4.1 MATERIAL PRECEDENT





Establishing the principle of a brickwork facade - Little Ilford School





Establishing the principle of a brickwork facade - Chiltern Academy

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4.2 MATERIAL CONCEPT

EXTERNAL MATERIAL CONCEPT

Whilst utilising a mixture of brickwork, render and metal cladding, the materiality of the proposed buildings has been carefully considered to provide a solution which creates the desired aesthetic and robustness whilst being feasible within the project budget.

The external facade of the main teaching block uses brick which is considered a robust and durable material, with a view to looking fresh for years to come. Durability will be helped by the distance of the building away from a busy roadside location and non supervised interaction.

At ground floor level, brick will wrap around the entirety of the building providing the vision for a robust base absorbing the activity of a busy school and community environment.

The volume of the block has the potential to be broken up with feature brickwork, separating different curriculum and highlighting the SEN provision on the East of the building, this could also offer the opportunity to soften the facade

Our proposal will incorporate careful detailing of openings and copings with the provision of a consistent and simple building form, reducing junctions and opportunities for staining of brickwork and feature render, which in turn has maximised the reduction of future maintenance.

The sports hall is distinguished with feature coloured metal cladding. Tonal colours will be chosen to reflect and help blend into the existing tree lined boundaries found along both the east and south extents toward the greenbelt.

The front elevation will benefit from recessed colour to highlight key entrances to the building, this will aid with wayfinding upon the approach, whilst remaining subtle and non obtrusive to the neighbouring properties to the north boundary extents.

Final material and colour selection to be agreed during further design development.

INDICATIVE MATERIAL PALETTE



Potential PPC accent colour



Potential entrance colours



Potential brick example
(Upper Storeys)



Potential brick example
(Ground Floor Storey)



Potential metal cladding
(Sports Centre)



Indicative section - Establishing principle of predominantly brick facade

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4.3 KEY BUILDING ELEVATIONS



Indicative north elevation - Establishing principle of predominantly brick facade



Indicative east elevation - Establishing principle of predominantly brick facade



Indicative south elevation - Establishing principle of predominantly brick facade



Indicative west elevation - Establishing principle of predominantly brick facade

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4.5 COLOUR ANALYSIS - HARLINGTON SCHOOL BRANDING

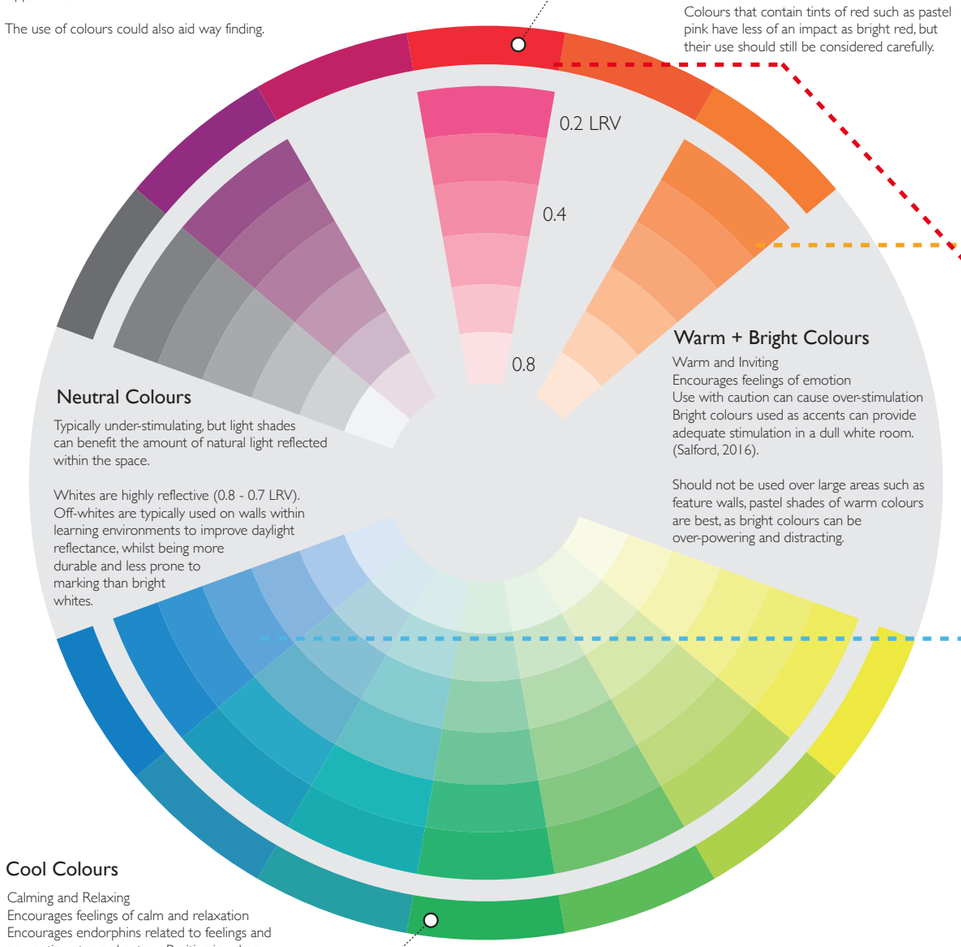
Visual Contrast
Bright colours could be used as accents or highlights to achieve the required colour contrast for visually impaired users, as required under Part M and K of the Approved Documents UK.

