detectors, beacons, public address and voice alarm speakers, PIR sensors, grilles, diffusers, and Wi-Fi points can protrude up to 150mm below the ceiling at the minimum clear height, except in Design and Technology, PE spaces and indoor dining rooms, where the open height specified above or in Technical Annexes 1A and 1B and School-specific Annex SS1 shall be the clear height. [PM_30_10_22]

2.3.3.16 A bulkhead can protrude below the ceiling line to 150mm below this height if it covers no more than 25% of floor area within the space. Any acoustic baffles, lighting rafts or air-handling units below the open height shall not protrude beneath the clear height and shall not cover more than 40% of floor area within the space, including any bulkheads. [PM_30_10_22]

2.3.3.17 In New Buildings and Remodelled Area the minimum clear width of any main circulation corridor shall be:

- a) 1.8m in any Mainstream Primary School [PM_30_10_22]
- b) 2m in any Ambulant Special School or Alternative Provision if pupils need more 'personal' space [PM_30_10_22]
- c) 1.9m in Mainstream Secondary Schools where access to Teaching Spaces is on one side only [PM_30_10_22]
- d) 2.4m in Mainstream Secondary Schools where access to Teaching Spaces is on both sides [PM_30_10_22]
- e) 2.2m in any non-ambulant Special School. [PM_30_10_22]

2.3.3.18 The clear width shall:

- a) be measured between walls and any permanent projections (such as a radiator) or the balustrade to voids, excluding skirtings and small electrical fittings [PM_30_10_22]
- b) be unobstructed by opening doors e.g., from an accessible toilet [PM_30_10_22]
- c) exclude any Net Area required for lockers to a minimum depth of 0.6m on one or both sides [PM_30_10_22]
- d) exclude any other Net Area immediately adjacent to the circulation route, including open-plan areas, the space in front of reception desks and space for coat hooks or wheelchair storage, to the minimum width specified in the School-specific ADS. [PM_30_10_22]

2.3.3.19 Minimum circulation widths including allowance for lockers or coats and bags storage shall be as shown in Table 3. [PM_30_10_22]

Type of School / AP	No lockers (mm)	Lockers on one side (mm)	Lockers on both sides (mm)
Primary Schools and AP	1800	2400	N/A
Special Schools and AP where pupils need more personal space	2000	2600	N/A
Secondary Schools with Teaching Spaces off one side of circulation	1900	2500	3100
Secondary Schools with Teaching Spaces off both sides of circulation	2400	3000	3600
Non-ambulant special schools	2200	N/A	N/A

Table 3 Minimum widths of main circulation routes (mm)

2.3.3.20 The circulation in New Buildings and Remodelled Area shall also:

- a) allow for increased traffic flow at the entrances to stairways, assembly halls and indoor dining rooms such that congestion is avoided at peak times [PM_10_20]
- b) allow for corridor doors to be held open to provide the required opening width, as specified in Technical Annex 2D. [PM_10_20_90]

2.3.3.21 In New Buildings and Remodelled Area, secondary circulation routes leading from a main circulation route to habitable spaces shall have a minimum clear width of:

- a) 1.2m where there is an access route through a space to another room and a 'strip' of circulation is discounted from the usable Net Area of the space [PM_30_10_22]
- b) 1.2m if leading to one or two spaces totalling up to 60m² or less [PM_30_10_22]
- c) 1.5m if leading to any Suite of Spaces that only include learning resources, staff, administration, or store rooms less than 45m² each [PM_30_10_22]
- d) 1.8m in a non-ambulant Special School. [PM_30_10_22]

2.3.3.22 Where lifts are provided, the clear landing dimensions required by AD M at each level shall not reduce the minimum width requirements for circulation within the lift's vicinity, and internal finishes shall be suitable for School use. [PM_10_20_90]

2.3.4 Suites of spaces

2.3.4.1 In a Whole School Project, the School shall be designed to a standardised approach involving a number of Suites of Spaces, each of which shall contain different types of space. [PM_10_80]

2.3.4.2 In a Partial School Project, each Building shall accommodate the Suites of Spaces described in the SSB. The Suites shall vary depending on the type of school. [PM_10_80]

2.3.4.3 Whole School Projects for Primary Mainstream Schools shall provide the following Suites of Spaces, unless specified otherwise in the SSB:

- a) Early Years classrooms or playrooms and associated stores, cloakrooms, staff and kitchenette area and toilets [PM_10_80]
- b) Infant classrooms and associated stores and toilets [PM_10_80]
- c) Junior classrooms, associated stores and primary Practical spaces [PM_10_80]
- d) Assembly hall, activity studio and/or indoor dining room, associated storage and the kitchen suite [PM_10_80]
- e) Administration and main entrance. [PM_10_80]

2.3.4.4 Whole School Projects for Secondary Mainstream Schools shall provide the following Suites of Spaces, unless specified otherwise in the SSB:

- a) Classrooms and associated storage and staff spaces for subject departments such as mathematics, English, humanities and MFL [PM_10_80]
- b) Practical Teaching Spaces and associated storage, prep spaces and staff spaces for subject departments such as art, science and D&T [PM_10_80]
- c) Music rooms, music and drama classrooms and associated storage and music practice rooms [PM_10_80]
- d) Assembly hall, drama studio and associated storage [PM_10_80]
- e) Indoor dining rooms and kitchen suite, as well as any outdoor dining areas required in Annex SS1 [PM_10_80]
- f) Indoor PE (usually including a sports hall), associated storage and changing rooms [PM_10_80]
- g) Administration and main entrance. [PM_10_80]

2.3.4.5 Whole School Projects for Special Schools and Alternative Provision shall provide the following Suites of Spaces, unless specified otherwise in the SSB:

- a) Classrooms and associated storage and small group rooms and/or calming spaces, often for different Key Stages [PM_10_80]

- b) Practical Teaching Spaces (for food, science etc.) and associated storage [PM_10_80]
- c) Assembly hall, activity studio and/or indoor dining room, associated storage and the kitchen suite [PM_10_80]
- d) Administration and main entrance. [PM_10_80]

2.3.4.6 In any Whole School Project, there shall also be a number of Balance Areas not included in the Suites of Spaces, including library (or Learning Resource Centre), SEN resource areas, medical spaces, therapy spaces and toilets. [PM_10_80]

2.3.4.7 Where a Designated Unit or Specially Resourced Provision is described in the SSB as part of a Mainstream School, there shall be a further Suite of Spaces for additionally resourced SEN(D) pupils listed on School-specific Annex SS1. [PM_10_80]

2.3.4.8 The following requirements shall be met in conjunction with any more detailed requirements set out in School-specific Annex SS1 and the SSB:

- a) in Secondary Schools, staff accommodation within teaching Suites of Spaces, such as workrooms and pastoral offices, shall be located to facilitate passive (informal) supervision of the suite and preferably any space outside toilets [PM_10_80]
- b) teaching storage in any Suite of Spaces (in addition to local storage in furniture) shall be designed to be in secure, enclosed and separate store rooms of the area required in School-specific Annex SS1, except in Primary and Special School classrooms where the teaching storage opening off the classroom may be in a storage bay, provided it is divided by a curtain and the area is additional to that of the classroom itself [PM_10_80]
- c) storage space shall be provided for personal items, such as coats and bags, Mobility Equipment and other appliances. These spaces are identified in School-specific Annex SS1 and shall be additional to, and not impede, circulation space, although they will often be directly 'off' the circulation route [PM_10_80]
- d) in a Special School a convenient and secure store shall be provided for Mobility Equipment, where listed in School-specific Annex SS1 [PM_10_80]
- e) any Suite of Spaces shall include an accessible toilet if the Suite of Spaces is in a separate building or some distance from other toilet provision. [PM_10_80]

2.3.4.9 Assembly halls provided shall be designed to accommodate assemblies, religious worship and examinations, presentations, and activities for large groups such as projects for a year group and shall be able to be used outside the school day for events such as performances and parent evenings. [PM_10_80]

2.3.4.10 In New Buildings the Contractor shall also consider the following points:

- a) Classrooms, General Teaching and Practical Teaching Suites of Spaces, together with differing levels of support spaces, need to be accommodated within adaptable zones. These zones shall have a depth of 7.8m (from internal face of external wall

with windows to internal wall) and an uninterrupted length such that a number of rooms of differing sizes and types can be accommodated. [PM_10_80]

- b) Classrooms, General Teaching and Practical Teaching spaces shall be standardised sufficiently so that the function of these spaces can be altered to suit changes in pupil numbers or curriculum need, without structural change. [PM_10_80]

2.3.5 Classroom suites (primary mainstream)

2.3.5.1 Any classroom suites for a Mainstream Primary School shall comprise classrooms and Practical Teaching spaces as listed in School-specific Annex SS1. [PM_10_20_90]

2.3.5.2 Where classroom suites include the option of shared teaching areas, they shall be able to accommodate a broad range of teaching activities. [PM_10_80]

2.3.5.3 Classroom suites shall be designed to suit the age range of the pupils using them. [PM_10_80]

2.3.5.4 The requirements for services are specified in Technical Annex 1A and School-specific Annex SS1, but shall typically include power, ICT Infrastructure and water. ICT Infrastructure locations shall be designed in conjunction with the Employer and the Trust to support the equipment to be installed. [PM_10_20]

2.3.5.5 Any classroom suite provided shall include, unless specified otherwise in School-specific Annex SS1:

- a) storage space for coats and bags [SL_90_50_19]
- b) storage for Teaching Resources, directly off the classroom [SL_90_50_18]
- c) in suites for Early Years, supervisable toilets and (where included in School-specific Annex SS1) a hygiene room, immediately adjacent to classrooms [SL_35_80]
- d) small group rooms - discrete, enclosed, quiet spaces for learning support within easy reach of classrooms [SL_25_75_80]
- e) direct access to Early Years Outdoor Class Spaces for Nursery and Reception pupils. [SL_25_10_61]

2.3.6 General teaching suites (secondary mainstream)

2.3.6.1 Any Suites of General Teaching Spaces provided for a Mainstream Secondary School shall accommodate a range of General Teaching activities and subjects and provide a registration base. [PM_10_80]

2.3.6.2 Any General Teaching suite provided shall include, unless specified otherwise in School-specific Annex SS1:

- a) General Teaching Stores, close to the General Teaching Spaces [SL_90_50_87]
- b) a staff work room, typically Department based [SL_90_20_86]

2.3.6.3 Any sixth form provision provided shall meet any requirements described in the SSB and as shown in School-specific Annex SS1. [PM_10_20_90]

2.3.6.4 Some Schools with a sixth form (usually those with a large post-16 cohort) shall have a distinct General Teaching suite accommodating teaching and study activities as well as providing a registration, and perhaps, social base for sixth form pupils. More commonly, sixth form seminar rooms shall be distributed around the General Teaching suites with study areas attached to the library. Where the SSB requires a distinct sixth form General Teaching suite, it shall be supported by storage and toilet facilities. Alternatively, sixth form seminar rooms shall be distributed around the General Teaching suites with study areas attached to the Learning Resource Centre. [PM_10_80]

2.3.7 Classroom suites (special and alternative provision)

2.3.7.1 Any classroom suites in a Special School or Alternative Provision shall comprise the Teaching spaces listed in School-specific Annex SS1. [PM_10_20_90]

2.3.7.2 If required in the SSB, a School with Secondary-age pupils shall have a distinct Practical Teaching suite (see section on [Practical teaching suites \(secondary special\)](#)). [PM_10_80]

2.3.7.3 Any classroom suites shall be designed to suit the age range of the pupils and their SEND as described in the SSB. [PM_10_80]

2.3.7.4 The requirements for services are specified in Technical Annex 1B and School-specific Annex SS1, but shall typically include power, ICT Infrastructure and water. ICT infrastructure locations shall be designed in conjunction with the Employer and the Trust to support the equipment to be installed. [PM_10_20]

2.3.7.5 Any classroom suite provided shall include the following support spaces, unless specified otherwise in School-specific Annex SS1:

- a) storage space for coats and bags and, where required, Mobility Equipment or other aids [SL_90_50]
- b) General Teaching Stores, close to the classroom or, if required in the SSB, adjacent [SL_90_50_87]
- c) small group rooms - discrete, enclosed, quiet places for learning support, behaviour management or private counselling - within easy reach of classrooms or, if required in the SSB, adjacent [SL_25_75_80]
- d) direct access to Early Years Outdoor Class Spaces for Nursery and Reception pupils and, if required in the SSB, for older pupils. [SL_25_10_61]

2.3.8 Practical teaching suites (secondary mainstream)

2.3.8.1 Any Practical Teaching suites for a Mainstream Secondary School shall comprise Practical Teaching Spaces listed in School-specific Annex SS1 which shall be serviced, at least with power and water, as identified in Technical Annex 1A. [PM_10_20_90]

2.3.8.2 Practical Teaching Spaces in New Buildings and Remodelled Area shall have the shape and proportions to allow flexibility in the range of possible FF&E layouts. [PM_10_80]

2.3.8.3 Practical Teaching Spaces provided shall have enough space around FF&E for pupils to work safely, according to the requirements of Technical Annex 3. [PM_10_20_90]

2.3.8.4 Practical Teaching Spaces shall be designed to meet any requirements in Annex SS1 School-specific SoA and ADS and to support safe practices. [PM_10_80]

2.3.8.5 Any Practical Teaching suite shall include the following support spaces, unless specified otherwise in School-specific Annex SS1:

- a) teaching stores (additional to storage in furniture in the room itself) adjacent to the Practical Teaching space, for resources and (where specified in School-specific Annex SS1) for work in progress [SL_90_50_87]
- b) preparation/storage rooms to service science, D&T workshops and food rooms [PM_10_80]
- c) learning resource spaces such as kiln rooms (kilns shall not be in the teaching space itself) and small group rooms. [PM_10_80]

2.3.8.6 Any Practical Teaching Spaces provided for working with wood, metals, plastics and other materials shall have Local Exhaust Ventilation, in accordance with the requirements of Technical Annex 2F on Local Exhaust Ventilation (LEV) systems and School-specific Annex SS1. [Ss_65_40_33_48]

2.3.8.7 Any Suite of Spaces provided for science shall have centrally positioned preparation room(s) on each floor, facilitating the convenient delivery of hazardous materials and to reach all science teaching spaces. [SL_25_80_75]

2.3.8.8 The location of science preparation room(s) shall not limit the adaptability of laboratories. [SL_25_80_75]

2.3.8.9 Separate, secure storage shall be provided for hazardous chemicals and other dangerous material, in a dedicated chemical store adjacent to and accessed from the science preparation room. [SL_90_50_13]

2.3.8.10 Any central science preparation room shall be provided with a fume cupboard of the ducted type, fixed in position. [Pr_60_65_31_76]

2.3.8.11 Any fume cupboards provided in science laboratories and studios shall be ducted but able to be pulled out from the wall on flexible connections for demonstration purposes. [Pr_60_65_31_76]

2.3.8.12 Fume cupboards shall be provided in the ratio 1 per 3 science laboratories and/or science studios, rounded up, and meet the ventilation requirements in Technical Annex 2F. [PM_10_20_90]

2.3.8.13 Any storage for D&T or engineering workshops provided shall be in a preparation room designed for safety, such that materials can be delivered, stored and cut to size. [SL_25_80_22]

2.3.8.14 The preparation room for D&T or engineering workshops shall be located to allow easy and level access to the Practical Teaching Spaces it serves. [SL_25_80_22]

2.3.9 Practical teaching suites (secondary special)

2.3.9.1 Practical Teaching suites in a Special School or Designated unit with secondary-age pupils shall comprise Teaching Spaces listed in School-specific Annex SS1 and shall be designed to suit the range of SEND at the School. [PM_10_20_90]

2.3.9.2 Where there are pupils working to a mainstream curriculum, the Practical Teaching Spaces shall require services and specialist furniture and equipment similar to a Mainstream School. [PM_10_20]

2.3.9.3 Practical Teaching Spaces provided in Special Schools, Alternative Provision or Designated Units shall have the flexibility to accommodate an individual's specialist equipment where necessary; and the adaptability to be used in other ways in the future. [PM_10_20]

2.3.10 Music suites (secondary mainstream)

2.3.10.1 Any Music suites shall include (unless specified otherwise in School-specific Annex SS1):

- a) secure instrument storage positioned to allow access from a circulation area [SL_90_50_27]
- b) music practice rooms easily accessed and supervised from the main music rooms [SL_25_75_55]
- c) one large music practice room, designed to accommodate a drum kit, located to minimise disturbance and directly accessible from a circulation area. [SL_25_75_55]

2.3.11 Hall and performance suites (secondary mainstream)

2.3.11.1 In any Whole School Project for a Secondary School, an assembly hall and performance suite shall be provided, easily reached from the main entrance and reception, dining and kitchen suite and other support spaces. [PM_10_20]

2.3.11.2 Any assembly hall and associated support spaces for secondary pupils shall include, unless specified otherwise in School-specific Annex SS1:

- a) a main assembly hall with either retractable bleacher seating and a floor-level performance area or a floor-level seating area and a permanent raised stage area (unless specified otherwise in the SSB; any Secondary School of less than 900 places shall be provided with a stage and any Secondary School of 900 places or more shall be provided with retractable bleacher seating) [SL_25_10_05]
- b) an adjacent smaller teaching space for drama which can be used as a 'green room' for the hall, typically the drama studio [SL_25_10_24]
- c) storage spaces for equipment, furniture and costumes, which may be positioned to act as an acoustic buffer and lobby between the hall and drama spaces [SL_90_50]
- d) an adjacent lighting and audio control space which provides a view over the performance area and, if accessed from within the hall, is accessible when the bleacher seating is retracted. [SL_40_65_47]

2.3.11.3 The entrance doors from adjacent corridors into halls (and any spaces used for performance) shall be central to the side walls of the space, between the audience and performance areas. [SL_25_10_05]

2.3.11.4 Doors to stores from hall and performance spaces shall typically be in the rear corners behind the performance area providing access via the stores to the adjacent drama space. [SL_90_50]

2.3.11.5 Any rooflights provided shall be coordinated with the layout of the hall, so they are not over the performance area. [Ss_30_30_72_72]

2.3.11.6 The main assembly hall shall accommodate the maximum occupancy given in School-specific Annex SS1 and the range of activities listed in Technical Annex 1A including performance, assembly and exams. [SL_25_10_05]

2.3.11.7 The proposed furniture in a main hall shall be able to be manoeuvred into an adjacent store without difficulty. [SL_90_50_32]

2.3.11.8 The assembly hall shall:

- a) be located so that the route to the hall is clear for parents and other visitors attending in order to aid wayfinding and maintain security [SL_25_10_05]
- b) be zoned to allow for efficient heating and lighting systems, and to ensure security when other areas are not in use [SL_25_10_05]

- c) be located such that large scale sets produced in the art and/or DT facilities can be easily brought into the hall [SL_25_10_05]
- d) have appropriate sanitary provision including accessible facilities, in close proximity and in the same zone for easy access during after school events. [SL_35_80]

2.3.12 Dining and kitchen suite (including assembly halls in primary, special and AP)

2.3.12.1 The areas of space(s) provided for dining shall be as identified in School-specific Annex SS1 and shall be designed to accommodate any catering arrangements of the School set out in the SSB. [PM_10_20_90]

2.3.12.2 Any specific requirements given in the SSB, including whether dining shall be dispersed around the School rather than in a single location shall be accommodated. [PM_10_20_90]

2.3.12.3 Where required, the areas to be used for dining shall be designed to allow other functions to take place, with the internal environment designed to cater for any different activities specified in the SSB. [PM_10_80]

2.3.12.4 Where an assembly hall is used for a wide range of activities such as performance and PE, as well as dining (most often in a Primary School or a Special School), such spaces shall be designed to be able to accommodate all activities specified. [SL_25_10_05]

2.3.12.5 As well as responding to any specific requirements in the SSB, the design shall be developed to ensure that any area provided for dining shall:

- a) in a Whole School Project, be easily accessible from all areas, conveniently positioned in relation to the kitchen and/or serving areas, and designed so that the space can be used during timetabled lessons without disturbing pupils who are working nearby [SL_40_20]
- b) have sufficient circulation or other space next to the dining area for queuing and circulation at mealtimes, including for those using Mobility Equipment, without impinging on the dining tables [SL_40_20]
- c) have an efficient layout with adequate seating capacity. [SL_40_20]

2.3.12.6 Where an indoor dining room is required in School-specific Annex SS1, it shall be designed so that there is adequate space for serving areas and (where required) till points to service the number of diners in any sitting, as given in School-specific Annex SS1 or SSB. [SL_40_20]

2.3.12.7 Where required in the SSB or School-specific Annex SS1, the indoor dining room shall be designed to facilitate the requirements for distribution of food to informal dining spaces in other areas of the School. [SL_40_20]

2.3.12.8 Where a separate indoor dining room or informal dining space is identified within School-specific Annex SS1, it shall be provided as a discrete space to the assembly hall to enable the two areas to be used separately, for different functions, such that the activities in one do not impinge on the requirements of the other space. [SL_40_20]

2.3.12.9 Any primary circulation within or across the indoor dining room (for instance from a corridor area to the main hall) shall not be part of the dining area provided, in accordance with the area required in School-specific Annex SS1. Main circulation routes shall not run between the serveries and the area set aside for eating. [SL_40_20_42]

2.3.12.10 Where specified in the SSB, parts of the overall dining spaces shall provide privacy for those that need it. [SL_40_20]

2.3.12.11 A specialist consultant shall be involved in the design of the main kitchen/catering area and associated areas including office, toilets, changing and staff areas. [SL_35_60_14]

2.3.12.12 The specialist consultant shall liaise with the School (and its catering provider) to determine the requirements. The kitchen suite shall have:

- a) adequate but secure servicing access for deliveries of ingredients and equipment and disposal, recycling and collection of waste [SL_35_60_14]
- b) the capability to prevent unauthorised access [SL_35_60_14]
- c) minimal impact on the School's educational functions, including avoiding noises and limiting smells in adjacent areas [SL_35_60_14]
- d) durable, hygienic, easily cleanable materials (see Technical Annex 2D) [PM_10_20_90]
- e) adequate ventilation (see Technical Annex 2F) [PM_10_20_90]
- f) best practice design as described in Technical Annex 3 [PM_10_20_90]
- g) a toilet for catering staff, with a lobby between the toilet and main kitchen area providing a changing area [SL_35_80_89]
- h) a room or bay for catering staff to do admin work. [SL_20_15_59]