The use of colours could also aid way finding.

Stimulating Colours

Red
Red can increase heart rate and respiration rate and can cause over-stimulation in a learning environment. (kwallek, et al, 2007)

Colours that contain tints of red such as pastel pink have less of an impact as bright red, but their use should still be considered carefully.



Neutral Colours

Typically under-stimulating, but light shades can benefit the amount of natural light reflected within the space.

Whites are highly reflective (0.8 - 0.7 LRV). Off-whites are typically used on walls within learning environments to improve daylight reflectance, whilst being more durable and less prone to marking than bright whites.

Warm + Bright Colours

Warm and Inviting
Encourages feelings of emotion
Use with caution can cause over-stimulation
Bright colours used as accents can provide adequate stimulation in a dull white room. (Salford, 2016).

Should not be used over large areas such as feature walls, pastel shades of warm colours are best, as bright colours can be over-powering and distracting.



Cool Colours

Calming and Relaxing
Encourages feelings of calm and relaxation
Encourages endorphins related to feelings and perceptions toward nature. Positive in urban environments where views may be limited.

However, the use of blues should be carefully considered as blues can be linked to under-stimulation.

Research conducted by the University of Salford 'Smart Classrooms' suggests that vibrant purple is a good option to encourage the right level stimulation for learning.

Calming Colours

Blues + Greens
Blues and greens have been proven to have a positive effect on pupils productivity, learning and well-being when used within learning environments.

Results from a study conducted by The University of British Columbia found that green and blue have a cognitive calming effect on pupils. (Blacker; 2016)

Yellows
Encourage feelings of happiness and cheeriness, stimulating conversation, debate and engagement

Pastel colours are best as bright yellows can be over-stimulating within learning environments.

HARLINGTON SCHOOL COLOURS



Crest Colours



Website Colours



Prospectus Colours

According to the colour chart, using red and yellow in a learning environment may be over-stimulating for the pupils.

SUGGESTED COLOUR PALETTE



Using a blue and orange colour palette will have a calming and positive affect on pupil's learning and well-being when used in a learning environment.

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4.6 KEY BUILDING EXTERNAL VIEWS



Indicative Appearance - Revised Design Response - November 2020 *

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4.7 KEY BUILDING INTERNAL VIEWS



Internal Appearance - Central Dining Space



Internal Appearance - Central Library Space



Internal Appearance - Main Teaching Hall



Internal Appearance - Typical Technology Classroom

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4.7 KEY BUILDING INTERNAL VIEWS



Internal Appearance - Typical Teaching Space



Internal Appearance - Typical Science Classroom

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5.0 LANDSCAPE

5.1 LANDSCAPE MASTER PLAN*
5.2 SITE BOUNDARY AND ENCLOSURE
5.3 FENCING AND GATES

5.1 LANDSCAPE MATER PLAN

KEY FEATURES OF EXTERNAL DESIGN

- Planning Redline Boundary
- Proposed Building
- Existing Building Retained
- Existing Building Demolished

Planting

- Existing tree
- Proposed tree
- Existing tree removed
- Grass Seed
- Grass Seed - sports pitch
- Meadow Seed
- Proposed Amenity Planting
- Existing Amenity Planting

Paving

- Existing vehicular block paving
- Existing vehicular tarmac
- New pedestrian tarmac to existing path (existing kerbs / edgings & levels retained)
- Pedestrian tarmac
- Vehicular tarmac (service area and drop off area only)
- MUGA Permeable Surface

Fencing

- Existing fencing
- Proposed fencing
- Proposed gates

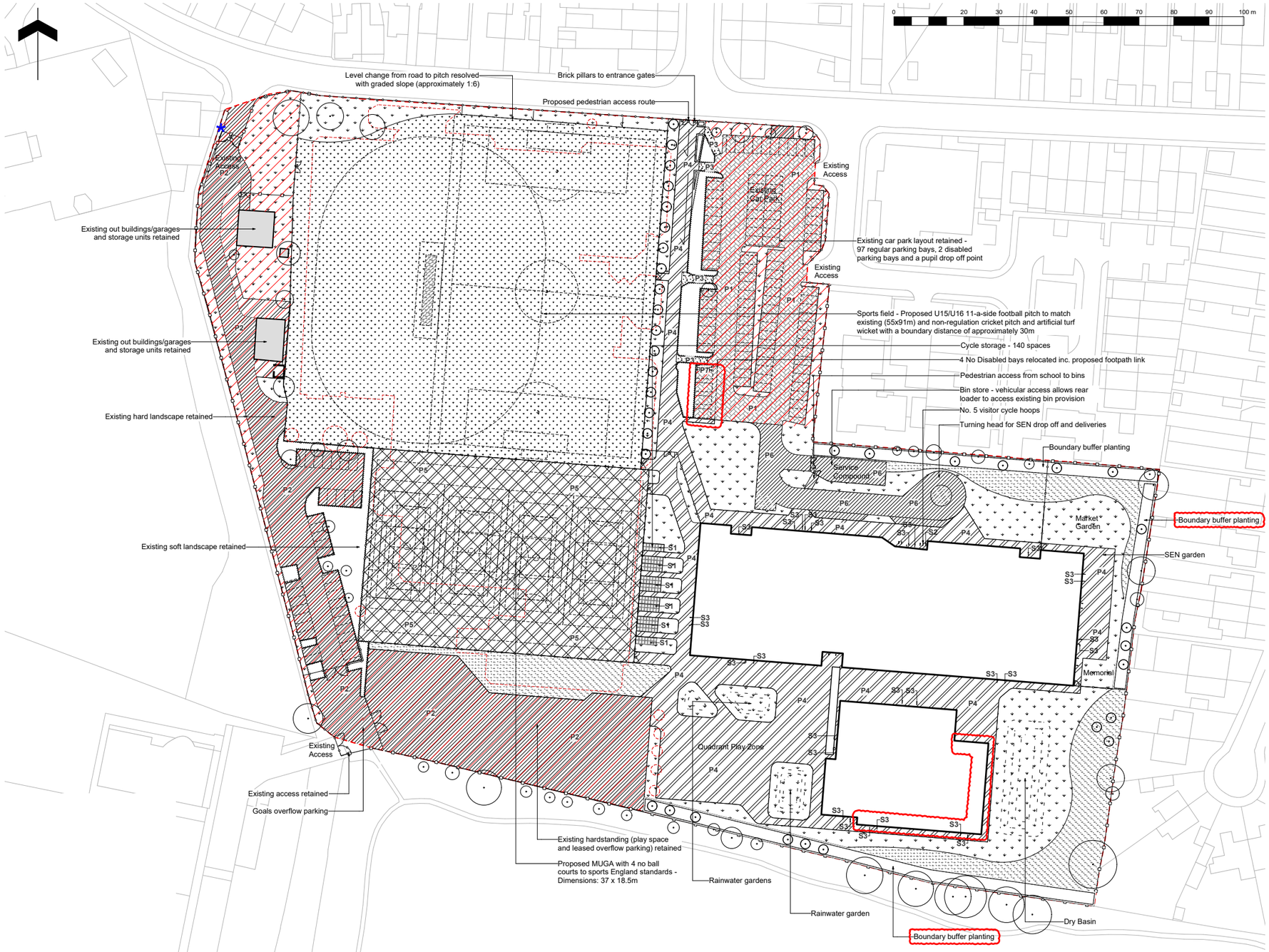
Furniture

- S1 Cycle Shelter
- S2 Cycle Hoops
- S3 Door Protection Hoops

Levels

- +26.8 Existing Levels
- +26.8 Proposed Levels





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5.2 SITE BOUNDARY AND ENCLOSURE

SITE ENCLOSURE APPROACH

Non secure area of main access footpath and key car park ensures access throughout the day for visitors to the main entrance of both the school and community facilities.

Due to the complex needs of pupils within this area, the quieter more individual SEN external play provision has been separated from the rest of the school, found to the north east corner of the main teaching block.

Whilst the multi use games area is located centrally on the site to allow unrestricted access for both school use and community usage as required, the MUGA is fenced to the perimeter to allow for access to be safe and controlled.