2.3.12.13 The kitchen shall be arranged so that its full length may be used by the servery. [SL_35_60_14]

2.3.13 Sports hall suite (secondary mainstream)

2.3.13.1 In any Whole School Project for a Secondary School, a sports hall shall be provided, along with other indoor PE spaces, such as an activity studio, as required in School-specific Annex SS1. [PM_10_20_90]

2.3.13.2 Any sports hall suite shall include changing facilities with showers for half a year group with equal and separate facilities for boys and girls in co-educational schools, located for easy access to internal and external sports spaces. In mainstream schools,

the number of shower cubicles shall be approximately one for every seven pupils in the maximum group to be accommodated in each changing room. [PM_10_80]

2.3.13.3 There shall also be accessible changing rooms for use by staff, as well as separate toilets nearby. In Special Schools there shall be an individual changing cubicle, with a shower, for every pupil in the largest class group size (typically 8). [SL_35_80_01]

2.3.13.4 Any sports hall shall be designed to allow examinations as well as sporting activities to take place, with the internal environment designed to cater for these different activities. [SL_42_40_82]

2.3.13.5 The sports facilities shall be designed to be accessed and used safely and easily by members of the community outside the school day. [SL_42_40]

2.3.13.6 Storage in PE and sport areas shall be designed to ensure that storage adjacent to the sports hall is easily accessible for storing large items of equipment. [SL_90_50_82]

2.3.14 Administration suite

2.3.14.1 Any Whole School Project shall have an administration suite including accommodation for administration staff and some senior management, such as a general office and head teacher's office, centrally located yet close to the main entrance of the School and the reception area. [SL_20_15_27]

2.3.14.2 Other staff offices shall be located locally in teaching suites, as specified in School-specific Annex SS1 or SSB. [SL_20_15_59]

2.3.14.3 Any administration suite in a New Building or Remodelled Area shall include the general office and other spaces required in School-specific Annex SS1 for this suite. [SL_20_15_27]

2.3.14.4 The main entrance used by visitors shall provide a secure entry sequence which meets the following requirements:

- a) the external doors lead into the entrance/reception area which accommodates a waiting area and space to access the reception desk, as well as the circulation route from the external doors to the internal doors leading into the School [SL_20_15_71]
- b) the confidential meeting (interview) room is directly accessible from the entrance/reception area, with an optional second door for staff use, providing this does not breach the Secure Line. The option of a second door would need to be appropriately assessed and agreed with the Employer [SL_20_15_15]
- c) the entrance/reception area is adjacent to the general office and linked by a reception desk staffed from within the office area but accessible to visitors to sign in, via a secure hatch [SL_20_15_71]

- d) the entrance/reception area and associated draught lobby is designed to ensure comfortable draught-free conditions and is separated from the rest of the School by doors which are remotely operated from the reception desk [SL_20_15_71]
- e) an accessible toilet for use by visitors is easily accessible from the entrance/reception area, either directly or (in smaller Primary Schools) close by, such that visitors can be easily escorted [SL_35_80_03]
- f) the entrance/reception is designed to accommodate displays and signage and generally create a welcoming and attractive appearance. [SL_20_15_71]

2.3.14.5 Any enclosed office with reception desk provided shall be designed such that:

- a) there is a secure means of viewing the entrance from the general office [SL_20_15_27]
- b) there is a first aid post or sick bay, for the short-term care of sick and injured pupils, adjacent to the general office for supervision, and with easy access to a toilet [SL_35_10_30]
- c) the reception desk meets the recommendations set out in BS 8300:2018 [Pr_40_30_30_71]
- d) there is an openable and lockable glazed screen into the reception area [Ss_25_10_35_35]
- e) where the general office is designed for more than four staff, the reception desk provides one workstation which is acoustically and visually screened from the rest of the general office and the balance of space accommodates the number of staff specified in School-specific Annex SS1. [SL_20_15_27]

2.3.14.6 Access to service risers within staff rooms, offices and other administration spaces shall not limit the required occupancy or furniture layout. [PM_10_20]

2.3.15 Balance areas

2.3.15.1 In a Whole School Project the design shall ensure that the School has the Balance Areas listed in School-specific Annex SS1 and described in sections [Studios and small halls \(primary\)](#) through to [Entrances and circulation](#). [PM_10_20_90]

2.3.16 Studios and small halls (primary)

2.3.16.1 Where a music and drama classroom (studio) is provided in a Primary School, it shall be designed as a flexible space that can accommodate music and drama. [SL_25_10_54]

2.3.16.2 Where an activity studio (small hall), as defined in Technical Annex 1A, is listed in School-specific Annex SS1, it shall be able to accommodate PE without apparatus and any other activities required by the SSB. [SL_25_10_01]

2.3.17 Library and learning resource centre

2.3.17.1 Any Whole School Project shall include at least one school library, in a Primary or Special School, or one learning resource centre (LRC) in a Secondary School, positioned for easy access by all pupils. [SL_25_75]

2.3.17.2 Any library or LRC provided shall be additional to learning resource areas such as small group rooms, located locally in other Suites of Spaces. [SL_25_75]

2.3.17.3 Any library or LRC provided shall be designed:

- a) to accommodate formal and informal learning including individual study (using ICT and printed material) and reading [SL_25_75]
- b) such that the location and number of data points is as indicated in [ICT design requirements](#) and the School-specific Brief [PM_10_20_90]
- c) to be accessible to all including those using Mobility Equipment [SL_25_75]
- d) to provide good sight lines for easy supervision [SL_25_75]
- e) to accommodate half a class (in a Primary School library). [SL_25_75]

2.3.17.4 In addition to the above, a Secondary School LRC shall be designed:

- a) so that mezzanine areas are avoided, unless there is a specific purpose for them that can be utilised without needing supervision from the main area [SL_25_75_45]
- b) to accommodate a whole class sitting at tables whilst part of the space remains a quiet area [SL_25_75_45]
- c) to be adjacent to sixth form and other study areas, if required in the SSB [SL_25_75_45]
- d) to have an adjacent secure store room [SL_90_50_77]
- e) to have one entrance and exit, via a book security system. [SL_25_75_45]

2.3.18 SEND, medical and therapy spaces

2.3.18.1 In any Whole School Project, medical and therapy facilities and support spaces shall be provided for SEND to include a SEN therapy/MI room and a SEND resource base and/or other small group rooms as required in School-specific Annex SS1 for small group and individual support work with pupils with SEND. These spaces should be located for easy access whilst maintaining privacy for pupils. [PM_10_20]

2.3.18.2 Any medical treatment (or medical inspection (MI) room provided shall be designed for the medical examination and treatment of pupils and shall include a sink. [SL_35_10_53]

2.3.18.3 The medical treatment (MI) room shall also be designed to enable therapy activities for pupils requiring this, when not required for its primary function. [SL_35_10_53]

2.3.18.4 The design of any Whole School Project for a Special School shall include, in addition to the above:

- a) at least one therapy room for visiting therapists to see pupils and to carry out administrative tasks, with an equipment store and an accessible toilet/hygiene room nearby [SL_35_10_88]
- b) at least one sensory room for light and sound therapy using specialist equipment. [SL_35_50_78]

2.3.18.5 In a Whole School Project for a Special School, provision shall be made for any additional spaces required in School-specific Annex SS1 or SSB, which may include:

- a) a further therapy room (for instance for physiotherapy) which shall have an accessible toilet/changing room nearby [SL_35_10_88]
- b) a soft play room which allows children to move without inhibition and fear of injury (the room should be fitted out by a specialist) [SL_40_05_81]
- c) a quiet calming space (room) which provides a quiet place, with materials, fittings and finishes chosen to safeguard against self-harm [SL_35_50_69]
- d) a medical treatment (nurse's room) which provides a hygienic environment and provides secure and appropriate storage for medicines [SL_35_10_53]
- e) a hydrotherapy pool. [SL_35_10_39]

2.3.18.6 Where a hydrotherapy pool is provided it shall be designed and installed by specialists, in close consultation with the Employer. [SL_35_10_39]

2.3.18.7 Where a hydrotherapy pool is provided, it shall be safe and accessible and designed to minimise the risk of infection. The pool area design shall have:

- a) changing rooms with showers from which pupils can move directly to the pool, with hoisted assistance [SL_90_20_13]
- b) staff changing areas, adjacent to the pool [SL_90_20_13]
- c) a separate pool plant room with a bunded area for chemical storage. [SL_90_90_64]

2.3.18.8 Pool design and water treatment and maintenance shall be in accordance with PWTAG, 'Swimming Pool Water, Treatment and Quality Standards for Pools and Spas' and the PWTAG Code of Practice. [PM_10_20_90]

2.3.19 Non-teaching storage

2.3.19.1 Central and secure lockable stores shall be provided where required in School-specific Annex SS1, for instance for cleaning materials and pupils' records. [SL_90_50]

2.3.19.2 Where there is storage for examination papers it shall be secure and meet relevant exam board criteria (Joint Council for Qualifications (JCQ) or equivalent). [SL_90_50_77]

2.3.19.3 In a Whole School Project or in any Project in which the relevant area is provided, the design shall identify the size and location of the external storage provision, including any Legacy storage identified in the SSB which can be re-used, to demonstrate that it shall provide easy access and be efficient to use. [PM_10_20]

2.3.19.4 Any store for medical gases shall be:

- a) close to its point of use with clear access for delivery [SL_55_20_34]
- b) clearly marked, ventilated in accordance with current safety standards, lockable and not vulnerable to vandalism [SL_55_20_34]
- c) located at ground level, not underground (for example in a basement) [SL_55_20_34]
- d) fitted with outward opening doors. [SL_55_20_34]

2.3.19.5 Specialist advice shall be obtained on the use and storage of medical gas cylinders where provided. [SL_55_20_34]

2.3.20 Toilets

2.3.20.1 In a Whole School Project or in any Project in which the relevant area is provided, the requirements for toilets stated in Technical Annex 2A shall be met in addition to the following requirements:

- a) the number of toilets shall be as listed in School-specific Annex SS1 [SL_35_80_89]
- b) the statutory requirements for toilets and washing facilities included in the School Premises Regulations or Independent School Standards shall be met [PM_10_20_90]
- c) the toilets shall be designed and fitted out to a standard that ensures privacy and discourages anti-social behaviour (including by use of mobile phone cameras) and vandalism [SL_35_80_89]
- d) toilets shall be located to provide easy access by pupils and allow for informal supervision by staff, without compromising pupils' privacy [SL_35_80_89]
- e) staff toilets shall be provided separately from pupils' toilets (except for shared accessible toilets) according to School-specific Annex SS1 [SL_35_80_89]
- f) where school facilities are used by the community, there shall be toilets accessible to community users without breaching School security [SL_35_80_89]
- g) on each floor, at least one of the toilets allocated for mainstream pupil use (i.e., not including accessible toilets) shall be designed and located so that it can be identified as gender-neutral for use by all pupils whilst ensuring pupil privacy. [SL_35_80_89]

2.3.20.2 In a Whole School Project, the School shall have sufficient toilets for disabled pupils, as specified in School-specific Annex SS1. [SL_35_80_89]

2.3.20.3 The School shall be designed such that any accessible toilet beyond the 'secure' line of the School shall be for the use of pupils and staff but not visitors (except after school hours). [SL_35_80_03]

2.3.20.4 Accessible toilets shall be designed to meet AD M. [SL_35_80_03]

2.3.20.5 In a Whole School Project every School shall have at least one hygiene room. In a Partial School Project, where the Project includes Nursery provision, or where it is required in the SSB, a hygiene room shall be provided. [SL_35_80_39]

2.3.20.6 In a Primary School an accessible toilet within a hygiene room can be counted as one of the accessible pupil toilets required. [SL_35_80_39]

2.3.20.7 The ceilings and/or walls and the supporting structure in hygiene rooms shall be designed to accommodate tracking for a hoist which can take the weight of a pupil (taking account of the age range at the school). [PM_35_20]

2.3.20.8 Sanitaryware should be as listed in Technical Annex 2A. [PM_10_20_90]

2.3.20.9 Where a 12m² hygiene room is required (e.g., in a mainstream Secondary School), it shall be designed to meet Changing Places: 'The Practical Guide' and shall be located for easy access by pupils and community users after hours. Where the location cannot allow easy and secure access afterhours, an additional hygiene room shall be provided for community users (for example where the sports facility is in a separate block). [PM_10_20_90]

2.3.20.10 In a Whole School Project or in any Project in which toilets are provided, the following additional requirements shall be met in relation to toilet provision in Secondary Schools:

- a) in toilet suites, hand-washing facilities shall be made visible by being located as a direct extension to the circulation space, separate from the cubicle area but without jeopardising privacy [SL_35_80_89]
- b) at least one set of toilets shall be positioned to allow easy access from outdoor spaces which are used during lunch and break times and for sports events, as well as from indoor sports facilities and spaces used for examinations or performances. [SL_35_80_89]

2.3.20.11 In a Whole School Project or in any Project in which the toilets are provided, the following additional requirements shall be met in relation to toilet provision in Primary Schools:

- a) some toilets shall be easy to access from the playground [SL_35_80_89]
- b) toilets for Reception and Nursery pupils shall be adjacent to or directly off the classroom, located for easy access and supervision from the classrooms and easily accessible from the playground [SL_35_80_89]

- c) each group of toilets for Reception and Nursery pupils shall include one wider cubicle to allow staff to give assistance if required [SL_35_80_89]
- d) where there is a Nursery, the hygiene room shall double as a 'wash-down' facility for Nursery pupils which is directly accessible both from the nursery classroom and the circulation space. [SL_35_80_39]

2.3.20.12 The following additional requirements shall be provided in relation to toilet facilities in Whole School Projects for Special Schools and Alternative Provision or Designated Units, to meet the particular needs of the children at the School and the School's specified approach to managing toileting arrangements, as outlined in the SSB:

- a) there shall be sufficient hygiene rooms, each with enough space for staff to assist and a range of sanitary equipment to suit the mix of pupil disabilities [SL_35_80_39]
- b) there shall be a toilet facility available on arrival into the School Building [SL_35_80_89]
- c) a unisex accessible toilet shall be provided close to the main entrance to allow a carer of either sex to provide assistance [SL_35_80_03]
- d) extract ventilation shall be in line with the requirements in Technical Annex 2F [PM_10_20_90]
- e) in all-age schools, there shall be separate facilities for primary-age and secondary-age children [SL_35_80_89]
- f) for Early Years pupils, toilets and hygiene area(s) shall be located directly off the classroom [SL_35_80_89] [SL_35_80_39]
- g) there shall be a self-contained laundry, where specified in School-specific Annex SS1. [SL_30_60_47]

2.3.20.13 Accessible toilet and hygiene facilities in Special Schools shall be conveniently dispersed around the School, with suitable way-finding and clear sightlines. [PM_10_20]

2.3.21 Server room and hub rooms

2.3.21.1 Refer to the section on [ICT design requirements](#) for 'Server and Hub Rooms'. [SL_90_90_77]

2.3.22 Entrances and circulation

2.3.22.1 The layout of any New Building shall be clearly organised and work efficiently to enable ease of circulation for pupils, visitors and staff, and to aid orientation and ease of movement to external areas, particularly in the event of an emergency. This shall be achieved through the design of the Building and not just rely on signage. [PM_10_20]

2.3.22.2 In designing any New Buildings, or carrying out works to relevant Remodelled Areas, the following requirements shall be met:

- a) the main entrance shall be clearly defined, accessible and secure [PM_10_80]

- b) the Building shall provide shelter at principal entrances in line with AD M [PM_10_20_90]
- c) unauthorised access to the main School Buildings shall not be possible beyond the main entrance lobby, with visitors being subject to access control operated from the general office [PM_10_80]
- d) the main entrance, any main pupil entrance, and any community entrance shall be through a draft lobby to avoid draughts and heat loss from the Building [PM_10_80]
- e) all New Buildings shall be fully accessible to all people including those with impaired movement or other disabilities, in line with AD M. [PM_35_50_01]
- f) people with disabilities shall be able to use the same entrances and circulation routes as able-bodied users and sufficient space shall be provided on either side of doors to allow for operation by Mobility Equipment users [PM_35_50_01]
- g) corridors shall be of a suitable width as defined in the section on [Dimensions and proportions](#) [SL_90_10_15]
- h) stairways shall meet the requirements of the section on [Internal stairs and guarding](#) [SL_90_10_87]
- i) all relevant fire legislation shall be adhered to, allowing safe egress from the Building in the event of a fire, taking account of any bag and coat storage pegs located off circulation areas (where this is agreed by the Employer). [PM_35_30_28]

2.3.22.3 In a multi-storey New Building, the design shall ensure that every space in the Building is accessible to all. [PM_35_50_01]

2.3.22.4 In a multi-storey Refurbished Building, all the pupils shall be able to access every type of space in the Building, to ensure that all the pupils have full access to the curriculum. [PM_35_50_01]

2.3.23 Passive supervision

2.3.23.1 The design of New Buildings and Remodelled Areas shall allow for passive supervision, and the design of any New Buildings shall ensure that the following requirements are met:

- a) internal glazed screens are provided in staff work rooms and offices, as set out in Technical Annex 2D. These shall be located to allow passive supervision of corridors and staircases [PM_10_80_75]
- b) internal glazed screens are provided to all teaching or learning spaces, to give views into the teaching area and passive supervision to any parts of corridors or circulation where this cannot be achieved through staff work rooms or offices [PM_10_80_75]
- c) unsupervised areas are immediately adjacent to (and visible from) main circulation routes, and close to staff areas where possible, including open washing areas in toilets, wheelchair/appliances bays, open lobby areas into the sides of halls,

waiting areas in front of lifts and secondary corridors to smaller rooms.

[PM_10_80]

- d) vision panels in the door leaf are provided as identified in Technical Annex 2D. [PM_10_20_90]
- e) toilet suites are planned so that the hand-washing areas can be seen from the circulation space without jeopardising privacy [PM_10_80]
- f) toilet areas for Early Years are visible from the teaching areas. [PM_10_80]

2.4 External space and grounds

2.4.1 Overview

2.4.1.1 The landscape design shall ensure that external spaces provided are as listed in School-specific Annex SS1 and meet the requirements in Technical Annex 1C, Technical Annex 2B, the requirements within this section and the SSB. [PM_10_20_90]

2.4.1.2 The design of external spaces in a mainstream school shall also follow the guidance in Building Bulletin 103: 'Area guidelines for mainstream schools' (BB103), where applicable. [PM_10_20_90]

2.4.1.3 The design of external spaces in special schools, AP, designated units or SRP shall also follow the guidance in and Building Bulletin 104: 'Area guidelines for SEND and alternative provision' (BB104), where applicable. [PM_10_20_90]

2.4.1.4 In a Whole School Project on a new or existing Site, the site layout shall be designed to:

- a) provide a safe and attractive environment for children and young people, offering a variety of different settings for sports, outdoor teaching, social and recreational activities [PM_10_80]
- b) provide secure play areas relative to the needs of the different age ranges of pupils and satisfying the School's safeguarding policies [PM_10_80]
- c) provide facilities for physical and non-physical activities to meet pupils' needs [PM_10_80]
- d) maximise opportunities for passive supervision, making positive use of overlooking, interaction and encounters with staff and other pupils [PM_10_80]
- e) take account of climate change adaptation measures in planning transitional and external spaces, to reduce internal temperatures and provide outdoor shelter (traditional spaces include unheated atria, covered walkways, covered verandas and porches) [PM_40_20_85]
- f) where required to achieve net zero carbon in operation, external structures shall have a dual purpose as defined in Technical Annex 2B. [PM_10_20_90]

2.4.1.5 Where any outdoor spaces required are to be sheltered, this can be provided by suitable vegetation as well as by structures. [SL_25_10_61]

2.4.2 Typical organisation

2.4.2.1 In any Whole School Project, the following types of outdoor space shall be included, to accommodate the formal curriculum and the informal and social activities of pupils, as outlined in the SSB:

- a) Outdoor PE including hard surfaced areas marked out for games such as netball and tennis, and soft surface sports pitches to meet the School's curriculum needs [SL_42_15]
- b) Informal and Social Areas, including soft grassed/planted areas, hard surfaced recreational space, areas for formal learning activities to meet the School's curriculum needs and Early Years Outdoor Class Space [SL_40_55]
- c) Habitat Areas, including supervised spaces and resources for teaching and learning to meet the School's curriculum needs [SL_32_80]
- d) Non-net Site Areas; such as access areas (including emergency access), cycle routes, roads, delivery areas, and bin storage areas, drop-off and parking. [SL_80_35_20] [SL_80_35] [SL_50_40_72] [SL_90_10_24] [SL_80_45_01] [SL_80_45_59]

2.4.2.2 In any Partial School Project, outdoor space shall be provided:

- a) to ensure appropriate access to the Buildings included in the Works, as defined in the section on [Site access](#) [SL_80_35_63]
- b) to replace or relocate any outdoor spaces or facilities affected or removed due to the proposed Works, including play equipment and outbuildings [SL_40_55]
- c) to deliver an Early Years Outdoor Class Space adjacent to any Early Years classrooms provided where required in the Refurbishment Scope of Works (RSoW). [SL_25_10_61]

2.4.2.3 The layout of any external spaces should allow for some overlap in the use of these areas. For example, the spaces around hard surfaced games courts may be used for informal and social activities. [PM_10_80]

2.4.2.4 The design and layout of external areas shall follow any hierarchy of outdoor sports facilities identified in the SSB. [PM_10_80]

2.4.2.5 The design and layout of external areas shall provide for any facilities identified in the SSB for pupils with SEN, especially in Special Schools. [PM_10_80]

2.4.3 Outdoor PE

2.4.3.1 Hard-surfaced areas for games courts, and adjacent or overlapping skills practice areas, shall accord with any requirements identified in Technical Annex 1C and the SSB. [SL_42_15_59]

2.4.3.2 Where several courts are provided, these shall be combined, wherever possible, into multi-use games courts. These shall have appropriate dimensions to suit a wide range of sports, as set out in Technical Annex 1C. [SL_42_15_55]

2.4.3.3 Where the SSB requires some sports to have a higher priority, this shall affect the markings and dimensions required. [SL_42_15_59]

2.4.3.4 Grass areas for pitches, athletics and multi-purpose PE shall meet the requirements in Technical Annex 1C and the SSB, and:

- a) have sufficient pitch margins built into the design to ensure pupil safety and allow for some pitch locations to be moved annually to reduce wear [SL_42_15]
- b) be designed and constructed to a standard that allows the use specified in the SSB for the School's year-round curriculum needs [SL_42_15]
- c) be economic to maintain, with easy access for maintenance equipment (and for irrigation if needed) [SL_42_15]
- d) be located and orientated to suit the activities. [SL_42_15]

2.4.3.5 Artificial grass pitch surfaces shall be as specified in Technical Annex 1C and selected for ease of maintenance. The type of use will determine:

- a) performance, safety and durability criteria [SL_42_15_04]
- b) slip resistance and abrasiveness [SL_42_15_04]
- c) wear resistance. [SL_42_15_04]

2.4.3.6 Best practice for sub-structure preparation, cultivation, topsoil storage and placement, and for the alleviation of compaction during construction, shall be followed for all areas to be grassed. [SL_42_15]

2.4.3.7 Any grassed areas provided for PE shall be capable of sustaining both summer and winter pitches and overlapping Summer pitches, such as cricket and rounders, and athletics facilities such as running tracks. [SL_42_15]

2.4.3.8 Specialist advice shall be sought, for example an Agronomist, to ensure an adequate pitch construction is provided. [PM_10_20]

2.4.3.9 If new or extended pitches are provided to replace existing, they shall be designed and drained to be 'like for like'. [PM_10_20]

2.4.3.10 Pitches and courts that are going to be used by the community shall be sized in accordance with the relevant parameters detailed within Sport England 'Comparative Sizes of sports Pitches and Courts (Outdoor). [PM_10_20_90]

2.4.3.11 Pitches and courts that are going to be used by the community shall allow after-hours access in accordance with any requirements in the SSB and any Planning requirements. [SL_42_15]

2.4.3.12 Where any existing outdoor PE facilities are used by the community, the existing support facilities shall be retained, such as parking, access routes and lighting.