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5.3 FENCING AND GATES

SITE ENCLOSURE APPROACH

The scheme retains much of the existing boundary fencing while proposing a 2.4m high section of weld mesh fencing along Pinkwell Lane to secure the boundary.

We have proposed new vehicular gates to the north east car park and retained the existing access points along the western boundary.

The new MUGA has been fenced with 3.0m high weld mesh with 3.0m wide pedestrian gates to allow for controlled access for community use.

The SEN area has been separated from the rest of the school with 2.4m high weld mesh fencing and 1.5m wide pedestrian gates.

The service compound has been fenced with 1.8m high close boarded fencing and has both a 1.5m wide pedestrian gate and a vehicular gate for the bin collection



- G1 Single leaf pedestrian gate - 1.5m wide
- G2 Double leaf pedestrian gate - 3.0m wide
- G3 Double leaf vehicular gate - width to engineer's details
- EG Existing gates to be retained

- Secure fence line - 2.4m high weldmesh
- MUGA rebound fence - 3.0m high weldmesh
- Boundary Fencing - 2.4m high Palisade fencing -
- Bin Store fence - 1.8m close boarded timber fencing
- Existing Boundary Fencing

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6.0 ACCESS

6.1 SITE ACCESS AND CIRCULATION
6.2 FIRE TENDER / EMERGENCY / REFUSE ACCESS
6.3 ACCESSIBLE DESIGN
6.4 BUILDING STRATEGY - MAINTENANCE

6.1 SITE ACCESS AND CIRCULATION

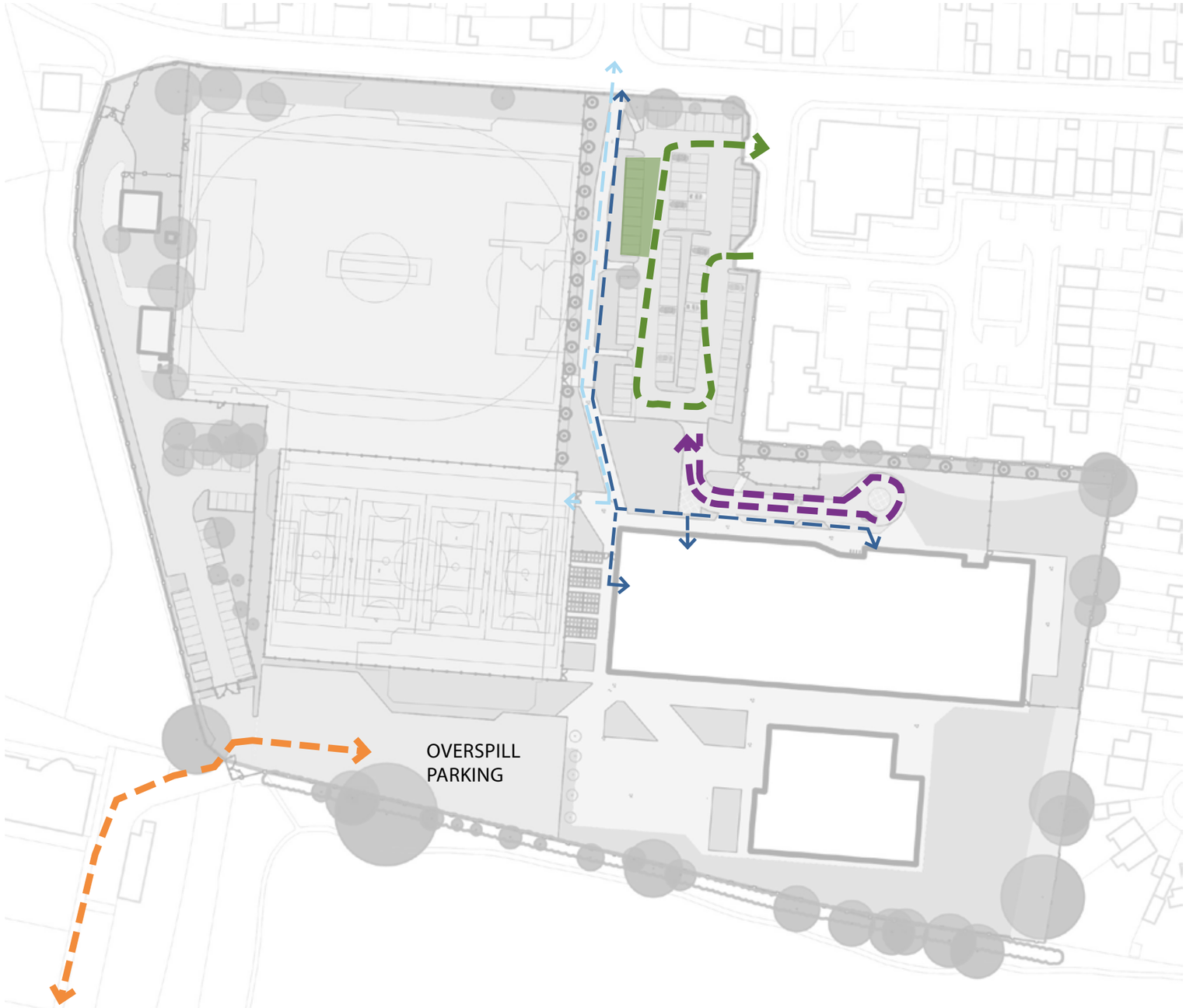
KEY CIRCULATION ROUTES

Existing staff vehicular entrance to main car parking entering site from the north east corner along Pinkwell Lane, via Dudley Place will be retained in full.

An additional drop-off loop for SEN provision and regular deliveries to the main school teaching block will be constructed to north of main teaching block.

‘Goals Heathrow’ will retain existing access to car parking along the rear south boundary from Shepiston Lane.

Pedestrian access is a simple, level access feature boulevard lined with trees providing direct and clear flow from Pinkwell lane into the main entrance areas for both library / community facilities and the main teaching block.



VEHICLE CIRCULATION

- Staff parking
- Existing drop-off retained
- SEN drop off
- Deliveries
- Goals car park access

PEDESTRIAN CIRCULATION

- Primary pedestrian access
- Out of hours community access.

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6.1 SITE ACCESS AND CIRCULATION

STATEMENT FROM SARAH PHILLIPS -
SCHOOL PLACE PLANNING PROJECT MANAGER
HILLINGDON COUNCIL

Hillingdon Council supports all schools in the borough to deliver high standards of education in good facilities and is also currently managing a large increase in secondary pupil numbers.

The replacement of Harlington School is crucial to meeting these aims, and the council is funding an expansion of 45 pupils a year - 225 places and a new 15 place unit for pupils with autistic spectrum conditions and also enhanced circulation space with an uplift from a ratio of 25% to 30%, seen in wider corridors and stairs.

All these facilities have been carefully designed in discussion with Harlington school and the authority and are well located in the new building.

The design optimises co-location and the use of light within the constraints of keeping the existing school operational throughout the building work before its demolition and final landscaping.

The new replacement dual use public and school library benefits from being co-located together with the school Learning Resource Centre which provides access by pupils and staff from the school in school time.