[PM_10_20]

2.4.3.13 New or additional facilities including floodlighting shall be provided where required in the SSB. [PM_10_20_90]

2.4.4 Hard and soft informal and social areas

2.4.4.1 Any informal and social areas provided shall cater for pupils according to their age and needs. [SL_40_55]

2.4.4.2 The following areas shall be provided:

- a) a School Playground, marked out for activities such as informal team games, with an enclosed area if ball games could cause harm to pupils in adjacent spaces [SL_40_55_36]
- b) areas of shade for summer months which can be achieved through several existing mature tree canopies or a permanent shade structure which covers a similar area to the tree canopy [SL_40_55]
- c) Early Years Outdoor Class Spaces for Nursery and Reception class pupils, with direct access from classrooms or playrooms [SL_25_10_61]
- d) supporting hard informal and social areas where required in the SSB, or where already provided in a Whole School Project, such as outside classrooms in Key Stage 1 (KS1) or outdoor dining space in Secondary Schools. [SL_40_55_36]

2.4.4.3 Playgrounds provided for a Mainstream School shall be laid out to avoid small, enclosed spaces and areas that make supervision difficult. [PM_10_80]

2.4.4.4 School playgrounds shall be of a size and shape to accommodate a typical range of playtime games and allow supervisory staff to deal quickly with any instances of bullying or undesirable behaviour. [PM_10_80]

2.4.4.5 In Primary Schools in particular, playgrounds shall be accessed easily by pupils, but located so that activities do not disturb teaching in ground floor classrooms or in outdoor areas directly outside classrooms such as Early Years Outdoor Class Space. [PM_10_80]

2.4.4.6 External play equipment shall be provided where play equipment areas are required in Annex SS1 School specific SoA and ADS. [PM_10_20_90]

2.4.4.7 Any outdoor FF&E provided shall be positioned for ease of access and supervision, and to minimise the risk of theft and vandalism. [PM_10_80]

2.4.4.8 The specification and location of seating in social areas shall be as Technical Annex 1C and enable use by pupils with physical disabilities and be suitable for the age range. [PM_10_20_90]

2.4.4.9 Soft informal spaces shall provide for areas of biodiversity through the incorporation of tree planting for shading playgrounds and rain gardens to absorb surface rainwater, thus increasing areas for socialising, play, exploration and learning. [PM_10_80]

2.4.5 Habitat areas

2.4.5.1 In Whole School Projects, suitable outdoor spaces shall be included to provide various teaching and learning resources across the whole curriculum in accordance with any areas identified in the SSB, depending on the School's curriculum and the natural opportunities of the Site. [SL_32_80]

2.4.5.2 A portion of the habitat area shall not be developed but provide a framework to allow schools to develop parts of their grounds gradually in the future, with the participation of pupils. [SL_32_80]

2.4.5.3 Any planted areas shall as a minimum conserve (and enhance) biodiversity and be designed to allow site management without the use of hazardous pesticides. [SL_32_80]

2.4.6 Paths, roads and delivery areas

2.4.6.1 The design shall ensure that:

- a) any access roads and turning areas provided are of a width and geometry to ensure easy and safe access to all vehicle parking areas and delivery points without risking the safety of pupils, staff or visitors to the School [SL_80_35]
- b) any pedestrian routes and cycle routes provided are clearly distinguished from vehicular access routes, and that they are obvious, well-lit and visible, with clear lines of sight [SL_80_35_63]
- c) paths used for both pedestrians or cyclists are adequately dimensioned, and marked to show a separation [SL_80_35_63]
- d) account is taken of any local requirements specified in the SSB. [SL_80_35]

2.4.6.2 In Whole School Projects or where required as part of a Partial School Project, access and turning facilities shall be provided to suit delivery and refuse vehicles, buses and cars for staff and visitors. [PM_10_20]

2.4.6.3 Appropriate advice shall be sought in respect of road widths, turning radii and construction from the relevant statutory bodies. [PM_10_20]

2.4.6.4 Roadways shall be arranged to eliminate reversing movements in the vicinity of pupils. [SL_80_35]

2.4.7 Drop-off and bus turn-around provision

2.4.7.1 In Whole School Projects or where required as part of a Partial School Project, the design shall ensure that:

- a) a clear drop-off point is provided at the main school entrance area that is acceptable to Highways and Planning Authorities [SL_80_10_94]
- b) the boarding and disembarkation of school buses is sited away from other traffic movements [SL_80_10_94]
- c) any pickup/drop off area is visible from the highway to enable drivers to estimate whether there is space for them to enter [SL_80_10_94]
- d) car parking and the pick-up/drop off area are not the main features of the vista of the Site. [SL_80_10_94]

2.4.7.2 Whole School Projects for Special Schools, or a Mainstream School with a Designated Unit, shall have dedicated vehicle drop-off areas of a size and location to meet the School's arrangements set out in the SSB. [SL_80_10_94]

2.4.7.3 Non-ambulant Special Schools shall have covered access from the vehicle drop-off place to the pupil entrance. [SL_80_10_94]

2.4.8 Cycle storage and parking

2.4.8.1 Any cycle storage and parking areas shall be designed so that:

- a) cycle storage is easily accessible to cyclists without crossing vehicular routes wherever possible and includes a means of securing bikes [SL_90_50_17]
- b) cycle storage is located so that it is overseen from buildings, ideally including from the school office [SL_90_50_17]
- c) parking is segregated from other traffic movements [SL_80_45_59]
- d) the number of parking spaces shall be minimised meeting any planning requirements and any other requirements specified in the SSB [SL_80_45_59]
- e) the parking area is carefully positioned so as not to dominate the main arrival area and entrance points around the Building, while being open and visible, where possible, from the School [SL_80_45_59]
- f) separate bays are provided for disabled users and visitors. [SL_80_45_01]

2.4.9 Outbuildings and enclosures

2.4.9.1 In Whole School Projects or in any Project in which the relevant area is provided, external storage shall be provided, in simple, secure outbuildings giving protection from weather and wildlife, for the following:

- a) external sports equipment, near to outdoor sports facilities if listed in Annex SS1 School-specific SoA and ADSs [SL_90_50_82]
- b) examination furniture, where required in the SSB [SL_90_50_32]

- c) waste materials, including facilities for separation and recycling [SL_90_50]
- d) external maintenance equipment [SL_90_50]
- e) combustible waste materials, securely located in accordance with relevant legislation. [SL_90_50]

2.4.9.2 Secure storage for goods and waste awaiting collection shall be positioned at least 10m from the outer walls of the Building or adjacent premises in a location that does not obstruct sightlines for pedestrians, drivers or cyclists and which negates the need to impede footpaths or roadways with temporary storage of bags or containers. [SL_90_50]

2.4.9.3 Where it is not possible to locate the secure storage 10m from the outer walls of the Building or adjacent premises, the design shall still comply with the fire safety management responsibilities of the Regulatory Reform (Fire Safety) Order 2005. [PM_10_20_90]

2.4.9.4 Any existing outbuildings or external storage used by the School that are affected by the Works shall be relocated or re-provided as part of the Works. [SL_90_50]

2.4.9.5 In Whole School Projects or where required as part of a Partial School Project, simple, secure enclosures giving protection from weather and wildlife, shall be provided for any plant. [SL_90_90]

2.4.10 Groundworks and surfacing

2.4.10.1 A detailed soil condition analysis shall be undertaken of the areas to be used for outdoor PE to enable provision of pitches capable of sustaining both summer and winter use. [PM_30_20_33]

2.4.10.2 Specialist advice shall be sought to ensure an adequate pitch construction is provided. [PM_10_20]

2.4.10.3 Any hard-surfacing materials used shall meet the standards relevant to the proposed use. [PM_10_20_82]

2.4.10.4 Refer to Technical Annex 2B for suitable surfacing options for different external contexts. [PM_10_20_90]

2.4.11 Fencing, balustrading and guarding

2.4.11.1 Any fencing provided shall meet the standards relevant to the proposed use included in Technical Annex 1C. [PM_10_20_90]

2.4.11.2 Refer to Technical Annex 2B for suitable fencing options for different external contexts. [PM_10_20_90]

2.4.11.3 All external guarding provided shall meet the requirements of AD K and BS 6180:2011 'Barriers in and about buildings'. See Section 8.4 on Barriers, Balustrades and Guarding in Technical Annex 2B. [PM_10_20_90]

2.4.12 Minimum life expectancy

2.4.12.1 The Minimum Life Expectancy requirements set out in Table 4 shall be met. [PM_35_10_47]

Element	Element Name	Minimum Life Expectancy (Years)
External Space	Roads and paving	40
External Space	Fencing	15
External Space	Hard Surfaced play areas	20
External Space	External Furniture	10
External Space	Door Barriers	20

Table 4 Minimum Life Expectancy for external space

2.5 External fabric

2.5.1 General requirements

2.5.1.1 The design of both New Buildings and Renewed elements in Refurbished Buildings shall meet the requirements in Technical Annex 2C and the requirements within this section. [PM_10_20_90]

2.5.1.2 The external fabric and structure shall also meet the following requirements:

- a) robust materials and finishes are used that are resilient and durable and provide protection against potential malicious or physical abuse [PM_35_10_25]
- b) Fabric First principles are followed, through minimising the use of all resources, reducing the demand for energy and water use during the Works Period and in use, minimising waste and carbon dioxide emissions during the Works Period and in use, achieving low elemental U-values through insulation optimisation, and maximising air tightness [PM_35_10_60]
- c) products and materials are used that comply with The Montreal Protocol and with British Standards or equivalent European industry standards as amended [PM_10_20_90]

- d) designs are certified by an independent structural engineer and meet the requirements of Building Regulations AD A and BS EN Standards [PM_10_20_90]
- e) certification is provided that the design has been carried out in accordance with Structural Engineering Eurocodes, their relevant National Annexes and the design recommendations in Annex A of BS EN 1991-1-7:2006 [PM_10_20_90]
- f) for structurally insulated panel systems and other large panel wall systems, certification is required for:
 - i) hollow core beams spanning onto wall panels [PM_10_20_82]
 - ii) prevention of progressive collapse for a Type IIB building [PM_10_20_82]
 - iii) means of support for services to be fixed to timber roof cassettes. [PM_10_20_82]

2.5.1.3 Products and materials shall not be specified that:

- a) are known within the UK and/or European Union at the time of specification to be deleterious to the environment, and/or health and safety, or diminish the durability of other structures, finishes, plant and/or machinery [PM_10_20_82]
- b) are on the lists of banned materials available from the [European Commission website](#) or the [Health and Safety Executive website](#) [PM_10_20_82]
- c) contain substances that deplete the ozone layer, as identified by the United Nations Development Programme. [PM_10_20_82]

2.5.1.4 All materials shall be selected with due regard to their suitability for purpose and performance, durability, ease of maintenance and repair, resistance to accidental or malicious damage and to their environmental impact. [PM_10_20_82]

2.5.1.5 The materials used shall also take account of any local requirements or planning conditions specified in the SSB. [PM_10_20_82]

2.5.1.6 Robust materials and finishes shall be used that stand up well to the heavy use typical of a School and the prevailing weather conditions. [PM_35_10_25]

2.5.1.7 In non-ambulant Special Schools particular account shall be taken of safety and hygiene. [PM_10_20_82]

2.5.1.8 The possibility of accidental or deliberate damage including the wear and tear caused by Mobility Equipment shall be considered. [PM_35_10_25]

2.5.1.9 The effect that certain colours, patterns and textures can have on some people shall be considered. [PM_10_20_82]

2.5.1.10 The higher risk of harm and infection for the most vulnerable children and young people (refer to the SSB) shall be considered. [PM_10_20_82]

2.5.2 Roofs

2.5.2.1 Any roof system and associated rainwater goods provided shall meet the following requirements:

- a) flat roofs are capable of being overlaid, over-coated, upgraded or Replaced without difficulty and without adversely affecting the deck below [PM_10_20]
- b) roof construction and design addresses movement, compatibility of components and lightning protection [PM_10_20]
- c) appropriate measures are taken to deter animals or birds from sheltering under overhanging eaves and canopies [PM_10_20]
- d) rainwater pipes are detailed and arranged so that they prevent climbing, are easy to maintain, have uniform finishes and do not show signs of oxidation on their external surfaces at completion, and are robust enough to withstand accidental damage (for instance from ladders) during maintenance works, as well as vandalism. [PM_10_20]

2.5.2.2 Plant shall not be located on roofs or on exposed plant decks unless it is enclosed and protected from severe weather and shall be in accordance with Technical Annex 2F and any local requirements or planning conditions specified in the SSB. [PM_10_20_90]

2.5.3 External walls

2.5.3.1 External walls shall be constructed to be secure, robust, vandal resistant and suitable for use in their proposed location. [PM_35_10_25]

2.5.3.2 Materials selected shall require minimal maintenance and periodic cleaning to avoid future disruption to the School. [PM_80_10_50]

2.5.3.3 Where external walls are provided in areas subject to vehicle movement, they shall incorporate additional measures to protect the façade from damage. [PM_35_10_25]

2.5.3.4 Modular green walls for facades are not acceptable. Self-clinging, non-aerial rooting climbing plants supported by cables and/or a wire trellis system attached to the facade shall be considered. [PM_10_20]

2.5.4 External doors and windows

2.5.4.1 The positions of external doors, windows and vents shall be coordinated with the ventilation strategy and shall be in accordance with Technical Annex 2F. [PM_10_20_90]

2.5.4.2 The positions of external doors, windows and vents shall ensure compliance with Technical Annex 2E. [PM_10_20_90]

2.5.4.3 Measures shall be taken to reduce the effects of direct sunlight and glare through external glazing to satisfy the requirements outlined in Technical Annex 2E.

[PM_10_20_90]

2.5.4.4 Ironmongery, shading and ventilator actuators shall be robust, tamperproof and be easy to operate from floor level. [PM_35_10_25]

2.5.4.5 Any specific requirements for ironmongery for Special Schools identified in the SSB shall be met. [PM_10_20]

2.4.5.6 Windows, vents and shading shall be designed and constructed to:

- a) provide sufficient light and natural ventilation (or supplement other ventilation as required [PM_10_20]
- b) be of a type that does not create a noise nuisance [PM_10_20]
- c) take account of the acoustic requirements and have regard to local acoustic conditions [PM_35_60]
- d) be safe in closed or open positions, and not be hazardous to persons passing by windows internally or externally [PM_35_50]
- e) be safe in operation [PM_35_50]
- f) prevent children from falling out at all levels [PM_35_50]
- g) require minimum maintenance to avoid future disruption to the School [PM_80_10_50]
- h) not compromise the security of the Building. [PM_10_20]

2.5.4.7 External doors provided shall:

- a) be robust enough to withstand the heavy use typical of a School, require minimal maintenance, be weatherproof, and maintain the safety and security of the facility [PM_35_10_25]
- b) consider the different ages and abilities of all users [PM_10_20]
- c) be vandal-resistant and incorporate appropriate controls and/or fittings to discourage misuse, but afford safe operation and adequate security [PM_35_10_25]
- d) allow disabled access, including access for motorised electric wheelchairs [PM_35_50_01]
- e) have locking requirements that are appropriately suited such that the number and complexity of lock suiting is minimised. All such proposals are to be agreed with the School and Employer during the CEM process. [PM_10_20]

2.5.4.8 External doors and windows shall comply with BB93. [PM_10_20_90]

2.5.5 Minimum life expectancy

2.5.5.1 The Minimum Life Expectancy requirements set out in Table 5 shall be met for any external fabric provided. [PM_35_10_47]

Element	Element Name	Minimum Life Expectancy (Years)
Structure	Foundations	50
Structure	Slab	50
Structure	Walls	50
Structure	Upper floors	50
Structure	Roof structure	50
Structure	Structural frame	50
Structure	Stairs	50
Underground drainage	Pipes, inspection chambers	60
External envelope	Roof covering	30 years and easily overlaid, over-coated, upgraded or replaced without affecting the roof structure below
External envelope	External walls / cladding	40
External envelope	Windows and external doors	25
External envelope	Rooflights	25
Rainwater disposal installations	Rainwater pipes, hoppers and gutters	25
Canopies	Frame and roof covering	20

Table 5 Minimum Life Expectancy for external fabric

2.6 Internal elements and finishes

2.6.1 General requirements

2.6.1.1 The design of any internal elements and finishes shall meet the requirements in Technical Annex 2D to assess, measure and mitigate the following:

- a) the acoustic performance of internal elements and in an integrated way and shall satisfy Building Bulletin 93: 'Acoustic design of schools – performance standards' (BB93) and clause 2.7.6 [PM_35_60]
- b) safety and hygiene including specific focus on SEND provision [PM_10_20]
- c) to prevent surfaces, fabric and fittings from being damaged by accidental and deliberate impact from teaching, maintenance and Mobility Equipment [PM_35_10_25]
- d) the effect that certain colours, patterns and textures have on building users [PM_10_20]
- e) the higher risk of harm and infection for the most vulnerable. [PM_10_20]

2.6.2 Internal walls

2.6.2.1 New or Replaced partition walls shall be in accordance with as a minimum designed to the OS requirements. The acoustic performance shall comply with BB93 and be developed in accordance with the intended use of the adjacent space. [PM_35_60]

2.6.2.2 The finishes of all internal walls, including the internal face of external walls, shall be adequately protected from damage, especially areas vulnerable to impact by mobility and teaching equipment e.g., corners of main corridor routes. [PM_10_20]

2.6.3 Internal doorsets

2.6.3.1 The materials and finishes used for new internal doorset shall be:

- a) suitably robust for normal school use and perform their necessary protective and decorative functions [Ss_25_30_20_25]
- b) from sustainable sources, and able to be recycled at the end of the product's life [Ss_25_30_20_25]
- c) suited to the capability of the user (in terms of dexterity, strength and visual acuity) in accordance with AD M [Ss_25_30_20_25]
- d) non-reflective so as not to affect those with visual impairments and limit their ability to use the doorset, in accordance with AD M. [PM_10_20_90]

2.6.3.2 Measures shall be in place to prevent damage to faces and edges of doors provided, especially areas vulnerable to impact by mobility and teaching equipment, in high traffic areas or when there is regular movement of equipment and materials, for example in kitchens, workshops and laboratories, or in non-ambulant Special Schools. [Ss_25_30_20_25]

2.6.3.3 New doors shall be wide enough to allow Mobility Equipment access (where specified in School-specific Annex SS1), with good visibility maintained on both sides of the door. [Ss_25_30_20_25]

2.6.3.4 Vision panels, as required in Technical Annex 2D, shall be fitted in all door leaves wider than 450mm, except those leaves on door sets leading into changing rooms;

medical inspection rooms; plant rooms; service ducts; and store rooms.

[Ss_25_30_20_25]

2.6.4 Internal door hardware

2.6.4.1 The following general requirements shall be met in any new doorsets or Replaced doors:

- a) hardware shall provide functionality and performance of that doorset and not undermine the performance of the doorsets to which they are fitted
[Ss_25_38_20_20]
- b) doors to rooms, stores etc shall be lockable, with a suited manual key system, unless specified otherwise within the SSB [Ss_25_38_20_20]
- c) lock suiting shall be developed to minimise the number of suites to those considered essential to manage the access and lock down to the School
[Ss_25_38_20_20]
- d) all hardware including door closers and door seals shall take account of the age of the pupils operating the doors [Ss_25_38_20_20]
- e) all proposals shall be agreed with the School and Employer during the CEM process. [PM_10_20]

2.6.4.2 Access control devices shall:

- a) not undermine the performance provided by the doorsets on which they are fitted
[Ss_75_40_02]
- b) not inhibit escape in the case of a fire or other emergency [Ss_75_40_02]
- c) comply with relevant directives for electronic devices [Ss_75_40_02]
- d) be able to be operated by disabled users [Ss_75_40_02]
- e) offer appropriate durability [Ss_75_40_02]
- f) offer the range of functionality required [Ss_75_40_02]
- g) be repairable or replaceable [Ss_75_40_02]
- h) all lock suiting and access control proposals are to be agreed with the School and Employer during the CEM process. [PM_10_20]

2.6.5 Internal stairs and balustrades and guarding

2.6.5.1 The planning and design of any stairway shall:

- a) contribute to an efficient and balanced circulation provision, with enclosed fire escape stairs being available for normal use (unless otherwise agreed with the Employer) [EF_35_10_40]
- b) take account of the effect of the staircase locations on potential future expansion
[EF_35_10_40]
- c) provide fire escape stairs with a level exit directly to the outside of the Building
[EF_35_10_40]
- d) minimise travel times between lessons [EF_35_10_40]

- e) minimise congestion by being sized to enable the efficient flow of pupils and staff, in both directions, during class changeovers [EF_35_10_40]
- f) allow carry-down evacuation for Mobility Equipment users where necessary [EF_35_10_40]
- g) assist navigation and wayfinding around the building [EF_35_10_40]
- h) be easy to find and clearly differentiated [EF_35_10_40]
- i) meet the requirements of Section 6 on Internal Stairs, Barriers, Balustrades and Guarding in Technical Annex 2D. [PM_10_20_90]

2.6.5.2 External staircases are not permitted except when refurbishing Existing Buildings, if there is no alternative, and between changes in roof level for maintenance. [PM_10_20_82]

2.6.5.3 Prevention from falling shall be addressed in the design of staircases and guarding. [PM_35_50]

2.6.6 Floor finishes

2.6.6.1 The choice and installation of any new floor finish shall comply with the following requirements in all internal areas of the Buildings, in addition to any required in the SSB:

- a) Resilience - floor finishes shall support the FF&E listed in Technical Annex 3 and School-specific Annex SS1 and are able to withstand pedestrian traffic without deformation or permanent marking. [Ss_30_42]
- b) Resilience - floor finishes shall accommodate thermal and structural movement in both the finish and the sub-floor. [Ss_30_42]
- c) Continuity - there are minimal joints, and flush joints between different finishes. [Ss_30_42]
- d) Cleaning - the ease and frequency of cleaning is considered, as well as the level of hygiene required. [Ss_30_42]
- e) Suitability - the finish including texture and colour is suitable for the age and needs of pupils including those with SEND. [Ss_30_42]
- f) Safety - including slip resistance where specified in Technical Annexes 1A and 1B or School-specific Annex SS1. [Ss_30_42]

2.6.6.2 Suitable barrier matting shall be provided at all external entrances to remove dirt and moisture from the soles of shoes and wheeled traffic. [Ss_30_42]

2.6.6.3 Server room and hub rooms shall be provided with antistatic flooring and all extraneous metal parts, including door frames, shall be electrically earth bonded. See section on [Server rooms and hub rooms](#). [Ss_30_42]

2.6.7 Ceilings and soffits

2.6.7.1 The following requirements shall apply to all internal areas of New Buildings and in any Replaced ceilings:

- a) any finishes to the soffit do not compromise the thermal performance of the surface in relation to the radiant heat exchange [Ss_30_47]
- b) services and horizontal surfaces are accessible for cleaning [Ss_30_47]
- c) ceilings within toilets and changing rooms are robust, moisture resistant, easy to clean and inaccessible to pupils [Ss_30_47]
- d) ceilings within showers, Changing Places rooms and drying areas are robust monolithic, moisture resistant, easy to clean and inaccessible to building users [Ss_30_47]
- e) where equipment or plant is located within a false ceiling, a suitable, robust, permanent means of access for maintenance is provided [Ss_30_47]
- f) any joints or holes in precast floor systems are to be filled and sealed and left smooth. [Ss_30_47]

2.6.7.2 In Special Schools and Alternative Provision, any additional requirements specified in the SSB shall be met. [PM_10_20]

2.6.8 Decorations and finishes

2.6.8.1 In all internal areas of the Buildings, decorations and finishes shall:

- a) be suitable for the activities taking place in the area, and for the age and any special needs of the occupants [PM_80_10_30]
- b) take account of safety [PM_80_10_30]
- c) be able to withstand heavy use typical of a School [PM_80_10_30]
- d) be easy to clean and maintain, such that light surface markings can be removed with warm water and a mild detergent; and such that special cleaners and solvents are only required to remove indelible stains [PM_80_10_30]
- e) contribute to the level and quality of light in a space and ensure visual comfort, with any concrete soffits painted white, and comply with the requirements of Technical Annex 2E [PM_10_20_90]
- f) have VOC limits that comply with Schedule 2 of the 'Volatile Organic Compounds in Paints, Varnishes and Vehicle Refinishing Products Regulations 2012', SI 1715, 2012; for example, water-borne one pack performance coatings with a maximum VOC content of 140g/l of ready-to-use product [PM_80_10_30]
- g) be resilient to impact (robustness rating greater than severe) [PM_80_10_30]
- h) take account of finishes in reverberation calculations. [PM_80_10_30]

2.6.8.2 Decoration and finishes shall not be left in a rough, unfinished condition following completion of the Works. [PM_10_20]

2.6.8.3 Account shall be taken of the requirements of pupils with SEND and all those with disabilities, such as providing suitable colour schemes, textures and contrasts on walls, floors, stairs and doors to assist those with visual impairments to orientate themselves. [PM_10_20_82]

2.6.8.4 Where children are especially vulnerable to infection, all surfaces shall be smooth and easy to clean to minimise the collection of dust and pathogens. [PM_80_10_30]

2.6.8.5 Anti-bacterial coatings shall be provided where there are pupils with health problems. Any specific requirements shall be given in the SSB. [PM_80_10_30]

2.6.9 Wayfinding and signage

2.6.9.1 In New Buildings, the wayfinding system shall be designed to guide visitors from the Site boundary to an individual building and then a particular room, displaying only the level of information required at each decision point. [Ss_40_10_20_96]

2.6.9.2 In Whole School Projects, the main site entrance sign and external directional signage shall be provided to give wayfinding guidance to pedestrians and vehicles, especially for visitors, directing them from the site entrance (via visitor parking if arriving by car) to the main reception. [Ss_40_10_20_96]

2.6.9.3 Site signs shall give clear indications of directions for all users, including those new to the School, and shall define the purpose of the Buildings, providing reassurance and confirmation that they are moving in the right direction. [Ss_40_10_20_96]

2.6.9.4 Signs shall clearly identify assembly points, public and staff parking, externally accessed stores and plant rooms, delivery routes, restrictions and limitations, warnings and hazards etc. [Ss_40_10]

2.6.9.5 For New Buildings and Refurbished Buildings, the Contractor shall provide internal directional signage from the main building entrances and arrival points at each level (including lifts and stairs) to guide users. [Ss_40_10_20_96]

2.6.9.6 Signage shall inform people of which department, room, facility etc is on each floor, as well as informing them which floor they are currently on. [Ss_40_10_20_96]

2.6.9.7 Room numbering shall be provided in logical blocks, using the building layout and architecture to provide suitable sequenced areas. [PM_10_20_82]

2.6.9.8 Signs shall be provided for every room and space as agreed with the School or detailed in School-specific Annex SS1 or the SSB. [PM_10_20_90]

2.6.10 Sanitaryware

2.6.10.1 All sanitaryware provided shall meet the specification detailed in Technical Annex 2A and School-specific Annex SS1. [PM_10_20_90]

2.6.10.2 The needs of pupils with SEND described in the SSB shall be addressed. [PM_10_20_82]

2.6.10.3 All serviced sanitaryware shall be integrated with the artificial lighting in the Building as defined in Technical Annex 2E. [PM_10_20_90]

2.6.10.4 All serviced sanitaryware shall be integrated with the power and other systems in the Building as defined within this Generic Design Brief and Technical Annexes 2F and 2G, and it shall be clear where the responsibility lies for the various fitting and connections in each case. [PM_10_20_90]

2.6.10.5 All sanitaryware that incorporates water and drainage shall be installed to ensure hygienic conditions and the effective disposal of wastewater and all liquid waste from the School. [Ss_40_15_75]

2.6.10.6 Any sanitaryware provided shall:

- a) be manufactured from durable materials, and easy to clean and maintain [PM_35_10_25]
- b) be suitable for different ages and any special needs as detailed within the SSB [PM_10_20]
- c) meet the Minimum life Expectancy requirements in Table 6 and ensure minimum inconvenience and disruption from breakdowns, repairs and maintenance activities [PM_35_10_47]
- d) be simple in construction, to reduce maintenance and replacement costs [PM_80_10_50]
- e) for adjustable fittings, be easy to operate (but difficult to misuse), repair or replace [PM_80_10_50]
- f) be housed in such a way that it is easy to access or remove for maintenance purposes. [PM_80_10_50]

2.6.11 Minimum life expectancy

2.6.11.1 The Minimum Life Expectancy requirements are set out in Table 6 for any internal element provided. [PM_35_10_47]

Element	Element Name	Minimum Life Expectancy (Years)
Internal partitions	Non-loadbearing partitions	30
Internal doors	Internal doors	20
Internal ironmongery	Internal ironmongery (including finger guards)	10
Fire roller shutters	Between the School kitchen servery and hall and School reception hatch if required by	20

	Building Control (may need to be fire-rated depending on the fire strategy)	
Internal guarding	Internal Guarding to stairs and ramps	20
Finishes	Floor finishes	10
Finishes	Decorations	5
Finishes	Tiling	15
Finishes	Ceiling finishes (suspended and plasterboard)	20
Finishes	Sanitary fittings	20
Finishes	Integrated plumbing system (IPS)	15

Table 6 Minimum Life Expectancy for internal elements and finishes

2.7 Internal environmental conditions

2.7.1 Overview

2.7.1.1 The design of the internal environmental conditions of all spaces shall meet the requirements in Technical Annex 2E, Technical Annex 2F, Technical Annex 2G, Technical Annex 2H, Technical Annex 2I and Technical Annex 2J, Building Bulletin 93: 'Acoustic design of schools – performance standards' (BB93) and the requirements within this section. [PM_10_20_90]

2.7.2 Daylight and electric lighting

2.7.2.1 The quality of light provided shall support a positive teaching and learning environment. [PM_10_20_82]

2.7.2.2 Any lighting system provided shall:

- a) create a sufficient, effective and pleasant visual environment whilst minimising glare [PM_10_20]
- b) meet the needs of pupils with SEND as required in the SSB [PM_10_20]
- c) exploit energy saving opportunities without compromising the quality of the visual environment [PM_10_20]
- d) employ low maintenance solutions. [PM_10_20]

2.7.3 Specialist lighting

2.7.3.1 Refer to the SSB to identify any specific lighting requirements. [Ss_70_80]

2.7.3.2 Where lighting is designed by a specialist (such as theatre lighting), the Contractor shall:

- a) provide infrastructure as required by the specialist [Ss_70_80]
- b) provide general lighting to the entire space [Ss_70_80]
- c) ensure the Contractor's design is coordinated with the specialist's design. [Ss_70_80]

2.7.3.3 All stage lighting system in any school hall or drama studio shall be provided in accordance with Technical Annex 2E. [PM_10_20_90]

2.7.4 Thermal comfort

2.7.4.1 All spaces provided shall be designed to meet the design criteria for thermal comfort set out in Technical Annex 2F. [PM_10_20_90]

2.7.4.2 All parts of New and Refurbished Buildings shall comply with the temperature requirements given in Technical Annex 2F. [PM_10_20_90]

2.7.4.3 For summertime thermal comfort, an Overheating Risk Assessment (ORA) of free running designs shall be carried out by following the procedure set out in Technical Annex 2F. [PM_10_20_90]

2.7.4.4 All heating systems shall be designed and installed to limit the maximum internal temperatures in line with Technical Annex 2F. [PM_10_20_90]

2.7.4.5 For wintertime thermal comfort, all heating systems shall be designed and installed to ensure that the minimum temperatures are in line with the design conditions set out in Technical Annex 2F. [PM_10_20_90]

2.7.4.6 All systems provided to control thermal comfort for SEND pupils shall be designed and installed in accordance with Technical Annex 2F and such that:

- a) they consider any specialist requirements of the pupils described in the SSB [PM_35_10_13]
- b) they do not have a detrimental effect on the learning environment of the pupils [PM_35_10_13]
- c) they provide a safe and secure environment for the occupants. [PM_35_10_13]

2.7.5 Indoor air quality

2.7.5.1 The indoor air quality shall be in line with Section 5 on Ventilation of General Teaching Spaces and Learning Resource Areas, Section 6 on Ventilation for Particular

Areas and Activities and Section 7 on Specialist Ventilation Systems of Technical Annex 2F. [PM_10_20_90]

2.7.5.2 As required by Technical Annex 2F, systems shall be provided to monitor indoor air quality and systems shall be designed and installed to effectively control the indoor air quality within the spaces. [PM_10_20_90]

2.7.5.3 The following aspects of indoor air quality shall be effectively controlled in all spaces, in accordance with Technical Annex 2F:

- a) odour control [PM_35_70_94]
- b) carbon dioxide content [PM_35_70_94]
- c) particulate and/or pollution control [PM_35_70_94]
- d) dust, moisture and fumes [PM_35_70_94]

2.7.5.4 Dedicated local exhaust and local extract ventilation shall be provided as required by Technical Annex 2F. [PM_10_20_90]

2.7.5.5 Systems shall be provided to monitor and control the indoor air quality for SEND pupils and shall be designed and installed in accordance with Technical Annex 2F, such that:

- a) they consider the specialist requirements of the pupils as described in the SSB [Ss_75_70_54_05]
- b) there is no detrimental effect to the learning environment of the pupils [Ss_75_70_54_05]
- c) they provide a safe and secure environment for the occupants. [Ss_75_70_54_05]

2.7.6 Acoustics

2.7.6.1 The design of all spaces in both New and Refurbished Buildings shall:

- a) comply with the sound insulation, reverberation time, and indoor ambient noise levels in BB93 unless agreed with the Employer [PM_35_60]
- b) comply with BB93 for speech intelligibility and STI standards in all open plan teaching areas unless alternative performance standards (APS) are proposed and agreed with the Employer [PM_35_60]
- c) consider site and internal room layouts, the provision of noise attenuation barriers and the choice of ventilation systems [PM_35_60]
- d) accommodate the needs of pupils with SEND such as hearing impairments or communication difficulties. [PM_35_60]

2.7.6.2 Acoustic absorption shall be provided in corridors, entrance halls and stairwells. The amount of absorption required shall be calculated according to AD E, Section 7. This describes two calculation methods (A and B) for controlling reverberation in the common internal parts of domestic buildings. Either of these methods can be used to determine

the amount of absorption required in corridors, entrance halls and stairwells in schools. [PM_35_60]

2.7.6.3 [The Institute of Acoustics \(IoA\) / Association of Noise Consultants \(ANC\) guide](#) on how to achieve the Standards in BB93 should be considered. [PM_10_20_90]

2.7.6.4 The Contractor shall liaise with the Employer on the specification of data projectors, ICT equipment, process extract and local exhaust equipment and other equipment that the School shall be running during teaching activities in order to limit the operational background noise levels in accordance with Section 2.21 of the IoA/ANC guide. If a School has Legacy equipment which would result in excessive background noise levels in teaching and learning spaces, the Contractor shall advise the Employer how to improve the performance of spaces, for example by fitting acoustic absorption and acoustic barriers or by providing partial enclosures. [PM_35_60]

2.7.6.5 For spaces and internal walls in Refurbished Buildings, there shall not be an entitlement to any lower performance standard than those given for refurbishment in BB93, other than in exceptional circumstances. [PM_35_60]

2.7.6.6 A full Alternative Performance Standard (APS) shall be put forward to the Employer in accordance with BB93, clearly outlining the practical implications of the suggested alternative. [PM_35_60]

2.7.6.7 Information shall be provided as described in BB93 to demonstrate compliance with the acoustic standards in Section 2 of BB93. [PM_35_60]

2.7.6.8 Information to be provided as described in BB93 to demonstrate compliance with acoustic standards shall include plans, construction details, material specifications, and calculations, as appropriate for each area of the School. [PM_35_60]

2.7.6.9 Information demonstrating compliance with acoustic standards shall be included in the acoustics section of the Environmental Strategy Report, as required in the DfE's EIR, and shown on acoustics drawings and calculations for Building Control approval. [PM_35_60]

2.7.6.10 Pre-completion and post-completion testing shall be carried out in accordance with the [ANC Good Practice Guide for the Acoustic Testing of Schools](#) published by the Association of Noise Consultants, as required under the Information Deliverables. [PM_35_60]

2.7.6.11 For Special Schools, Designated Units, SRP or where a need it identified in the SSB, acousticians and audiologists specialising in hearing impairment and teachers of the deaf shall be consulted to identify the needs of the pupils. The solution(s) to meeting these needs shall be agreed with the Employer. Specialist provision such as radio aids or similar shall be provided by the Contractor where needed. [PM_35_60]

2.8 Building services - common principles

2.8.1 Overview

2.8.1.1 The design of Building Services shall meet the requirements in Technical Annex 2E, Technical Annex 2F, Technical Annex 2G, Technical Annex 2H, Technical Annex 2I, Technical Annex 2J and the requirements within this section. [PM_10_20_90]

2.8.1.2 The Building Services systems shall:

- a) be designed and installed to be effective, safe, clean and hygienic for all users [PM_40_30_52]
- b) be easy to use and avoid complex systems that require specialist maintenance [PM_40_30_52]
- c) be energy efficient in line with current best practice [PM_40_30_52]
- d) be zoned in accordance with Technical Annex 2I. [PM_10_20_90]

2.8.1.3 The use of passive measures shall be considered before active measures are proposed as part of the integrated building design. [PM_40_20_85]

2.8.1.4 The requirements listed above shall be included in the Environmental Strategy Report, in accordance with the Information Deliverables. [PM_40_20_85]

2.8.1.5 The distribution of services throughout shall provide flexibility for future refurbishment, expansion and renovation. [PM_10_20_82]

2.8.1.6 The services distribution shall allow ease of access for maintenance. Where services are exposed, they shall be fully co-ordinated to ensure the aesthetics of spaces are not negatively impacted and to reduce the risk of personal injury, vandalism and harm. [PM_80_10_50]

2.8.1.7 The Building Services engineering design and installation shall:

- a) take account of the requirements of the end users and occupants, including those with SEND [PM_40_20_42]
- b) be robust [PM_35_10_25]
- c) be tamperproof and not easily vandalised or adjusted to the detriment of the system, users or Building itself. [PM_35_10_25]

2.8.1.8 Any utility services shall follow best practice guidance and be compliant with all relevant legislation and regulations including the 'Environmental Protection Act 1990'. [PM_60_60_26]

2.8.1.9 All authorities shall be notified in accordance with their regulations, obtaining any required approvals for the installation and negotiating new provisions where required to meet the Employer's Requirements. [PM_40]

2.8.1.10 Utility company infrastructure work requirements shall be complied with, including undertaking any necessary reinstatement, protection or diversions of existing services within the Site with minimal disruption to services, surrounding public and School activities. [PM_35_10_60]

2.8.1.11 Any incoming utility supplies shall run within the Site boundary and shall be routed in accessible locations throughout the Site. [En_90_90_80]

2.8.1.12 Incoming services shall be installed from the Site boundary to the School Building to follow roadways, paths etc. [En_90_90_80]

2.8.1.13 Routing of incoming services across sports fields shall be avoided. [En_90_90_80]

2.8.1.14 Any electrical substations and gas meter houses shall be located on the Site boundary in an accessible, unobtrusive and convenient location to allow for out of hours access by the utility companies. [En_90_90_80]

2.8.1.15 Liaison shall be undertaken with the utility companies to ensure that the locations and design of the substations and gas meter housings are in line with the utility suppliers' specific requirements. [En_90_90_80]

2.8.2 Refurbishment requirements

2.8.2.1 Works to Building Services systems in Refurbished Buildings shall satisfy the requirements of the Refurbishment Scope of Works (RSoW) and take account of:

- a) health and safety issues [Ac_10_70_70]
- b) maintenance and condition issues [Ac_10_70_70]
- c) an energy audit to improve energy performance [Ac_10_70_70]
- d) over or under heating assessment of the Building on the Site prior to the Works [Ac_10_70_70]
- e) results of Electrical Installation Condition Report (EICR) [Ac_10_70_70]
- f) results of recent gas safety inspections. [Ac_10_70_70]

2.8.3 Minimum life expectancy

2.8.3.1 The Minimum Life Expectancy requirements set out in Table 7 shall be met. [PM_35_10_47]

Element	Element Name	Minimum Life Expectancy (Years)
Building Services	Engineering services (major components)	In accordance with CIBSE Guide M table appendix 13.A1

Building Services	Catering kitchen ventilation canopy	20
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Table 7 Minimum Life Expectancy for Building Services

2.9 Mechanical services

2.9.1 Integration with existing services

2.9.1.1 Building Services systems shall be integrated with existing Site services and systems. [PM_10_20]

2.9.2 Heating and cooling systems

2.9.2.1 The requirements for heating and cooling are set out in Technical Annex 2F. [PM_10_20_90]

2.9.2.2 A heat loss assessment shall be undertaken to establish the required heating load of the Works. The predicted thermal performance of the building fabric shall meet the requirements in Technical Annex 2H and Technical Annex 2J, exceeding Part L and local planning requirements. [PM_10_20_90]

2.9.2.3 An overheating risk assessment (ORA) shall be undertaken, and from this it shall be established whether cooling and/or enhanced mechanical or natural ventilation is required within any part of the Works in accordance with the ventilation hierarchy in Technical Annex 2F. [PM_10_20_90]

2.9.2.4 The heating and cooling systems shall cater for any specialist requirements (including any highlighted in the SSB) in the proposed development including areas of high-density ICT, server and hub rooms, hydrotherapy pools in Special Schools or specialist teaching spaces. [EF_60_40]

2.9.2.5 Any heating or cooling plant and/or emitters shall be appropriately sized for the application within the proposed development. [EF_60_40]

2.9.2.6 The heating and cooling system shall be capable of intermittent operation with appropriate automation and capacity to ensure the School is raised to the design temperature by the School start time or when the students arrive following a weekend, school holiday or normal day. [EF_60_40]

2.9.2.7 The systems shall be designed and controlled to allow for flexibility in the patterns of usage of the School. [EF_60_40]

2.9.3 Ventilation systems

2.9.3.1 The requirements for ventilation systems are set out in Technical Annex 2F. [PM_10_20_90]

2.9.3.2 Note: Technical Annex 2F includes all the requirements from Building Bulletin 101 - 'Guidelines on ventilation, thermal comfort and indoor air quality in schools' (BB101). [PM_10_20_90]

2.9.3.3 Where there is any inconsistency between Technical Annex 2F and BB101, Technical Annex 2F shall take precedence. [PM_10_20_90]

2.9.3.4 Full mechanical ventilation systems shall only be considered where natural and assisted natural systems are not feasible to achieve the requirements outlined in Technical Annex 2F because of outdoor noise, pollution, security or other environmental issues. [PM_10_20_90]