There is also access for the public in daytime, evenings and Saturdays by the separate direct entrance which is visible from the road, down the avenue of trees and leads to a new community access corridor with a public accessible WC and baby change area.

This area is not open to the school pupils and likewise the door from the library Learning Resource Centre to the school will not be open to the public.

The three adult education classrooms provide flexible light, spaces and, like the library, will connect to the council broadband and provide public wi-fi.

The existing unit for pupils with Physical disabilities is being replaced and has been well designed with input from the school and the local authority and will be co-located with the new provision for pupils on the autistic spectrum and the school SEND hub area, with their own quiet, calm external teaching area, and classrooms for the internal nurture classes - all close to the medical rooms and with specialist facilities and direct external access for pupils to and from minibuses.

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6.1 SITE ACCESS AND CIRCULATION

CAR PARKING

- Northern main car park: 103 Staff + 4 disabled spaces
- Western car park access road: 16 spaces
- Playground overspill: up to 50 spaces

DROP OFF

The school operates a one-way system in the main car park. The barrier is lifted for a time in the morning and the afternoon, and there is a ‘drop off’ section and a ‘no waiting’ area for traffic flow located in the north-west corner of the car park.

The barrier, outside of these times, is operated by fob access or push button to alert the receptionist of arrival. The drop off area is managed by staff, who ensure parents/guardians do not dwell and maintain the flow of traffic.

Harlington operates a continental school day from 8:00 – 14:40, whereas the adjacent Pinkwell Primary school is open from 08:30 to 15:20. This arrangement between the two schools ensures the impact on the public highway is kept to a minimum during drop off/pick up.

The school operates an after-school club between 16:00 and 17:00 and has recently launched a breakfast club between 07:30 and 08:00.

A new dedicated minibus area for the SEN building is provided to the south of the car park.

CYCLE PARKING

- Existing: The school has confirmed 15 covered and 53 uncovered Sheffield stands are currently located on-site. This equates to 136 spaces (2 spaces per stand).
- Proposed: cycle parking will be provided in line with the Draft London Plan standards which are as follows:
- Long stay: 1 space per 8 FTE staff + 1 space per 8 students
- Short stay: 1 space per 100 student



Typical access to main teaching block and community facilities at start / end of Harlington school day



Access to main teaching block and community facilities during teaching periods and after hours