2.9.4 Gas services

2.9.4.1 Any gas installation provided to serve the Works shall be designed and installed to be safe and secure and in line with the requirements in Technical Annex 2F. [PM_10_20_90]

2.9.4.2 The design and installation shall meet the requirements and guidelines set out in IGEM-UP-11 'Gas installations for educational establishments' and other applicable IGEM standards. [PM_10_20_90]

2.10 Electrical services

2.10.1 Overview

2.10.1.1 The design of electrical services shall meet the requirements for the design, installation and commissioning of the Electrical services as given in Technical Annex 2G and the requirements below. [PM_10_20_90]

2.10.2 Power, connections, supply and generation

2.10.2.1 Due allowance shall be made in the design for the safe access to, and maintenance of, all parts of the electrical installation. [PM_80_10_50]

2.10.2.2 The electrical services shall be arranged so that they do not impede access to other services. [Ss_70]

2.10.2.3 An electrical connection shall be arranged with the Distribution Network Operator (DNO) making allowance for equipment to be located on the Site if necessary. [Ss_70]

2.10.2.4 The required capacity of the new electrical supply shall be assessed with consideration to diversity factors and the anticipated load profile. [Ss_70_30]

2.10.2.5 Electrical supplies shall be of appropriate voltage and phase for the size of premises. [Ss_70]

2.10.2.6 Power factor correction equipment shall be provided to achieve the appropriate power factor with balanced loads for each phase, as necessary. [Ss_70_30]

2.10.2.7 Where the Works are Refurbished Buildings, an assessment of the capacity of the existing electrical supply shall be carried out. Where necessary, arrangements shall be made for an enhancement to the supply. [Ss_70_30]

2.10.2.8 Where it is proposed to connect to existing electrical systems, an evaluation shall be undertaken of those electrical systems, including an assessment of their capability and suitability to be connected to or modified in accordance with a valid Electrical Installation Condition Report (EICR). [Ss_70_30]

2.10.2.9 In consultation with the Employer, an assessment shall be made of potential expansion and change throughout the life of the Building and shall make appropriate provision in the design of the electrical distribution system. In the absence of guidance from the Employer, or any pupil number forecasts as part of the SSB, allowance shall be made for 10% future expansion of the School. [PM_10_20_82]

2.10.2.10 The selected energy using equipment and the electrical installation shall comply with appropriate directives and standards and be installed following good Electro Magnetic Compatibility (EMC) installation practice. [PM_10_20_82]

2.10.3 Electrical distribution and networks

2.10.3.1 The distribution strategy adopted shall be well-planned, logical, maintainable and cost effective. [Ss_70_30]

2.10.3.2 Electrical rooms and cable routes shall be determined during the early stages of the design to ensure that adequate floor space and horizontal and vertical distribution zones are provided. [Ss_70_30]

2.10.3.3 Cable containment shall be selected and arranged as EMC considerations. [Ss_70_30]

2.10.3.4 Each containment run shall carry cables of only one voltage band and cable containment shall not be suspended from other services. [Ss_70_30]

2.10.3.5 Steel cable trays, baskets, ladders and trunking shall have an appropriate finish, shall be electrically continuous where metallic and shall have fire barriers where appropriate. [Ss_70_30]

2.10.4 Lift installations

2.10.4.1 Lifts are not required for general pupil and staff movement, but for ensuring access is available to all areas by those with physical disabilities and for assisting with the distribution of furniture and equipment. [EF_80_50]

2.10.4.2 When calculating the number, size and location of lifts the following factors shall be taken into account, as well as any outlined in the SSB, the:

- a) number of children, staff and visitors expected [EF_80_50]
- b) number of pupils who shall be using wheelchairs and other aids, the size of these aids and how many shall need assistance alongside [EF_80_50]
- c) maintenance strategy i.e., action in the eventuality of breakdowns and repairs [EF_80_50]
- d) arrangements for using lifts - whether they shall be available to all occupants or restricted to disabled people (e.g., with a close proximity fob or key operation) [EF_80_50]
- e) use of the lift in the event of a fire and in response to security incident, as part of the School's planned emergency strategies. [EF_80_50]

2.10.4.3 The design and installation of any lifts shall:

- a) meet current and appropriate BS EN 81 documents [PM_10_20_90]
- b) be capable of being restricted for use by disabled pupils, staff and visitors only, using a close proximity fob or key operation [EF_80_50]
- c) contain alarm communication devices, compliant with BS EN 81-28, such that the School is aware of a trapped person and communication can be made with a 24-hour help line, via a direct link, to arrange their release [PM_10_20_90]
- d) have a lift capacity and internal finishes appropriate for their expected use [EF_80_50]
- e) have an emergency evacuation mechanism operable by school staff trained to lower it to floor level and open the lift door [EF_80_50]
- f) be energy efficient. [EF_80_50]

2.10.4.4 Any lift shall be large enough for a wheelchair user (or users if there are likely to be several users at the same time) to enter and leave the lift independently or assisted by a support worker alongside as appropriate. [EF_80_50]

2.10.4.5 Significantly larger size lifts are essential for groups of pupils in wheelchairs moving around alongside their peers. [EF_80_50]

2.10.4.6 Platform lifts shall not be used except in exceptional circumstances and with the agreement of the Employer, the following shall apply:

- a) platform lifts shall not be used in Special Schools or in Buildings over 2 storeys [PM_10_20_82]

- b) where there is agreement to use a platform lift, it shall not reduce the effective width of corridors or stairs [Ss_80_50_60_26]
- c) where there is agreement to use a platform lift, the platform lift shall have a Statement of Conformity and be compliant with BS EN 81-41 or Machinery Directive 2006/42/EC and have an enclosed lift car capable of being operated by a once applied control (i.e., not a continuous hold operation) and allow use by authorised personnel only [Ss_80_50_60_26]
- d) where there is agreement to use a platform lift, the lift shall have an emergency evacuation mechanism operable by school staff trained to lower it to floor level and open the lift door. [Ss_80_50_60_26]

2.10.4.7 The Fire Safety Management Plan for a school shall have adequate provisions and resources to be able to assist mobility-impaired people to a place of safety outside the Building. The minimum number of evacuation lifts and the minimum inner dimensions of lift cars in Mainstream Schools shall be related to the number of pupils; for Special Schools, the evacuation lift provision shall be determined on an individual basis; both shall comply with the requirements of BB100. [PM_10_20_90]

2.10.4.8 In Special Schools, any lifts shall meet the particular requirements of the School as described in the SSB. [EF_80_50]

2.10.4.9 In Special Schools, evacuation lifts shall be provided for multi-level Buildings. [EF_80_50]

2.10.4.10 In non-ambulant Special Schools, lifts shall accommodate a pupil plus their Mobility Equipment and accompanying staff. [EF_80_50]

2.10.4.11 In non-ambulant Special Schools, lifts shall be provided with very wide doors and very large lift car sizes to accommodate 'horizontal learning stations' and to ensure all children can be evacuated quickly and safely. [EF_80_50]

2.10.5 Communication systems

2.10.5.1 The requirements for period bell systems and performance audio systems, as well as emergency voice communications to meet the School's planned emergency strategies, are given in Section 3 on Communication Systems in Technical Annex 2G. The following shall also apply:

- a) period bell systems shall be installed where specified in the SSB [Ss_75_10_68_07]
- b) audio amplification systems provided by the School shall be installed in drama, dance, halls, music and performance spaces where required in School-specific Annex SS1 or the SSB [Ss_75_10]
- c) sound field systems shall be installed where required (refer to clause 2.7.6). [Ss_75_10]

2.10.5.2 An emergency voice communication system shall be provided at each fire refuge point to enable occupants to alert others that they need assistance and to receive reassurance that this shall be forthcoming. [Ss_75_50_11_27]

2.10.5.3 ICT Infrastructure shall be provided to meet the requirements set out in the section on [ICT design requirements](#). [PM_10_20_90]

2.10.5.4 For data cabling and telecommunications, when locating data points within teaching spaces, this shall take account of the teaching and learning activities proposed for each space and provide the most appropriate means of data access, including, but not limited to, dado mounted, furniture mounted, floor box mounted or wireless. [Ss_75_10_21_21]

2.10.5.5 For Special Schools, Designated Units and Specially Resourced Provision additional installations shall be provided, specific to pupils with SEND if required in the SSB, including:

- a) intercom, assistance alarms and access control systems [Ss_75_10]
- b) attack alarms and/or staff-call systems, subject to risk assessment, where staff need to call for rapid assistance. [Ss_75_50_11_25]

2.11 Public health engineering services

2.11.1 The design and installation of Public Health Engineering Services shall be in accordance with Technical Annex 2F. [PM_10_20_90]

2.11.2 Drinking water facilities and hot and cold water supplies shall comply with the School Premises Regulations. [PM_10_20_90]

2.11.3 Separate foul and rainwater drainage systems shall be designed and installed to serve the proposed development. [Ss_50_35]

2.11.4 Drainage installations shall be sufficient to accommodate the proposed level of occupancy and operate under gravity to connect to the public utility sewer, rather than utilise pumped systems. [Ss_50_35]

2.11.5 The foul and rainwater drainage systems shall be robust throughout. [Ss_50_35]

2.11.6 Systems shall be routed such that the location of pipework, downpipes and other drainage connections do not impact on the learning environment in the School. This shall include but not be limited to the acoustic breakout caused by the water within the pipework and all necessary provisions shall be made to minimise this. [Ss_50_35]

2.11.7 The design and installation of any domestic water services systems shall be provided to serve the Works to be:

- a) sufficient to accommodate the proposed level of occupancy and in line with all relevant standards and statutory requirements [Ss_55_70_38]
- b) robust [Ss_55_70_38]
- c) not routed such that the location of pipework and connections impact on the learning environment within the School [Ss_55_70_38]
- d) designed and installed to be safe, clean and hygienic for all users [Ss_55_70_38]
- e) designed and installed such that they minimise unnecessary water usage. [Ss_55_70_38]

2.11.8 Drinking water shall be provided around the School, both internally and externally and labelled. [Ss_55_70_38_15]

2.11.9 In Mainstream Secondary Schools, a water fountain shall be provided on each floor of each New or Refurbished Building, with one fountain serving a maximum floor area of 1000m². [Ss_40_15_75_25]

2.11.10 In Mainstream Primary Schools, drinking water shall be supplied to all classroom sinks via a labelled tap. In any Suite of Spaces where there are no classroom sinks, drinking water fountains shall be provided that are easily accessible to all pupils in that suite. [Ss_55_70_38_15]

2.11.11 In Special Schools and AP the type of water outlet shall be as for Mainstream Schools unless otherwise required in the SSB. Bottle fillers can be provided as an alternative. [Ss_55_70_38_15]

2.11.12 In all Schools a water fountain shall be provided in an inside area easily accessible from external areas used for play and sport, unless specified otherwise in the SSB. [Ss_40_15_75_25]

2.12 Energy

2.12.1 Overview

2.12.1.1 The design shall meet the energy requirements in Technical Annex 2E, Technical Annex 2H and Technical Annex 2I, Technical Annex 2J and Technical Annex 2K. The requirements within this section shall also be met. [PM_10_20_90]

2.12.2 Optimising energy use

2.12.2.1 Energy consumption, carbon and the operational costs of the School's Buildings shall be reduced in line with the energy efficiency hierarchy: be lean, be clean, be green, be seen. [PM_40_20_26]

2.12.2.2 The Building shall operate within the energy targets detailed in Technical Annex 2H. [PM_10_20_90]

2.12.2.3 To demonstrate compliance and aid energy efficient design decisions, two models shall be developed for New Buildings: A Concept Energy Model and a Developed Energy Model. [PM_30_30_86]

2.12.2.4 An energy performance prediction for any New or Refurbished Building shall be included in the environmental strategy report; the statement shall detail the approach to energy efficient design, analyse the results from the energy models produced and explain the energy management and targeting strategy. [PM_40_20_26]

2.12.2.5 The School's operational costs (energy and maintenance) shall not be negatively impacted by the selection of low carbon plant and equipment. [PM_10_20_82]

2.12.3 Energy targets

2.12.3.1 A Concept Energy Model shall be developed for New Buildings to ensure the Building can meet the regulated and unregulated energy as detailed in Technical Annex 2H. [PM_10_20_90]

2.12.4 Energy in refurbishment

2.12.4.1 Where the Works include Refurbished Building(s), an energy audit shall be undertaken including comparison of the existing energy usage with the predicted energy usage of the Refurbished Building to show the improvement associated with the design, in line with the requirements set out within Technical Annex 2H; this is instead of preparation of the energy models for New Buildings described in the sections on [Optimising energy use](#) and [Energy targets](#). [PM_10_20_90]

2.12.4.2 Energy audits shall comprise:

- a) identification of principal energy uses for core items and comparison against DfE energy benchmarks given in Technical Annex 2H [PM_10_20_90]
- b) analysis of data available for the main utility meters (and billing information) and sub meters [Ac_15_55_26]
- c) recommendations of the most favourable energy initiatives for the Building with a predicted simple payback of 6-8 years. [PM_40_20_26]

2.12.5 Sub-metering and zoning

2.12.5.1 Metering and sub meters shall be provided as described in Technical Annex 2I. [PM_10_20_90]

2.12.5.2 Building Services systems shall be effectively zoned to reflect the operational use of the different areas of the School development to ensure effective control and to minimise energy consumption. [PM_10_20_82]

2.12.6 In use monitoring

2.12.6.1 The iSERV methodology shall be used (currently available through K2n or similar approved system) to monitor and report on the School's energy, water, CO₂ and temperature, as described in Technical Annex 2H and Technical Annex 2I using the internet connection provided. [PM_10_20_90]

2.12.6.2 The School staff shall be trained how to use the iSERV monitoring system as part of the building performance evaluation and Soft Landings phases. [Ss_75_70_54_10]

2.12.6.3 Annual energy and water data from fiscal meters shall be provided to DfE via K2n or a similar approved platform. In order to do this the following shall take place:

- a) the Contractor shall arrange for the provision of either a Client Access Device by the Distribution Network Operator, or a direct connection to the fiscal meter or via an internet portal [Ss_75_70_54_10]
- b) the Contractor shall arrange GDPR permissions from the School for the sharing of the utility data with DfE, and with the Contractor up until the end of the defects and Soft Landings periods and provided to the Energy Supplier and DfE [Ss_75_70_54_10]
- c) the GDPR permissions shall be arranged by the Contractor with the School so that with the permission of the School, ongoing monitoring via K2n and DfE can take place after the end of the Defects Liability/Rectification Period. [Ss_75_70_54_10]

2.13 Controls and building management systems

2.13.1 General requirements

2.13.1.1 The design of any Building Services controls and Building Management Systems shall meet the requirements in Technical Annex 2F, Technical Annex 2H and Technical Annex 2I, and the requirements within this section. [PM_10_20_90]

2.13.1.2 The principal aims of the controls systems for schools shall be:

- a) the effective management of the Building Services systems installed [Ss_75_70_54_10]
- b) to maintain a comfortable environment [Ss_75_70_54_10]
- c) to manage energy consumption and minimise carbon emissions [Ss_75_70_54_10]
- d) to enable user control without undue complexity [Ss_75_70_54_10]
- e) the effective monitoring of energy consumption and associated carbon emissions. [Ss_75_70_54_10]

2.13.1.3 All controls systems shall be fully commissioned and set up effectively; all settings shall be recorded in the Operation and Maintenance documentation.

[PM_70_80_15]

2.13.1.4 The design intent of the control strategy shall be implemented through effective end user and facilities management team training through demonstrations and documentation including controls building user guides. [PM_70_85_25]

2.13.1.5 Seasonal commissioning shall be undertaken, including adjustment of the installed services settings accordingly throughout the Defects Liability/Rectification Period. [PM_40_20_15]

2.13.2 Lighting control systems

2.13.2.1 Lighting Controls shall be designed and installed in accordance with Technical Annex 2E, to effectively manage the lighting. [PM_10_20_90]

2.13.2.2 Each space provided shall have an appropriate control strategy that shall optimise the teaching and learning experience and minimise energy consumption.

[PM_40_20_26]

2.13.2.3 User override and control over all automated systems shall be designed and installed throughout. [Pr_70_70_47]

2.14 Safety and security

2.14.1 Overview

2.14.1.1 Any New Buildings, Remodelled Areas or new external works on the Site shall be designed to be safe and secure, so that pupils and staff feel safe and secure, and that all statutory requirements for fire safety and evacuation are met. [PM_10_20_82]

2.14.1.2 Whilst security of both buildings and occupants is clearly paramount it shall not be to the detriment of the overall appearance of buildings; a 'fortress' appearance should be avoided. [PM_10_20_82]

2.14.1.3 Schools need clear, well-defined and secure boundaries to help control who gains access to their sites and buildings, and to ensure that vulnerable pupils do not wander off. [PM_10_20_82]

2.14.2 Security

2.14.2.1 An Access and Security Strategy shall be produced as required in the Information Deliverables. [PM_80_50_80]

2.14.2.2 The Access and Security Strategy shall be based on a Security Risk Assessment. [PM_80_50_80]

2.14.2.3 The Access and Security Strategy shall take account of the Secure Line agreed for the School which separates members of the public from pupils. [PM_80_50_80]

2.14.2.4 The Secure Line will not necessarily be the perimeter of the Site; it may be appropriate and more economical to have an inner perimeter excluding, for example, community car parks or team game playing fields. [PM_80_50_80]

2.14.2.5 In areas with a higher security risk, it may be necessary to provide security measures for the areas outside the Secure Line such as the car park. [PM_80_50_80]

2.14.2.6 In some cases, Buildings may form part of the Secure Line. [PM_80_50_80]

2.14.2.7 The level and type of security measures shall vary from site to site and shall be appropriate to the location as well as the level and type of security risk(s). [PM_80_50_80]

2.14.2.8 The Access and Security Strategy shall take account of the merits of different types of fencing, hedges and defensive landscaping and security measures. [PM_80_50_80]

2.14.2.9 The following sections describe the normal security provision for a School. The SSB shall indicate where more complex systems may be required for higher risk schools as a result of a Security Risk Assessment: 'Secure by Design' guidance and DfE publications provide further guidance on the range of security options for areas of higher risk; and [ProtectUK | Home](#) provides guidance on increasing the protection of crowded places from a terrorist attack. [PM_10_20_90]

2.14.2.10 In Whole School Projects, the design shall:

- a) ensure that the School has clear and well-defined boundaries, fences and gates to help control who gains access to its Site and Buildings [PM_80_50_80]
- b) provide secure play areas relative to the needs of the different age groups of pupils [PM_80_50_80]
- c) meet the requirements of [Site access](#) and [Fencing, balustrading and guarding](#). [PM_10_20_90]

2.14.2.11 In New Buildings, external building security shall be enhanced by:

- a) avoiding complex building forms that may result in creating areas which cannot be easily supervised [PM_80_50_80]
- b) ensuring physical barriers do not obstruct views towards or away from School Buildings and grounds [PM_80_50_80]
- c) avoiding designs incorporating recessed doorways and alcoves that could provide cover for intruders [PM_80_50_80]

- d) positioning windows and glazing to facilitate passive supervision of external areas from inside Buildings [PM_80_50_80]
- e) designing canopies and drainpipes so that they do not provide access to high level windows and roof lights [PM_80_50_80]
- f) designing roofs and surrounding elements to prevent unauthorised access and avoid the provision of cover for intruders [PM_80_50_80]
- g) designing external walls and the materials chosen for them to prevent unauthorised access to roofs or secure/restricted areas. [PM_80_50_80]

2.14.2.12 For internal building security, any Buildings in the Works shall be capable of being zoned to isolate areas that may be used outside of the normal school day. [PM_80_50_80]

2.14.2.13 A panic alarm shall be provided for the main reception area staff and other staff as specified in the SSB. [Ss_75_50_11_25]

2.14.2.14 The system shall provide alarm indication in the general office or other staff area specified in the SSB and shall alert other staff in the event of emergencies. [Ss_75_50_11_25]

2.14.2.15 In New Buildings and Remodelled Areas, and where required in the Refurbishment Scope of Works (RSoW), the appropriate internal glazing shall be provided, as specified in Technical Annex 2D to enable passive supervision of circulation spaces from adjacent spaces. The following shall also apply:

- a) internal glazing shall comply with BS6262: Part 1:2017 - 'Glazing for buildings. General methodology for the selection of glazing' [PM_10_20_90]
- b) where safety glass is required as part of internal glazing, all safety glass in critical locations (defined in Section 5 of AD K4 Protection of Impact with glazing) shall be third-party certificated and marked in accordance with BS 6262-4; the standard requires that safety glass is indelibly marked with key information so that it is visible after installation [PM_10_20_90]
- c) where toughened glass is required for internal glazing, this shall meet the requirements of the relevant product standard, BS EN 12150 [PM_10_20_90]
- d) where toughened glass is required for internal glazing, it shall be heat soak tested to minimise the extent of NiS (Nickel Sulphide Inclusions) and other impurities, which may lead to the failure of glazed components in-situ [Ss_25_60_35]
- e) where internal glazing is included, annealed (float glass) shall not be specified in any instance [Ss_25_60_35]
- f) where internal glazing is included, all windows and doors shall retain their structural and dimensional stability over the life cycle of the component including all working parts. [Ss_25_60_35]

2.14.2.16 Security measures shall be in accordance with the requirements in the following sections of the GDB:

- a) [Site access](#) [PM_10_20_90]
- b) [Entrances and circulation](#) - for access control [PM_10_20_90]
- c) [External doors and windows](#), [Internal doorsets](#) and [Internal door hardware](#) - for doors, and locks and suiting details [PM_10_20_90]
- d) [External doors and windows](#) - for windows, glazing and roof lights [PM_10_20_90]
- e) [Non-teaching storage](#) - for secure storage [PM_10_20_90]
- f) [Wayfinding and signage](#) - for wayfinding, warning signs and notices [PM_10_20_90]
- g) [Communication systems](#) [PM_10_20_90]
- h) [Lift installations](#) [PM_10_20_90]
- i) Technical Annex 2B for fencing [PM_10_20_90]
- j) Technical Annex 2E for external and security lighting [PM_10_20_90]
- k) Technical Annex 2G for electronic security systems, including access controls, CCTV and intruder alarms. [PM_10_20_90]

2.14.2.17 Training, a Building User Guide and a logbook, in accordance with the Soft Landings protocol, shall all be provided to the relevant school users to ensure that the security system is understood. [PM_70_85_55]

2.14.3 Fire safety and evacuation

2.14.3.1 All aspects of fire safety design shall comply with the requirements of B1 – B5 of Building Regulations 2010 Part B, 'Fire Safety'. [PM_10_20_90]

2.14.3.2 Building Bulletin 100, 'Design for Fire Safety in Schools' (BB100), advises how to design School Buildings so that they satisfy Part B. BB100 is referred to in AD B, which says the design of fire safety in schools is covered in Building Bulletin 100, which shall be used. Building Bulletin 100 contains fire safety provisions that are outside the scope of the Building Regulations. [PM_10_20_90]

2.14.3.3 A Fire Safety Management Plan shall be produced, as detailed in the DfE's EiR's and as defined in clause 2.10.4.7. [PM_10_20_28]

2.14.3.4 All elements of the structure, finishes, fixtures and fittings in the Works shall comply with all relevant legislation, codes of practice and guidance. [PM_10_20_82]

2.14.3.5 Fire doors which are subject to heavy usage e.g., circulation routes, shall have the facility to be held open by electro-magnetic contacts wired into the fire alarm system (see section on [Internal door hardware](#)). [PM_35_30]

2.14.3.6 Fire stopping and fire doorsets shall only be installed by:

- a) a third-party accredited company, or [PM_35_30]
- b) a trained individual who has been assessed as competent through third-party accreditation. [PM_35_30]

2.14.3.7 All fire stopping, fire dampers and fire protection measures shall be documented using photographic records. [PM_70_15_31]

2.14.3.8 On completion, all passive protection measures installed shall be labelled, photographed, scheduled and recorded on plans by the third-party installer. [PM_70_15_31]

2.14.3.9 On Completion, the Contractor and the Employer shall have a comprehensive record and audit trail to demonstrate compliance which the end user can manage and update during the buildings' life (note: this information shall be housed within the H&S file and in the Regulation 38 Statement). [PM_70_15_31]

2.14.3.10 A fire strategy shall be agreed with the approving authorities i.e., the Local Authority Building Control or Approved Inspector. It is a requirement for the Contractor to carry out a preliminary fire risk assessment to inform the draft Fire Safety Management Plan (FSMP), the content of which should follow the guidance in the latest version of BB100. [PM_80_50_30]

2.14.3.11 For evacuation of mobility impaired pupils and staff the Building shall be designed to enable all occupants to escape unaided so far as is practicable. In multi-storey buildings evacuation lifts shall be provided rather than standard passenger lifts. The minimum number of evacuation lifts and the minimum inner dimensions of lift cars in mainstream schools shall be related to the number of pupils: [PM_80_50_30]

- a) for a school building with 749 pupils or fewer, a single evacuation lift of 1400mm x 1100mm [PM_80_50_30]
- b) for a larger school building with 750 pupils or more, a single two wheelchair lift of 2000mm x 1400mm, or two lifts of 1400mm x 1100mm adequately separated on plan [PM_80_50_30]
- c) where a multi-storey school building accommodates 1500 pupils or more, two evacuation lifts of 2000mm x 1400mm, adequately separated on plan [PM_80_50_30]
- d) evacuation lifts need not be provided in small, two-storey blocks with no more than 120 pupils on the first floor or in temporary accommodation. [PM_80_50_30]

2.14.3.12 For special schools the evacuation lift provision should be determined on an individual basis, but subject to a default minimum of:

- a) for all multi-storey special schools, a lift of 2000mm x 1400mm (internally) [PM_80_50_30]
- b) for all multi-storey non-ambulant special schools, a two wheelchair lift of 2400mm x 1400mm (internally). [PM_80_50_30]

2.14.3.13 Depending on the layout of the school, it may be necessary to provide refuges. These are places of safety where mobility-impaired people can wait until they are escorted out of the building, and these are usually in a protected stairway or lobby. They should be a minimum of 900mm x 1400mm.

2.14.4 Fire detection and alarm systems

2.14.4.1 Any fire detection and alarm systems provided shall comply with the requirements given in Technical Annex 2G. [PM_10_20_90]

2.14.5 Automatic fire suppression systems

2.14.5.1 Sprinkler or water mist systems shall be provided if specified in the SSB, if they form part of the proposed fire strategy and/or as expressly required below.

[Ss_55_30_98_85]

2.14.5.2 Sprinkler or water mist systems are expressly required in:

- a) all new school buildings that are at least 4 storeys and/or over 11m high. The height is measured from ground level on the lowest side of the building to the top of the floor surface of the top storey [Ss_55_30_98_85]
- b) all new Special School buildings and/or Alternative Provision (AP) buildings [Ss_55_30_98_85]
- c) all new boarding/residential accommodation. [Ss_55_30_98_85]

2.14.5.3 Where sprinkler or water mist systems are installed, they shall comply with Technical Annex 2G. [PM_10_20_90]

3 Fittings, furniture and equipment (FF&E)

3.1 Overarching requirements

3.1.1 This section sets out the general requirements for Fittings, Furniture and Equipment (FF&E) for all schools. It should be read in conjunction with Technical Annex 3 [PM_10_20_90]

3.1.2 Information shall be exchanged in accordance with the DfE's EIR. [PM_10_20_28]

3.1.3 Where the Project includes Supplementary Area such as a residential facility, the requirements for FF&E set out in Technical Annex 3 and in the School-specific Brief, including its Technical Annexes shall be met. [PM_10_20_90]

3.1.4 In all spaces in the Works in which FF&E is to be provided, the following requirements shall be met:

- a) FF&E items provided with similar attributes to the FF&E listed in School-specific Annex SS1 shall be approved by the Employer. FF&E shall allow the user activities listed in School-specific Annex SS1 to be carried out safely, effectively, and efficiently by the maximum number of pupils and/or staff, as shown in School-specific Annex SS1 [Ss_40_15_35_35]
- b) any FF&E provided shall meet the specifications detailed in Technical Annex 3 [PM_10_20_90]
- c) when legacy items are re-used, the Contractor shall be responsible for ensuring they are in safe working order [PM_10_20]
- d) the layout of any FF&E shall be coordinated with the Building Services, in line with the requirements in Technical Annex 3, and shall be demonstrated in an FF&E layout [PM_10_20_90]
- e) there shall be careful co-ordination between FF&E suppliers, fitters, ICT installation and mechanical and electrical (M&E) design and installations [PM_10_20_82]
- f) internal wall elevations shall be provided as part of the detailing of fitted FF&E, taking account of any preferences for teaching wall elevations identified in the SSB [PM_10_20_82]
- g) Legacy equipment requiring service connections shall be tested and certified by the Contractor before connection to fixed supply systems [PM_10_20_82]
- h) safety and ventilation systems shall be in place for gas equipment. [PM_10_20_82]

3.1.5 FF&E manufacturers used by the Contractor shall have current BS EN ISO 14001 accreditation. [PM_10_20_90]

3.2 FF&E definitions

3.2.1 FF&E comprises:

- a) fittings, including worktops, sinks etc [Ss_40_15_35_35]
- b) Fitted Furniture, which is fitted to the fabric of the Building, including under-bench cupboards [Ss_40_15_35_35]
- c) Fixed Furniture and Equipment (F&E) which is fixed to a structure for stability, including tall library shelving units [Ss_40_15_35_35]
- d) loose F&E, including chairs and tables. [Ss_40_15_35_35]

3.2.2 FF&E does not include services such as electrical outlets, public address and alarm systems, passive ICT Infrastructure such as cabling, extraction systems, and fittings such as partitioning and sanitaryware. [PM_10]

3.3 General layout requirements

3.3.1 Layouts shall demonstrate and allow for:

- a) spaces which are not cramped or overcrowded for the maximum number of pupils to be accommodated in the relevant area [PM_10_80]
- b) the School's curriculum and the activities listed in Technical Annexes 1A and 1B and School-specific Annex SS1 [PM_10_20_90]
- c) a number of different settings to suit different teaching styles and the educational objectives of the School [PM_10_80]
- d) more than one teaching position, where possible or where required in the SSB [PM_10_80]
- e) good sight lines to and from the teacher and all pupils in the space [PM_10_80]
- f) all pupils to access all activities effectively and safely [PM_10_80]
- g) disabled pupils to be able to access all activities on offer in at least one space of each type or within each Suite of Spaces [PM_10_80]
- h) safe movement by pupils and easy access to fire escape routes, with no fitted F&E blocking exits [PM_10_80]
- i) the safe positioning of and use of equipment, in line with manufacturers guidance and as required in the SSB [PM_10_80]
- j) fitted F&E to be placed at 90° to windows to avoid glare, for ICT areas [PM_10_80]
- k) ICT equipment proposed for the room to be safely located with access to appropriate power and data [PM_10_80]
- l) central parts of the space to be clear for moveable items by restricting fitted and fixed F&E to the perimeter of the space [PM_10_80]
- m) easy supervision of equipment by placing them in one activity zone [PM_10_80]
- n) sufficient space for the safe operation of machinery and other equipment as defined in Technical Annex 3. [PM_10_20_90]

3.3.2 FF&E layouts shall be used to determine the optimum location of servicing outlets such as, but not limited to, gas, power and water, and to ensure that these are safely positioned. [PM_10_80]

3.3.3 In all spaces, the layouts shall illustrate that any ICT required can be accommodated. [PM_10_80]

3.4 Space-specific requirements

3.4.1 For FF&E the following requirements shall be met, as well as any outlined in the SSB. [PM_10_20_82]

3.4.2 In Practical Teaching spaces, the FF&E used, and the associated FF&E layouts shall meet the following requirements:

- a) Light Practical spaces are suitable to be used safely as registration bases [PM_10]
- b) sinks are positioned to avoid congestion when used by several pupils [PM_10_20_82]
- c) specialist fitters are used to fit specialist equipment, for example suppliers of service pedestals in science laboratories [PM_10_20]
- d) the serviced system in a science laboratory is suitable for the size and shape of the proposed science space, its service arrangement and the priorities of the School [PM_10_80]
- e) rooms provided for art shall have space for both horizontal and vertical display of two and three-dimensional work. [PM_10_80]

3.4.3 In assembly halls and other performance spaces:

- a) a number of assembly and performance options shall be possible for the given seating capacity using generic furniture and any bleacher seating provided, allowing for access and circulation [PM_10_80]
- b) specialist suppliers shall be consulted on the most appropriate location of any new audio-visual equipment [Ss_40_25_80]
- c) specialist suppliers shall be consulted on the most appropriate equipment specification and fixing method, including stage lighting bars and lanterns [Ss_40_25_80]
- d) there shall be space to manoeuvre chairs, examination tables and staging when not in use [Ss_10_80]
- e) in a performance space curtains shall form a proscenium arch and shall not block entrances and fire exits, while good sight lines are available from the audience. [Ss_40_25_80] [Pr_40_30_29_72]

3.4.4 Any new Mainstream Secondary School hall shall be provided with either: retractable bleacher seating at one end and a floor-level performance area at the other; or a permanent raised stage area, extendable by demountable staging, to provide a performance area at one end of the hall. [Ss_40_25_80]

3.4.5 Unless specified otherwise in the SSB, any Secondary School of less than 900 places shall be provided with a permanent stage. Any Special School of more than 200 pupils or Secondary School of 900 places or more shall be provided with retractable bleacher seating. [Ss_40_25_80]

3.4.6 The performance area within any Mainstream Secondary School assembly hall shall be designed to ensure that:

- a) it is the full width of the hall, accessed from doors at either side of the end wall at the appropriate height [SL_25_10_05]
- b) the end wall is behind the performance area and suitable as a cyclorama [SL_25_10_05]
- c) the minimum performance area, for assemblies, is 1.5m deep if floor-based or 2.4m deep if provided on a stage [SL_25_10_05]
- d) the maximum performance area, for major performances, is at least 6.9m deep. [SL_25_10_05]

3.4.7 Where bleacher seating is used, it shall be retractable and extend to approximately half of the length of the hall and, wherever possible, the full width of the hall, with minimal gaps at each side. [Ss_40_25_80]

3.4.8 Where bleacher seating is used, it shall be electronically operated by a hand-held control and, when retracted, fit within the storage area for retractable bleacher seating identified in School-specific Annex SS1, at the back of the hall following advice from a specialist supplier. [Ss_40_25_80]

3.4.9 Where a permanent raised stage is used, it shall provide the minimum performance area described above on a permanent stage, with stair and disabled access (for instance through a platform lift) provided to access the doors in the end wall. [Ss_40_25_80]

3.4.10 Where a permanent raised stage is used, the following FF&E shall be provided:

- a) sufficient demountable staging (or other staging options) to extend the stage to accommodate the maximum performance area set out in clause 3.4.6 (as well as other staging options) [Ss_40_25_80]
- b) demountable steps to the front of the stage [Ss_40_25_80]
- c) sufficient loose chairs to provide seating to the remainder of the hall (with aisles and a 1.8m gap between the front row and the stage). [Ss_40_25_80]

3.4.11 Where a demountable raised stage is used, the staging shall be chosen to be easily stored, with the chairs within the furniture store identified in School-specific Annex SS1 which shall open directly off the hall. [SL_90_50_32]

3.4.12 In indoor dining rooms, the FF&E and the associated FF&E layout shall demonstrate:

- a) a logical flow for pupils round the dining room from arrival, queuing to collect food (both hot and cold) eating and self-clearing (based on the number of lunch sessions), the number of pay stations (where relevant) and the hot/cold food offering split, as outlined in School-specific Annex SS1 and SSB [Ss_40_45_70_22]
- b) space for food vending trolleys and dirty/waste collection points [Ss_40_45_70_22]
- c) sufficient circulation space for pupils to move between dining tables and to enable a wheelchair user to access some tables and dine alongside other pupils [Ss_40_45_70_22]
- d) the servery tray slide to ensure an efficient service and pupils' safety [Ss_40_45_70_22]
- e) agreed seating capacity for the allocated amount of time and the number of pupils, as specified in the SSB [Ss_40_45_70_22]
- f) furniture storage provision with sufficient space around it, as required in School-specific Annex SS1. [SL_90_50_32]

3.4.13 In school kitchen spaces, the FF&E and the associated FF&E layout shall provide:

- a) catering equipment necessary for the preparation of hot and cold meals in a cost effective and efficient manner to allow the School to deliver the number of meals in accordance with the preparation model, at the frequencies specified in the SSB [Ss_40_45_37_45]
- b) a functional layout that allows for efficient operations and any special dietary requirements, by arranging the main activity areas of delivery, storage, preparation, cooking and wash-up in a logical sequence to ease workflows (further details on kitchen planning are given in Technical Annex 3) [Ss_40_45_37_45]
- c) a sensible 'flow' from the self-clearing facility to the kitchen pre-clean area and dish wash, and from dishwasher to crockery/cutlery/tray storage [Ss_40_45_37_45]
- d) high efficiency kitchen equipment, to achieve the good practice benchmarks for energy usage for schools given in CIBSE TM50 'Energy Efficiency in Commercial Kitchens', 2009. [PM_10_20_90]

3.4.14 In Secondary School learning resource centres, along with any specific requirements within the SSB, the FF&E used and the associated FF&E layout shall allow for:

- a) good sight lines from the librarian's desk, where provided, to all parts of the learning resource centre [Ss_40_25_26_47]
- b) flexibility to take on board different uses of the space in the future [Ss_40_25_26_47]
- c) low shelving or seating positioned near windows to achieve maximum benefit from natural lighting. [Ss_40_25_26_47]

3.4.15 In SEN support spaces, the FF&E used, and the associated FF&E layout shall contribute to a calming environment. [Ss_40_15_35_35]

3.4.16 Store rooms for SEN support spaces shall have enough clear space for any specialist equipment, including both Teaching Resources and aids for pupils with additional needs. [PM_10_80]

3.4.17 In store rooms, shelves shall be provided for the number and type of items to be stored therein. Space provided adjacent to shelving shall allow items to be safely manoeuvred. [Ss_40_15_35_35]

3.4.18 For coats and bags storage, including pupil lockers and coat hooks, the FF&E provided and the space in front of the lockers or hooks shall meet the following requirements:

- a) pupil storage is provided, in line with Annex SS1 and any requirements in the SSB [Ss_40_15_35_35]
- b) where coats and bags are placed in the classroom (usually in Primary or Special Schools) this shall be within the storage area listed in SS1 and shall not compromise area required for teaching [PM_10_80]
- c) lockers shall not be placed alongside guarding or balustrades, shall not restrict movement along main circulation routes and shall not be congested by creating banks of multiple units [Pr_40_30_87_48]
- d) lockers shall be positioned to avoid long travel distances between lessons and access shall not compromise the safe use of circulation space as defined in Technical Annex 3 [PM_10_20_90]
- e) lockers above 1.2m high shall be fixed to the wall and secured by the School's preferred method e.g., combination locks, as defined in the SSB. [Pr_40_30_87_48]

3.4.19 In PE changing rooms, FF&E shall be provided which allows comfortable and safe conditions for pupils. The positioning of lockers and benches shall not compromise the safe use of the space, as defined in Technical Annex 2A, Technical Annex 3 and the SSB. [PM_10_20_90]

3.4.20 Noticeboards in circulation areas shall be fitted to satisfy the requirement of Technical Annex 3. [Pr_40_30_25_58]

3.4.21 In protected corridors (those used for means of escape) noticeboards shall be fitted with a cover. The preference is for this to be top hung. [Pr_40_30_25_58]

3.5 Services within FF&E

3.5.1 General requirements

3.5.1.1 All serviced FF&E shall be integrated with the electric lighting, power and other systems in the Building. Coordination of responsibilities for fittings and connections shall be the responsibility of the Contractor. [PM_10_20_82]

3.5.1.2 All equipment requiring connection to Building Services shall be connected using an integrated and responsive system of mechanical, electrical, protective and communication installation. [PM_10_20_82]

3.5.1.3 All services and installations associated with equipment shall meet the relevant standards as outlined in Technical Annex 2F and Technical Annex 2G. [PM_10_20_90]

3.5.1.4 Pipework or cables associated with equipment shall be easily accessible for maintenance (but hidden from view wherever possible), shall not provide dust traps, and shall be protected from potential damage or vandalism. [PM_10_20_82]

3.5.1.5 Any connections, distribution systems, components and containment systems within FF&E shall be safely protected, tamperproof, correctly insulated, and free from exposed contacts and clearly labelled. [PM_10_20_82]

3.5.1.6 Specialist suppliers shall install serviced equipment, whether new or Legacy. [PM_10_20_82]

3.5.1.7 All user controls on equipment and used by Pupils shall be comprehensible and accessible. [PM_10_20_82]

3.5.1.8 All controls shall be securely fixed to the item of FF&E or the internal fabric of the Building (i.e., not remote controls) and shall not rely upon batteries for power. [PM_10_20_82]

3.5.1.9 Controls such as isolator switches on FF&E shall only enable use by authorised personnel. [PM_10_20_82]

3.5.1.10 All FF&E incorporating water and drainage (such as serviced appliances in D&T workshops, food rooms and science laboratories) shall be installed to ensure hygienic conditions and the effective disposal of wastewater. [PM_10_20_82]

3.5.1.11 Socket outlets shall be positioned away from sinks to reduce the risk of electrically powered equipment being placed in water, as required in Technical Annex 2G. [PM_10_20_90]

3.5.1.12 In food rooms, socket outlets shall be positioned to ensure that an electrical cable attached to a piece of equipment does not have to cross a hot cooking surface. [PM_10_20_82]

3.5.2 Integration with ICT

3.5.2.1 The use of new and Legacy furniture shall take account of the School's ICT solution as outlined in the SSB and School-specific Annex SS5, the cabling requirements of user devices and the link between technology and specialist equipment e.g., CAD CAM systems. [PM_10_20_82]

3.5.2.2 Where ICT furniture is provided that has not been specifically designed to accommodate computer equipment, it shall not compromise space and comfortable, effective and safe use of the technology and, where appropriate, cable management. [PM_10_20_82]

3.6 Blinds and curtains

3.6.1 In a New or Refurbished Building, blinds and/or curtains shall be provided in line with the SSB, School-specific Annex SS1 and Technical Annex 3 including:

- a) to exterior glazing and rooflights for solar glare and daylight control, as required in the section on Passive shading devices in Technical Annex 2E [Pr_30_59_07]
- b) to exterior glazing in science laboratories and science studios for dim-out during science experiments, as required in the section on Blinds and Curtains in Technical Annex 3 [Pr_30_59_07]
- c) to exterior glazing for dim-out in performance spaces, as required in the section on Blinds and Curtains in Technical Annex 3. [Pr_30_59_07]

3.6.2 Blinds or curtains shall be provided to internal glazing for dim-out, as required in Section 4.2 on Vision Panels in Technical Annex 2D. [Pr_30_59_07]

3.6.3 Blinds or curtains shall be provided to internal glazing where privacy is required, as required in Section 4.2 on Vision Panels in Technical Annex 2D. [Pr_30_59_07]

3.6.4 In a Secondary School, curtains shall be provided to form a proscenium arch at the front of the maximum performance area in a hall, as required in Section 5.2.7 on Blinds and Curtains in Technical Annex 3. [Pr_30_59_07]

3.6.5 Shower curtains shall be provided in changing rooms, as required in the section on Blinds and Curtains in Technical Annex 3. [Pr_40_30_20_78]

3.6.6 The installation within the sample room shall demonstrate the effectiveness of blinds. [Pr_30_59_07]

3.7 Performance and quality

3.7.1 General requirements

3.7.1.1 All FF&E shall be provided to satisfy the quality and performance requirements specified below and within Technical Annex 3 and the SSB to ensure it is safe.

[PM_10_20_90]

3.7.1.2 All FF&E provided shall comply with current British and, where appropriate, European Standards. [PM_10_20_90]

3.7.1.3 Certificates and reports of tests shall be carried out in accordance with the DfE's EIR. [PM_70_15]

3.7.1.4 New FF&E shall be ergonomically designed to ensure comfortable use and to meet the needs of different ages and physical abilities, as set in Technical Annex 3.

[PM_10_20_90]

3.7.1.5 External FF&E provided shall be chosen to allow a variety of layouts and easy rearrangements, including movement over distances (for example moving rugby posts to storage at the close of season), but sufficiently robust to withstand rigorous use.