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6.2 FIRE TENDER / EMERGENCY

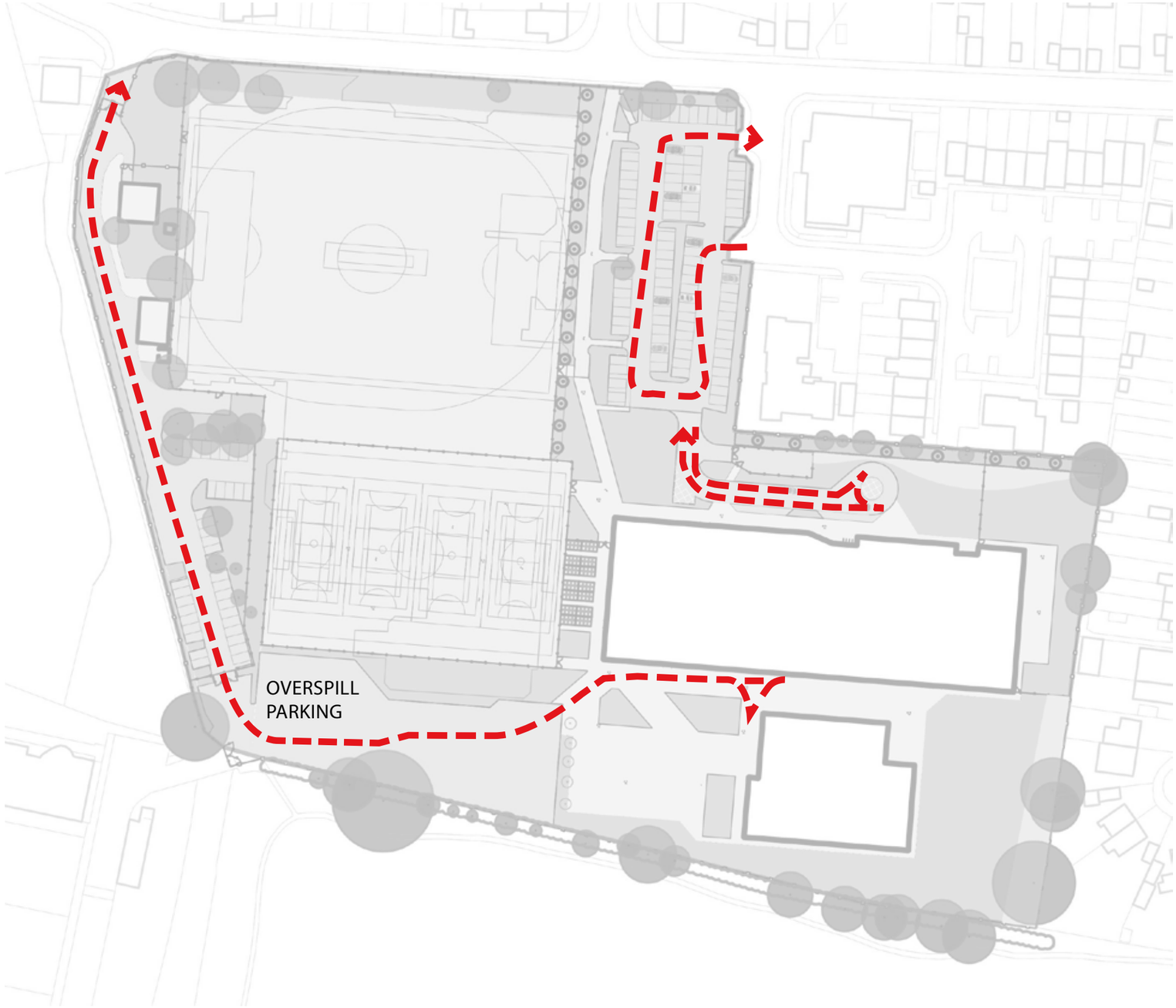
OVERALL VEHICLE ACCESS STRATEGY

The existing emergency access for fire tenders and general emergency vehicles is to be retained / extended.

For access to the rear of the building and to the sports block, the existing access road to the West boundary of the site will be utilised, continuing along the overspill car parking to the south and surfacing to the new quadrangle play area designed in accordance with requirements for the vehicles accordingly.

Access to the front of the building will utilise the existing north eastern car park route followed by the new SEN / deliveries specific drop-off loop which similarly has been designed to accommodate such vehicles.

The north eastern access will also be utilised for access to refuse vehicles, with a secure compound for refuse being located within the northern drop-off location.