[Ss_40_45_37_28]

3.7.1.6 New FF&E shall not have any sharp edges or corners that may cause injury and chairs are designed so that legs do not protrude beyond the top of the back or present a tripping hazard. [Ss_40_15_35_35]

3.7.1.7 Furniture screens shall be stable with a suitable mechanism for fixing together, lightweight enough to be re-organised quickly and easily and shall not present a tripping hazard. [Ss_40_15_35_35]

3.7.1.8 Laboratory furniture shall meet the service requirements in Technical Annex 1A and 1B and School-specific Annex SS1. [PM_10_20_90]

3.7.1.9 Laboratory furniture shall allow pupils to carry out practical activities individually, in pairs and in small groups. [Ss_40_25_75_45]

3.7.1.10 Laboratory layouts shall allow all pupils to be able to face the demonstration bench and be observed by the teacher. [Ss_40_25_75_45]

3.7.1.11 In order to allow visually impaired students to differentiate between furniture components and interior finishes they shall adopt contrasting colours. [Ss_40_15_35_35]

3.7.1.12 Where FF&E is height adjustable it shall be easily and discretely operable by the user. [Ss_40_15]

3.7.2 Fabric and materials

3.7.2.1 The fabric and materials used for FF&E shall be compliant with the requirements specified below and in Technical Annex 3, to ensure they are safe. All F&E shall provide:

- a) contrasts of colour for pupils with visual impairment, for example the carpet and the chair colour shall differ from that of tables [Ss_40_15_35_35]
- b) finishes appropriate for the activities taking place in the room [Ss_40_15_35_35]
- c) robust edging materials not susceptible to misuse [Ss_40_15_35_35]
- d) edges, corners and frames on dining tables which shall not trap food [Ss_40_15_35_35]
- e) sound absorbency necessary to meet the acoustic requirements of that space [Ss_40_15_35_35]
- f) items using low VOC materials including for cabling, paints and adhesives and manufactured to prevent 'off-gassing' pollutants like volatile organic compounds (VOC). [Ss_40_15_35_35]

3.7.2.2 The fire resistance of any F&E provided shall be compliant with current British and, where appropriate, European Standards as listed in Technical Annex 3 (and with any that are known to be due to come into force); this is particularly important where a high volume of furniture shall be stacked and stored. [PM_10_20_90]

3.7.2.3 Upholstered furniture shall meet the relevant British and European standards particularly for flammability, strength and stability and fabric wear and tear. 'Where Legacy furniture is to be transferred, it is required to be 'fire safe' for use in new buildings, in order to be re-used in a different setting. [PM_10_20_90]

3.7.3 Design life and maintenance

3.7.3.1 All FF&E provided shall be easily cleaned and maintained and all materials and components shall have a suitable design life to ensure minimum inconvenience and disruption from breakdowns, repairs and maintenance activities. All F&E provided shall:

- a) be durable and easy to maintain [Ss_40_15_35_35]
- b) be simple in construction, to reduce maintenance and replacement costs [Ss_40_15_35_35]
- c) be easy to operate where adjustable (but difficult to misuse), repair or replace [Ss_40_15_35_35]
- d) be housed in such a way that it is easy to access or remove for maintenance purposes. [Ss_40_15_35_35]

3.7.4 Warranties

3.7.4.1 All items of FF&E provided shall have warranties as set out in the DfE's EIR. [PM_10_20_28]

4 ICT design requirements

4.1 Introduction

4.1.1 This section sets out the requirements for the ICT elements of the building design and works; School-specific information, for example the type of Legacy equipment that shall be transferred, is contained within the School-specific Brief including Annex SS5. Read together, these shall provide sufficient information to develop proposals, along with other relevant sections in this Generic Design Brief (GDB), where referenced in the section. [PM_10_20_90]

4.1.2 New infrastructure, initial training, AV installation and the decant and installation of Legacy ICT equipment shall be provided. [PM_10_20]

4.1.3 Where the Project includes Supplementary Area, such as a residential facility, requirements for ICT in the GDB, and School-specific Brief, including its Annexes, shall be met. [PM_10_20_90]

4.1.4 A detailed statement applicable to all sections shall be provided showing the approach taken by the Contractor, manufacturers, distributors and installers towards carbon neutrality including, but not limited to, carbon offset, use of sustainable resources and recycling of materials. [PM_10_20_82]

4.1.5 ICT Infrastructure means:

- a) Passive ICT Infrastructure - cabling infrastructure for data and voice services, including data outlets, containment, patch panels and cabinets [Ss_75_10]
- b) Active ICT Infrastructure - network switches, routers, wireless equipment and associated technology for a whole-school wired and wireless network [Ss_75_10]
- c) Telephony - an enterprise level, VOIP telephony solution including core equipment and handsets, incoming connectivity and backup connectivity for Building Services, including but not limited to alarms, fire prevention systems and lifts [Ss_75_10]
- d) Internet provision - the provision or relocation of gigabit capable fibre broadband internet connection. [Ss_75]

4.2 Server rooms and hub rooms

4.2.1 General requirements are as follows:

- a) a dedicated, secure environment shall be provided including, but not restricted to, cabinets holding servers and associated storage and backup equipment, core switches, edge switches, wireless controllers, telephony systems, distribution points and terminating equipment for broadband and telephone lines, and for

- connections to additional server and hub rooms containing supplementary equipment, such as edge switches, as required [SL_90_90_77]
- b) services (including but not limited to pipework, hoses, ducting and containment) that are not supplying the server or hub rooms shall not be routed through, above, or on adjacent walls to the room [PM_10_20_82]
 - c) server rooms and hub rooms shall not be adjacent to or below rooms with any water services with the exception of sprinkler systems where used [SL_90_90_77]
 - d) server rooms and hub rooms (or rooms containing data cabinets) shall not be susceptible to flooding [SL_90_90_77]
 - e) all service and delivery access routes to the server rooms or hub rooms shall allow easy movement and installation of equipment and fittings without dismantling large items [SL_90_90_77]
 - f) access to the server rooms or hub rooms shall not be via classrooms or small teaching spaces. [SL_90_90_77]

4.2.2 Design requirements:

- a) anti-static flooring shall be provided. See Section 7.2 on Floor Finishes in Technical Annex 2D [PM_10_20_90]
- b) all extraneous metal parts, including door frames, shall be electrically earth bonded [PM_10_20_90]
- c) circulation space shall be provided for ease of servicing and maintenance activities without the need for moving any cabinets [SL_90_90_77]
- d) the main server room shall be the termination point for any internet and telecommunications services to the School and any rooftop aerial or satellite dish for receiving digital broadcast transmissions, as described in the School-specific Brief [SL_90_90_77]
- e) server rooms and hub rooms shall be designed to meet the requirements of BS EN 50174 [SL_90_90_77]
- f) server rooms and hub rooms shall meet the locking requirements of Section 5.2 on Hinges and Locks in Technical Annex 2D [SL_90_90_77]
- g) all cabinets shall be accessible from the front and rear with space for the cabinet doors to open fully when the door(s) to the room are closed [SL_90_90_77]
- h) the minimum clearance on all faces of the cabinets where access is required shall be 1.2m [SL_90_90_77]
- i) all cabinet doors shall open in a direction to ensure a person cannot be trapped in the case of an emergency [SL_90_90_77]
- j) the minimum depth of a server room or hub room for a 1000mm deep cabinet (see section on [Environmental design](#)) shall be 3.4m. The minimum width of a server room or hub room for an 800mm wide cabinet (see the section on [Environmental design](#)) shall be 2.2m. For each additional cabinet the same minimum depth shall be maintained, and the width shall increase by 0.8m, leaving 1.4m to the side wall as per BS EN 50174-2 and its associated drawings. [SL_90_90_77]

4.3 Server rooms and hub rooms - furniture

4.3.1 All cabinets shall be 1000mm x 800mm, 42u, with full height perforated mesh doors to front and rear. [Pr_80_77_28_21]

4.3.2 Sufficient server cabinets shall be provided to house the servers and other equipment including, but not limited to, servers, controllers and routers, that form part of the ICT solution identified in the School-specific Brief or provided within this Output Specification. [Pr_80_77_28_21]

4.3.3 The design and layout of the cabinets shall support the cooling strategy of the room. [Pr_80_77_28_21]

4.3.4 Sufficient cabinets shall be provided to house patch panels and cable management for copper and fibre termination and active network distribution equipment, for example core and edge switching. [Pr_80_77_28_21]

4.3.5 Patch panels shall be provided for data, telephony and fibre distribution to complete the network topology. [Pr_75_80_50_60]

4.3.6 All outlets shall be appropriately labelled. [Pr_75_80_50_60]

4.3.7 Patch panels, cables, RJ-45 modules, and patch leads shall be from one manufacturer. [PM_10_20_82]

4.3.8 An appropriate and agreed cable management strategy shall be used. [PM_10_20_82]

4.3.9 Service containment and routing shall be provided in the form of dado, tray, riser, and basket containment to match the cable specification and design aesthetics required. [Ss_70_30_10]

4.4 Server rooms and hub rooms - power

4.4.1 The following shall be provided:

- a) a dedicated clean power supply on a separate circuit to enable the server room and hub room supplies and associated services including, but not limited to, air environmental control units and lighting, to be left running while power in other sections of the Building is switched off [Ss_70_30_45_45]
- b) a sub-meter to the server room and hub room power supply, see Technical Annex 2H [Pr_80_51_51_28]
- c) environmental control units turn on and return to an agreed stored setting after rebooting or power outage [Ss_75_70_52]
- d) sufficient power supplies that support the equipment planned to be housed within the server room and hub rooms [Ss_70_30_45_45]

- e) power distribution units to support all active infrastructure, servers and associated components [Ss_70_30_45_45]
- f) an accessible socket outlet adjacent to each cabinet, of a rating appropriate to the respective load, a minimum this shall be 1 x 32A for each server/core equipment cabinet and 1 x 16A for each edge switch cabinet [Pr_65_72_97_84]
- g) server and data cabinet surge protection to prevent damage to equipment [Pr_65_72_27_48]
- h) reference should be made to Technical Annex 2G. [PM_10_20_90]

4.4.2 Uninterruptible Power Supplies (UPS)

4.4.2.1 With regards to UPS the following requirements shall be met:

- a) Uninterruptible Power Supplies (UPS) shall be provided in the form of rack-mounted battery systems that shall provide 30 minutes autonomy, as a minimum, in any cabinet containing any of the following:
 - i) servers and associated storage and backup systems [Pr_60_70_64_93]
 - ii) core switches [Pr_60_70_64_93]
 - iii) wireless controllers [Pr_60_70_64_93]
 - iv) broadband terminating equipment and/or routers [Pr_60_70_64_93]
 - v) core telephony equipment and/or routers [Pr_60_70_64_93]
- b) the ratings of the UPS shall be compatible with the load, the connecting cable(s) and the incoming power supply to which they are connected [Pr_60_70_64_93]
- c) relevant software shall be provided to enable a controlled shutdown (if required), with notification for all servers, within the available runtime of the UPS battery(s) [Pr_60_70_64_93]
- d) UPS shall comply with the BS EN 62040 series or their replacements [Pr_60_70_64_93]
- e) the mode of operation shall be on-line [Pr_60_70_64_93]
- f) batteries shall be integral to the UPS enclosure, have an autonomy of 30 minutes, are Valve Regulated Lead-Acid (VRLA) to BS EN 60896-21 and BS EN 61056-1 [Pr_60_70_64_93]
- g) non-gassing valve regulated batteries are required for the UPS and do not off-gas except under fault conditions [Pr_60_70_64_93]
- h) devices with dual power supply units shall not have both connected to the same UPS [Pr_60_70_64_93]
- i) the UPS shall not create a single point of failure [Pr_60_70_64_93]
- j) the UPS shall have a sufficient quantity of power output connections, of an appropriate rating and type, to support the required range of equipment to be protected, including the use of PDUs of an appropriate rating, type and length, as required. [Pr_60_70_64_93]

4.5 Server rooms and hub rooms - environmental control

4.5.1 Environmental design

4.5.1.1 Any environmental design shall maintain an optimal working temperature and environment for the specified ICT equipment in accordance with the manufacturer's guidance. Acceptable operating temperature range should be rated as per the requirements of a working space, occupied by staff as per Technical Annex 2H Table 7. [PM_10_20_90]

4.5.1.2 Server rooms and hub rooms shall be provided with filtration to prevent dust ingress. [SL_90_90_77]

4.5.1.3 Temperature sensors shall be installed within the server cabinet that are capable of sending email and/or SMS alerts and initiating a controlled shutdown of equipment. The configuration shall be agreed prior to handover. [PM_10_20_82]

4.5.1.4 Environmental control units shall be positioned for maximum effectiveness and easy maintenance. [PM_10_20_82]

4.5.1.5 The units and their pipework shall not be located above equipment cabinets in case of leakage, with the condensate taken to the nearest drain outside the room via gravity. [PM_10_20_82]

4.5.1.6 A rationale shall be provided for the Environmental Control Strategy in all server and hub rooms, which should be in line with the overall design of the School, and its approach to Net Zero. [PM_40_30_52]

4.6 Passive network infrastructure

4.6.1 The following shall be provided: passive network infrastructure (cables, ducting, containment, routing, termination, patch and fly leads and presentation) including data cabling for the ICT and wireless network and integrated systems which rely on data connections to function, for example, including but not limited to, cashless catering systems, digital signage, telephony, CCTV, Access Control, BMS etc. [PM_10_20_82]

4.6.2 All cabling shall be handled, installed and tested according to the manufacturer's guidance and warranty terms and conditions and to the following British Standards:

- a) BS EN 50173: Cabling standards and requirements [PM_10_20_90]
- b) BS EN 50174 series: Installation planning & practices [PM_10_20_90]
- c) BS EN 50310: Bonding/Earthing [PM_10_20_90]
- d) BS 6701: Installation, operation, and maintenance [PM_10_20_90]

4.6.3 Where optical fibre cabling is used the following requirements shall be met:

- a) the installation shall conform to the relevant sections within the BS EN50173 standards for the type of cable being installed [PM_10_20_90]
- b) fibre shall be a minimum 16 core (per cable) multi-mode OM4 (50/125) [Pr_65_70_15]
- c) each fibre connection shall consist of 2 x 16 core cables via separate, diverse, direct routes back to the server room to ensure that both cannot be severed at the same time [Pr_65_70_15]
- d) where fibre connects hub and/or server rooms in separate buildings, routes shall be in separate underground ducts, no less than 1m apart [Pr_65_70_15]
- e) no intermediate patch panels or splices shall be used in the cable runs [Pr_65_70_15]
- f) cable manufacturer guidance on bend radii shall be adhered to [Pr_65_70_15]
- g) where fibre is over the maximum specified length for the standard, an appropriate higher specification of fibre and terminations shall be used to support the dependent active infrastructure [Pr_65_70_15]
- h) cables shall be a minimum of Euroclass Cca fire rating, as outlined in the latest iteration of BS 6701 or its replacement [PM_10_20_90]
- i) sufficient slack of no less than 3m per cable and coiled to manufacturer's guidelines shall be left at each end of the cable to facilitate re-termination or relocation [Pr_65_70_15]
- j) a minimum 20-year manufacturer's warranty shall be provided for the complete full channel cabling system i.e., from switch to device including patch and fly leads. [PM_10_20_82]

4.6.4 Where copper cabling is used the following requirements shall be met:

- a) the installation shall conform to the relevant sections within the BS EN 50173 standards [PM_10_20_90]
- b) copper cabling shall be Category 6A/Class EA, U/FTP - Unshielded outer shell/Foil Shielded Twisted Pair or a newer compatible standard, with all terminations and installations following the manufacturer's guidelines [Pr_65_70_15]
- c) no intermediate patch panels or splices shall be used in the cable runs [Pr_65_70_15]
- d) cable manufacturer guidance on bend radii shall be adhered to [Pr_65_70_15]
- e) 30cm (minimum) shall be provided as slack at high level close to each end of a cable run [Pr_65_70_15]
- f) the installation shall conform to manufacturer's requirements [Pr_65_70_15]
- g) the length of any individual Category 6A/Class EA, U/FTP copper cable shall not exceed 90 metres between termination points. If another standard is used, the cable length shall not exceed 90% of the manufacturer's maximum supported length [Pr_65_70_15]
- h) all cables shall conform to a colour specification agreed with the School and Employer and be suitable for users with Colour Visual Deficiency [Pr_65_70_15]

- i) all cables shall be terminated on labelled and numbered RJ-45 sockets. Labelling and numbering are agreed with the School [Pr_65_70_15]
- j) all data cables shall be low smoke and zero halogen type [Pr_65_70_15]
- k) cables shall be a minimum standard of Euroclass Cca fire rating, as outlined in the latest iteration of BS 6701 or its replacement [PM_10_20_90]
- l) the Contractor shall provide patch leads consistent with the cabling specification and warranty. The patch leads shall reflect the School specific requirements for any colour scheme and be suitable for users with Colour Vision Deficiency [Pr_65_70_15]
- m) a minimum 20-year manufacturer's warranty shall be provided for the complete full channel cabling system i.e., from switch to device including patch and fly leads [PM_10_20_82]
- n) the cabling system shall meet or exceed the Permanent Link and Channel performances for Class EA and Category 6A, as defined in the respective standards. [PM_10_20_90]

4.6.5 Cable testing shall be undertaken in accordance with the following requirements:

- a) successful test results shall be provided for the performance of and length of 100% of the cables that have been installed [PM_70]
- b) test results shall be made available to the Employer prior to active infrastructure installation [PM_70]
- c) a sample of installations shall be selected by the Employer for checking by the manufacturer to ensure sub-contractors are accredited by the manufacturer and follow all the manufacturer's installation guidance and requirements [PM_10_20_82]
- d) any star passes shall be considered a fail [PM_10_20_82]
- e) test results shall include the name of the equipment used to carry out the test, the calibration date of the test equipment, and the date the test was completed. Cable lengths shall be given in metres [PM_70]
- f) all relevant documentation shall be handed over to the School including as built drawings, cabling test results (in metres), cabling warranty certificates and evidence of installer accreditation. [PM_70]

4.6.6 The number of data points shall be that given in the SSB. Where this information is not provided, it shall be assumed that for Secondary Schools 1.0 data point shall be required per pupil, for Primary Schools 0.7 data points per pupil and for Special and Alternative Provision Schools 2.0 data points per pupil. The final number and location of data points shall be finalised through the design process. [PM_10_20]

4.6.7 ICT equipment shall require one double power outlet, consisting of two sockets, for each data point provided. The type, number and location of power sockets shall be finalised through the design process. [PM_10_20]

4.7 Active ICT infrastructure

4.7.1 Network security

4.7.1.1 A secure wired and wireless environment shall be provided by:

- a) configuring the wired and wireless infrastructure to support network segregation, security, and quality of service (QOS); this shall not impact on the network's deployment or performance and shall be aligned with the School environment and GDPR guidance [PM_10_20]
- b) implementing Network Access Controls and Policy Management that ensure authorised mobile user devices and/or guest user roles are securely authenticated onto the network, and that network traffic is protected from external and unauthorised internal interception, as per GDPR guidance. [PM_10_20]

4.7.2 Network design

4.7.2.1 Enterprise-level Active switching, edge, and core shall be provided that:

- a) takes account of the maximum bandwidth of the server network interface, including an analysis of those proposed in the SSB and/or the School-specific ICT Equipment Summary [Pr_70_75_52_56]
- b) provides as a minimum the following bandwidth between the core switch/es and edge switch stack/s via a minimum of 2 bonded (Active/Active) links per stack [Pr_70_75_52_56]

Number of edge switches in a stack Assuming a maximum of 48 ports per switch	Bandwidth back to the core
1 to 4	20 Gbps
5 to 6	30 Gbps
7 to 8	40 Gbps
9 to 10	50 Gbps

Table 8 Number of edge switches in a stack

- c) maximises the bandwidth between switches within each stack such that:
 - i) edge switches shall be stacked using a port dedicated to stacking to enable high speed communication between each switch in the stack as a part of a dedicated resilient architecture [Pr_70_75_52_56]
 - ii) stacking methodology shall support 40 Gbps interconnects between switches in a stack, without the use of link aggregation, bonding of links or similar technologies. A rationale for stacking technology(s) used shall be provided [PM_10_20]

- iii) where multiple core switches are provided, these shall be connected/stacked with appropriate bandwidth coherent with the wider infrastructure design [PM_10_20]
 - iv) provides a minimum of 1Gbps connectivity to the user device deployed to the desktop [Pr_70_75_52_56]
 - v) provides multi-gigabit ports to support devices and infrastructure equipment that require a higher bandwidth, including but not limited to media devices and Wi-Fi Access Points [Pr_70_75_52_56]
 - vi) shall be configured to support network segregation, security, energy efficiency and quality of service; this should not impact on the network's deployment or performance and should be aligned with the school environment [Pr_70_75_52_56]
- d) can accommodate existing and future:
 - i) 10Gbps connections, including but not limited to servers [PM_10_20]
 - ii) all Legacy equipment [PM_10_20]
 - iii) any upgrades identified in the School-specific Brief [PM_10_20]
 - iv) any additional equipment as identified in the School-specific Brief [PM_10_20]
- e) can accommodate at least one additional module per chassis (where a chassis is provided) or can otherwise be expanded when additional capacity is required in the future [Pr_70_75_52_56]
- f) has a manufacturer warranty and support arrangement (telephone, email and web), including but not limited to, licences, software and firmware updates, providing 5 years of cover as a minimum [PM_10_20_82]
- g) outlines any expected ongoing revenue costs and implications for the School following the proposed 5 years' warranty/support period [PM_80_30_63]
- h) includes an on-site, manufacturer approved, system administrator training package, appropriate to the scale of the solution as recommended by the manufacturer [PM_10_20]
- i) is Energy Efficient Ethernet compliant to a minimum of 802.3az standard or equivalent [Pr_70_75_52_56]
- j) has central management tools, licensed and supported by the manufacturer, for a minimum period of five years that can be used to configure the switching (core and edge), monitor performance, energy use and provide alerts in the event of a failure [Pr_70_75_52_56]
- k) can support the elements of the proposed solution that require PoE, in compliance with the IEEE 802.3af/at/bt standard or its replacement including, but not limited to, wireless access points, CCTV cameras, Access Control systems, automated registration points and VOIP equipment [PM_10_20_90]
- l) has sufficient active and patched ports to support connectivity for 100% of terminated data points across the Site [PM_80_30_63]
- m) includes an appropriate quantity of PoE ports for the devices that require it [PM_10_20]

- n) PoE ports should be configured to save energy by powering down devices when they are not required [PM_10_20]
- o) has a core switch design that is resilient against the failure of any single component, including but not limited to redundant power supply and management modules [Pr_70_75_52_56]
- p) is suitable for integration into a wider technical solution or support arrangement, if necessary, for example an existing school or estate wide solution, providing details on the standards which shall enable this to occur [Pr_70_75_52_56]
- q) provides for each switch a configuration file that allows it to be reset to the configuration set at Practical Completion, with logging of any changes made to configuration up to and including the Defects Liability/Rectification Period [PM_10_20_82]
- r) provides confirmation that the proposed solution supports the following conditions and standards as a minimum:
 - i) that LLDP-Med is implemented in POE+ switches [Pr_70_75_52_64]
 - ii) that all switches have a minimum of 512MB of memory [Pr_70_75_52_56]
 - iii) that the switch topology supports a minimum of 16000 MAC addresses [Pr_70_75_52_56]
 - iv) that the network supports standards for spanning tree, for example MST/RST [Pr_70_75_52_56]
 - v) uses non-blocking switch fabric [Pr_70_75_52_56]
 - vi) that all active equipment, including but not limited to switches, access points and controllers has a valid UK manufacturer warranty [Pr_70_75_52_56]
 - vii) designs meet any recommendations published by the manufacturer. [Pr_70_75_52_56]

4.7.2.2 An enterprise-level wireless solution shall be provided which shall support a high number and high density of educational users by:

- a) maximising the bandwidth between the Wireless Access Point (WAP) and the multi-gig switch providing a minimum of 2.5Gbps bandwidth per WAP [Pr_70_75_52_42]
- b) maximising the bandwidth between the AP and the user device by providing high performance access points; a rationale shall be provided for the number of aerials, spatial streams and specific technology used in the AP, and how this supports the wireless standards associated with new and Legacy devices [PM_10_20]
- c) maximising AP numbers to ensure high backhaul bandwidth to each space, in line with the planned occupation level, to support simultaneous use without degradation in performance, an explanation shall be provided for the number of access points proposed and demonstrate how this maximises the available bandwidth [PM_10_20]
- d) providing blanket coverage throughout the School Building (excluding plant rooms) which ensures connectivity is not lost whilst users roam around the building [Pr_70_75_52_42]

- e) providing active signal management and load balancing of user/device connectivity and provide rationale for how this is achieved [Pr_70_75_52_42]
- f) providing dual band connectivity as a minimum [Pr_70_75_52_42]
- g) using the latest standard ratified by the Wi-Fi Alliance at the time of installation and be backwards compatible with previous standards [Pr_70_75_52_42]
- h) configuring to support network segregation, security, and Quality of Service (QOS); the contractor should demonstrate how the initial configuration meets the School's specific requirements [PM_10_20]
- i) having central management tools that can be used to configure the wireless access points, monitor performance and provide alerts in the event of a failure for a minimum period of five years after handover [Pr_70_75_52_42]
- j) having a manufacturer warranty and support arrangement (telephone, email and web) including, but not limited to, licences, software enhancements and firmware updates, providing 5 years of cover as a minimum [PM_10_20_82]
- k) outlining any expected ongoing revenue costs and operational implications for the School following the proposed 5 years' warranty/support period [PM_10_20]
- l) including an on-site, manufacturer approved, system administrator training package, appropriate to the scale of the solution as recommended by the manufacturer [PM_10_20]
- m) providing guest access and automated authentication for authorised users [PM_10_20]
- n) to install any existing or new licensed external Wi-Fi access points procured by the School as 'new legacy' equipment and identified in the School-specific Brief, including appropriate lightning protection, grounding, and surge protection [PM_10_20]
- o) the system is scalable at the central controller and is able to accommodate future higher bandwidth requirements and/or the implementation of a resilient dual controller system including reference to licensing, hardware/software capacity, and failover process [PM_10_20]
- p) the system minimises the impact of interference from Building Services systems and adjacent networks and provide details of how this shall be accomplished [PM_10_20]
- q) access points will be configured to save energy by powering down radios when full wireless functionality is not required [PM_10_20]
- r) the system is suitable for integration into a wider existing technical solution or support arrangement if necessary, for example an existing School or estate wide solution, and which standards enable this to occur [PM_10_20]
- s) each wireless controller is provided with a configuration file that allows it to be reset to the configuration set at Practical Completion, with logging of any changes made to configuration up to and including the Defects Liability/Rectification Period. [PM_10_20_82]

4.8 Local technology

4.8.1 Local technology - core

4.8.1.1 Where required, all Local Technology systems, as set out in the Decant Protocol and the School-specific Brief, shall be decanted. [PM_10_20]

4.8.2 Local technology - AV

4.8.2.1 Where required, all AV equipment, as set out in the Decant Protocol and the School-specific Brief, shall be decanted. [PM_10_20]

4.8.2.2 Any display technologies including pole mounted and short throw projection shall be securely fitted to eliminate vibration. [Pr_40_70_67]

4.8.2.3 The design shall consider the nature of the specific display technology to be used and ensure the display can be viewed clearly and without reflections. [PM_10_20]

4.8.2.4 An AV wiring loom shall be supplied and installed in every teaching space, hall, and meeting room (as required for the respective equipment). The loom shall be presented via an AV faceplate and support the current AV requirements of the School including, but not limited to:

- a) 1 x VGA + 3.5mm Audio [PM_10_20]
- b) 1 x USB [PM_10_20]
- c) 2 x HDMI [PM_10_20]

4.8.2.5 AV patch cables shall be provided for each of the above connections to link between the AV faceplate and the user equipment in each space. The length of the AV patch cables shall be selected to suit the specific layout in each room, with a minimum length of 2m. [Pr_65_70_15]

4.8.2.6 The AV cabling shall be installed in accessible containment and managed to eliminate any interference from adjacent power cables. [Pr_65_70_15]

4.8.2.7 In specialist areas, for example science, food rooms and design & technology rooms, the faceplate location shall take into account the teacher desk and demonstration position to ensure that appropriate connectivity can be maintained between the teacher PC/device and the classroom AV equipment - and that sight lines and viewing angles for students are maintained. [Pr_70_75_04]

4.8.2.8 Where partitions support display equipment including, but not limited to, interactive whiteboards, interactive projectors and interactive screens, pattressing shall be installed in accordance with Technical Annex 2D, for the respective equipment, and coordinated with appropriate power and data sockets concealed within or behind the respective equipment. [PM_10_20_90]

4.8.2.9 Any Teacher Wall shall have agreed power and data to accommodate the display equipment and associated devices. The display area shall be free from obstructions to enable the display to be installed at any height for staff and student use. [PM_10_20]

4.8.2.10 Where the Legacy AV equipment from drama, dance, halls, and music spaces is suitable, it shall be decanted and reinstalled. All necessary fixtures, fittings, cabling and infrastructure shall be provided. [PM_10_20]

4.8.2.11 Where the Legacy AV equipment from drama, dance, halls and music spaces is not suitable for decant, the School may procure equivalent new equipment which shall be decanted and reinstalled. All necessary fixtures, fittings, cabling and infrastructure shall be provided. [PM_10_20]

4.8.3 Automated systems

4.8.3.1 Any cashless catering system identified in the School-specific Brief shall be installed. [Pr_40_30_65_12]

4.8.3.2 Where an indoor dining room is required in School-specific Annex SS1, it shall be designed so that there is adequate space for till points, revaluation units, digital signage and serving areas to service the number of diners in any sitting, as given in the SSB. Small power and data as specified for this equipment shall be installed. [PM_10_20]

4.8.3.3 Any Automatic Registration System identified in the School-specific Brief shall be installed and tested. [PM_10_20]

4.8.4 CCTV equipment

4.8.4.1 Where indicated as a requirement in the SSB, an Enterprise Level Video Management System shall be provided and installed meeting ACPO Secured by Design guidance (2014). The system shall meet the following requirements:

- a) enterprise level dedicated IP-rated Network Video Recorders (NVRs) (physical, server or cloud) appropriate to the number of cameras to be installed
[Ss_75_40_53_86]
- b) any physical NVRs shall be installed in a secure, locked cabinet within a Comms Room identified by the School and have secure keyed or password coded access
[Ss_75_40_53_86]
- c) the NVRs shall incorporate remote secure access to a second secure cloud or physical location identified by the School [Ss_75_40_53_86]
- d) NVRs shall provide a minimum of 31 days storage of images at a minimum of 24 frames per second (fps) for the first 14 days and 15 fps thereafter
[Ss_75_40_53_86]

- e) NVR storage shall be replicated in a second location physical or cloud, to be backed up at a time when the School is not active. Backups can be compiled at 15fps every 14 days [Ss_75_40_53_86]
- f) file formats shall be capable of being exported to an external storage device for viewing by an appropriate and accredited third-party [Ss_75_40_53_86]
- g) cameras with a minimum of 1080p resolution and 24fps video rate shall be used in internal locations [Ss_75_40_53_86]
- h) IP66 rated cameras with infra-red night capability with sufficient infra-red illumination for the desired coverage area, and a minimum of 1080p resolution and 24fps video rate shall be used in external locations [Ss_75_40_53_86]
- i) the CCTV system shall sit behind a firewall, be segregated from the network, and shall be protected from any external interference [Ss_75_40_53_86]
- j) provides configuration files that allows it to be reset to the configuration set at Practical Completion, with logging of any changes made to configuration up to and including the Defects Liability/Rectification Period [Ss_75_40_53_86]
- k) the number of internal and external cameras required shall be specified in the School-specific Brief. Final numbers and locations shall be identified as part of the design process [PM_10_20]
- l) the design solution shall be based upon the specific issues for the Site and shall determine the placement of internal and external cameras [Ss_75_40_53_86]
- m) the requirements of GDPR as applicable to the specific site shall be the operational responsibility of the GDPR Administrator at the School [PM_10_20_82]
- n) durable panels with statutory information shall be supplied and fitted to walls adjacent to external school entrances and at the entrance to the Secure Line [Pr_40_10_57_86]
- o) the system shall be provided with a minimum of 5 years' warranty on the equipment, and 1-year on-site support including 2 site visits for checking and cleaning, firmware updates and maintenance [PM_10_20]
- p) the system shall be provided with any licensing and storage costs covered for 5 years [PM_10_20]
- q) the solution shall include an on-site, manufacturer approved, system administrator training package, appropriate to the scale of the solution as recommended by the manufacturer [PM_10_20]
- r) any expected ongoing revenue costs and implications for the School, following the warranty/support period and licensing/storage period, shall be provided [PM_80_30_63]
- s) where an existing Video Management Solution is in place, for example in a multi-academy trust, the solution shall be integrated with this system to the minimum standard given in this GDB. [PM_10_20]

4.8.5 Telephony and internet

4.8.5.1 Broadband and Backup Connections:

- a) the ordering and installation of the broadband connection (last mile, on site equipment and an active connection to the internet) and digital telephone lines shall be coordinated. This shall include, but not be limited to, Redcare, Alarm, Lift and SIP trunking services and the relocation of existing connections or provision of new [Ss_75]
- b) where SIP trunking services are provided, backup connectivity shall be provided using a solution approved by the Alarm and Lift supplier [Ss_75]
- c) existing communication connections to other locations both inside and outside of the red line shall be maintained as well as the provision of new connections where necessary [Ss_75]
- d) internet connections are to be live onsite before ICT Implementation or the 1st commissioning requirement (e.g., lift) [Ss_75]
- e) all revenue costs incurred during this commissioning period are the responsibility of the Contractor [PM_10]
- f) works shall be carried out in a way that minimises disruption to the School, including, but not limited to, maintaining connectivity during exam result delivery [PM_10_20]
- g) capital cost for works sit with the Contractor, revenue costs after handover sit with the School. [PM_10]

4.8.6 Telephone systems

4.8.6.1 An enterprise level VOIP telephone system shall be provided. The system shall include:

- a) a local or cloud based central switchboard with the following features:
 - i) call management of internal and external calls including hold, transfer, divert, forward, paging, call back when free [Ss_75_10]
 - ii) call information including caller ID and call waiting [Ss_75_10]
 - iii) hunt groups including group pick up and rules-based call queues [Ss_75_10]
 - iv) call recording to allow a user of the system to record an incoming or outgoing call [Ss_75_10]
 - v) voicemail functions including playing a pre-recorded message if the number dialled is not answered, allowing the caller to record a voicemail message, and automatically sending an email notification to the extension's user containing the voicemail as an attached sound file [Ss_75_10]
 - vi) hot desk working allowing users to log into a shared phone that then behaves like their own extension so that they can make and receive calls and check their messages [Ss_75_10]
 - vii) mobile twinning allowing users to link an external number to their desk extension so that incoming calls ring on both devices at the same time [Ss_75_10]

- viii) an out-of-hours service which plays pre-recorded messages to inform callers of details such as opening hours, website address and when the School is closed [Ss_75_10]
 - ix) automated attendant functions, provided through voice and/or key menu options, allowing callers to choose to be transferred to an operator, or to a named person/role/department or to an extension number without going through a telephone operator [Ss_75_10]
 - x) date and time-based scheduling of call routing and auto attendant menus [Ss_75_10]
 - xi) monitoring and manipulation of call queues with caller priority [Ss_75_10]
 - xii) establishment and management of multiple conference calls [Ss_75_10]
 - xiii) be capable of providing PA or Tannoy functionality, or interfacing to a separate PA or Tannoy system [Ss_75_10]
 - xiv) system administration functions to facilitate the configuration of the system and reporting of its usage - these should be accessible remotely, as well as from the school LAN, to allow changes to be made from an authorised user connecting via the Internet [Ss_75_10]
 - xv) be resilient against the failure of any single component [Ss_75_10]
 - xvi) support diversion of phone numbers in the event of an emergency including, but not limited, to a power failure [Ss_75_10]
 - xvii) be scalable to accommodate future developments and flexibility of deployment [Ss_75_10]
- b) fixed handsets, making use of the structured cabling and IP network [Ss_75_10]
 - c) headsets for hands-free operation for reception staff [Ss_75_10]
 - d) the telephony solution shall be integrated with the network services including the incoming telephony and broadband services, and which allows users to make and receive calls without using a physical handset [Ss_75_10]
 - e) the telephone system equipment shall have a manufacturer warranty for five years, and a hardware support arrangement, including firmware and software upgrades (telephone, email, and web), providing 1 year of cover as a minimum [PM_10_20]
 - f) manufacturer approved training shall be provided for all staff in use of the telephone system, and administrative training for nominated staff. [PM_10_20]

4.9 ICT decant

4.9.1 ICT decant protocol

4.9.1.1 Where decant is required, all resources to decommission, package, store, move and re-commission Legacy ICT equipment shall be provided. [PM_60_20_26]

4.9.1.2 Where the School is procuring new Legacy equipment for delivery to the new/refurbished Building (see section below), the delivery, storage, and insurance for installation before handover shall be coordinated with the School. [PM_60_20_26]

4.9.1.3 The resources to decommission, decant and recommission existing ICT equipment and services shall be provided. This includes: [PM_60_20_26]

- a) testing
- b) de-installation
- c) packaging
- d) transport
- e) storage
- f) un-packing
- g) installation
- h) testing (as the Implementation and User Acceptance Testing UAT Schedule).

4.9.1.4 ICT equipment shall be decanted to the correct locations and onto the FF&E specified by the School and the Employer. This shall include the placing of the ICT Equipment in situ. Where there is legacy ICT equipment sitting on legacy FF&E and both are required to be decanted, the contractor shall coordinate the decant and relocation of both. [PM_60_20_26]

4.9.1.5 Where the School has a technical support team or a service provider, they shall be liaised with through the Employer to ensure a smooth transition of the School's ICT solution, including the technical decant process. [PM_60_20_26]

4.9.1.6 Where an incumbent technical support team or service provider is required to manage the integration or installation of equipment on behalf of the Contractor, the following shall be provided:

- a) access to the site as required [PM_60_20_26]
- b) insurances as required [PM_60_20_26]
- c) health and safety and other site training to enable access. [PM_60_20_26]

4.9.1.7 The Contractor is responsible for ICT equipment from the point of de-installation until it has been tested and accepted by the School and agreed by the Employer. Any damage or failure of equipment is the responsibility of the Contractor. [PM_60_20_26]

4.9.1.8 In the event of equipment damage or failure, the equipment shall be returned to its previous condition or Replaced with suitable new, as agreed with the Employer, at no cost to the Employer or School. [PM_60_20_26]

4.9.1.9 The relevant conditions for maintaining existing warranties for equipment shall be adhered to throughout the decant process, for example where a certified installer is required for decommissioning and re-installing a piece of equipment such as any Class AV equipment or leased devices. [PM_60_20_26]

4.9.1.10 Where decant is not required and an alternative ICT provider is in place, the necessary access, secure storage and insurances to the nominated third-party suppliers shall be provided so that the installation and testing of ICT equipment is not delayed beyond school opening. [PM_60_20_26]

4.9.2 New legacy ICT equipment

4.9.2.1 If the School procure new ICT equipment to replace any unsuitable Legacy equipment, this shall be the latest version and an equivalent type or specification to the original equipment. To be agreed with, delivered by and installed by the Contractor. This includes, but is not limited to:

- a) classroom and hall A/V equipment [Ss_75_10]
- b) digital signage [Ss_75_10]
- c) internal CCTV cameras [Ss_75_40_53_86]
- d) internal access control systems, including locks [Ss_75_40_02]
- e) external Wireless Access Points. [Pr_70_75_52_42]

4.9.2.2 Coordination with suppliers and the School shall be undertaken to ensure delivery of ICT Equipment is not before the Building is ready to receive it. Installation standards for new legacy equipment shall be the same as if provided by the Contractor. [PM_10_20]

4.9.3 Local configuration support package

4.9.3.1 In addition to Decant, technical support to help the School configure, administer and reduce energy use of the ICT equipment in the Building shall be provided. This should include access to a key contact to be available to direct any requests for assistance. The scope of the support shall be subject to the School's own capacity, capabilities and type of School and should be confirmed during dialogue. [PM_10_20]

4.9.3.2 The following support days shall be provided, to be allocated by the Employer, after discussion between the School, the Employer, and the Contractor, and shall be in addition to any training delivered. [PM_10_20]

4.9.3.3 Support shall be provided during the Defects Liability/Rectification Period. [PM_10_20]

Core	Pupil numbers	Network Engineer (Switching)	Network Engineer (Wireless)	Server Engineer	Core
Primary	up to 250	1	2	2	1
Primary	251 to 500	1	2	2	2
Primary	501 +	2	2	2	2
Secondary	Up to 1000	2	2	3	2
Secondary	1001+	3	3	3	3

Table 9 Contractor support days

5 Operability and maintenance

5.1 Operability

5.1.1 All New Buildings and any systems provided shall have services and controls that are straightforward and efficient to operate and integrated where necessary into the whole School estate. This includes fire and security alarms, external lighting controls and access controls. [PM_35]

5.1.2 The Works shall be designed and constructed so that they are easy to clean and maintain and incorporate materials and components that can be easily and safely replaced when necessary. [PM_80_10_50]

5.1.3 The choice of materials, services and components shall be selected to cause minimum inconvenience and disruption from breakdowns, repairs and maintenance. [PM_35]

5.1.4 Any environmental and safety systems provided shall be designed, coordinated, commissioned and re-commissioned to respond to seasonal and occupation changes in accordance with the in accordance with the Technical Annexes: for example, the design of the window openings and the provision of free opening area for ventilation is an integral part of the Building's environmental systems. [PM_35]

5.1.5 New Buildings shall be designed so that cleaning and repair can be undertaken easily and with the minimum of disruption to the School. [PM_80_10_50]

5.1.6 New Buildings shall be designed so that they weather well and withstand wear and tear and minor vandalism. [PM_35_10_25]

5.2 Maintenance access

5.2.1 Access for external maintenance shall be designed to comply with current regulations. [PM_80_10_50]

5.2.2 All necessary permanent means of access to the roof shall be provided for Planned Preventative Maintenance in accordance with CDM Regulations and as required in Section 3.5 on Roof Access in Technical Annex 2C. [PM_10_20_90]

5.2.3 Safe working space shall be provided around plant and equipment in accordance with manufacturers recommendations. [PM_80_10_50]

5.2.4 Any walkways provided shall be compliant with all health and safety standards as well as manufacturers' requirements. [PM_80_10_50]

5.2.5 Walkways to roofs shall be adequately secured, free from corrosion, and decorated in accordance with the section on [Decorations and finishes](#). [PM_10_20_90]

5.3 Operation and maintenance manuals

5.3.1 The Contractor shall prepare Operation and Maintenance (O&M) Manuals as set out in the Soft Landings Protocol. The O&Ms shall contain all 'as built' (record) information. [PM_70_85_13]

5.4 Planned Maintenance Plan/Programme (PMP)

5.4.1 A 5-Year Planned Maintenance Plan and Planned Maintenance Programme shall be provided as per the DfE's EIR. For all relevant works:

- a) safety and security measures shall be provided for internal and external maintenance purposes including boarding, fixed ladders and handrails within roof spaces [PM_80_10_52]
- b) measures shall be incorporated to prevent birds roosting or nesting on or in the structure, especially around building entrances and rainwater goods [PM_10_20]
- c) there shall be no visible signs of entry to weather caused by a breakdown in the building fabric or its installations [PM_10_20]
- d) there shall be no discomfort to occupants due to weather penetration (any water penetration shall be measured by electrical conductivity tests). [PM_10_20]

5.4.2 The design of all parts of the Works shall facilitate future maintenance in particular by:

- a) using Good Industry Practice [PM_80_10_52]
- b) using industry standard construction methods likely to be in use for the foreseeable future [PM_80_10_52]
- c) providing ease of access for maintenance [PM_80_10_52]
- d) complying with CDM Regulations. [PM_80_10_52]

5.4.3 The Planned Maintenance Programme for a Special School shall take particular account of the need to minimise disruption and discomfort to vulnerable children and young people. [PM_80_10_52]

6 References

6.1 Overview

6.1.1 The design and installation shall take account of the following general references:

- a) Equality Act 2010 [FI_70]
- b) The SEND Code of Practice, January 2015 [FI_70]



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