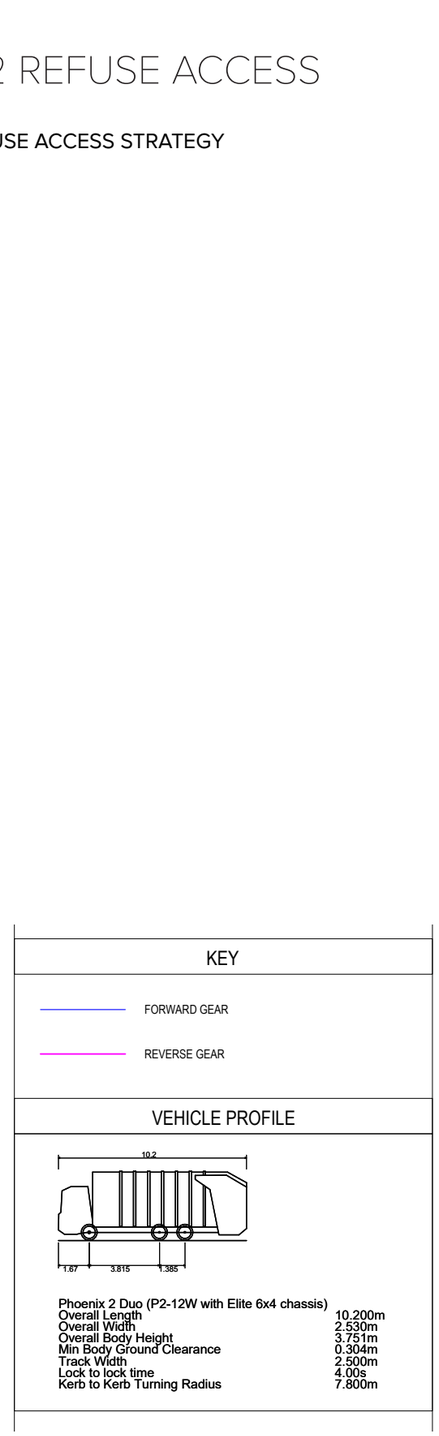


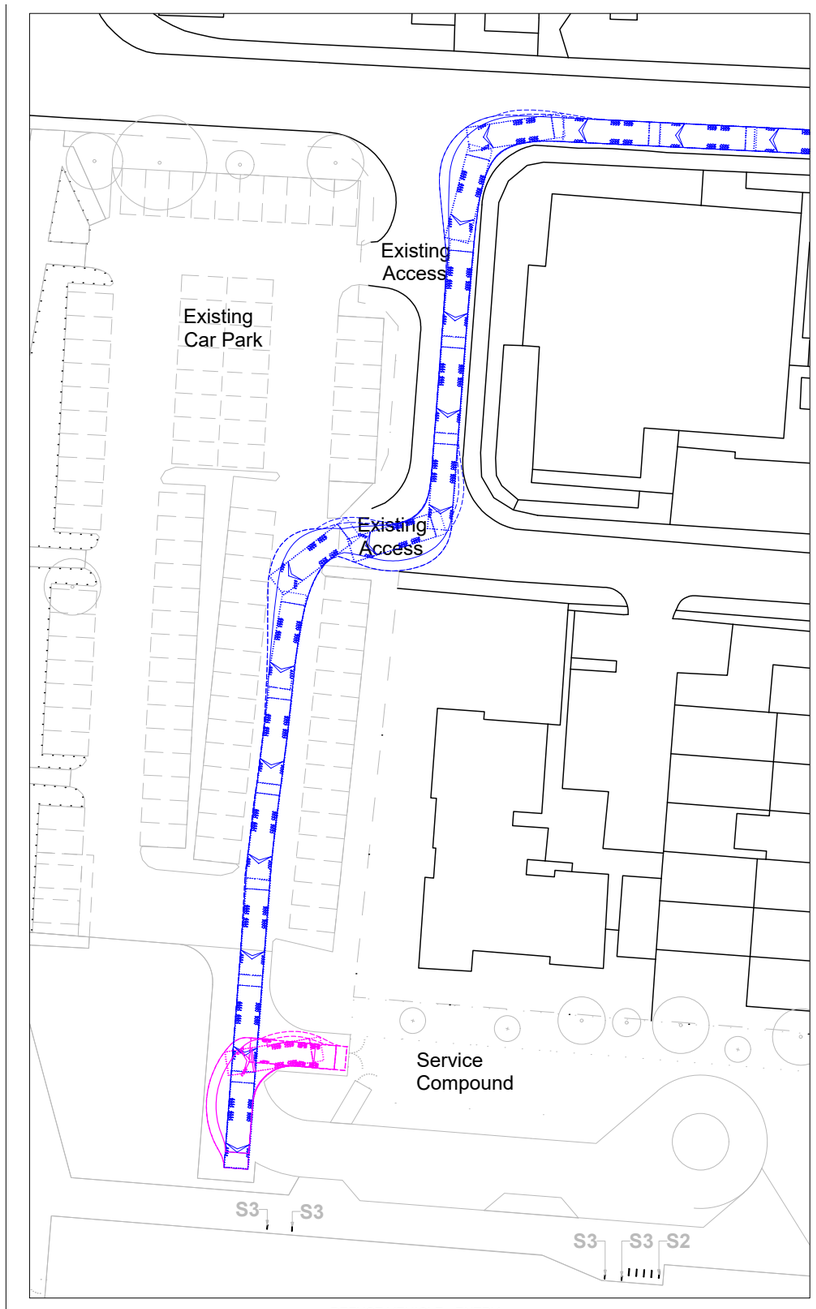
- Fire Tender Access

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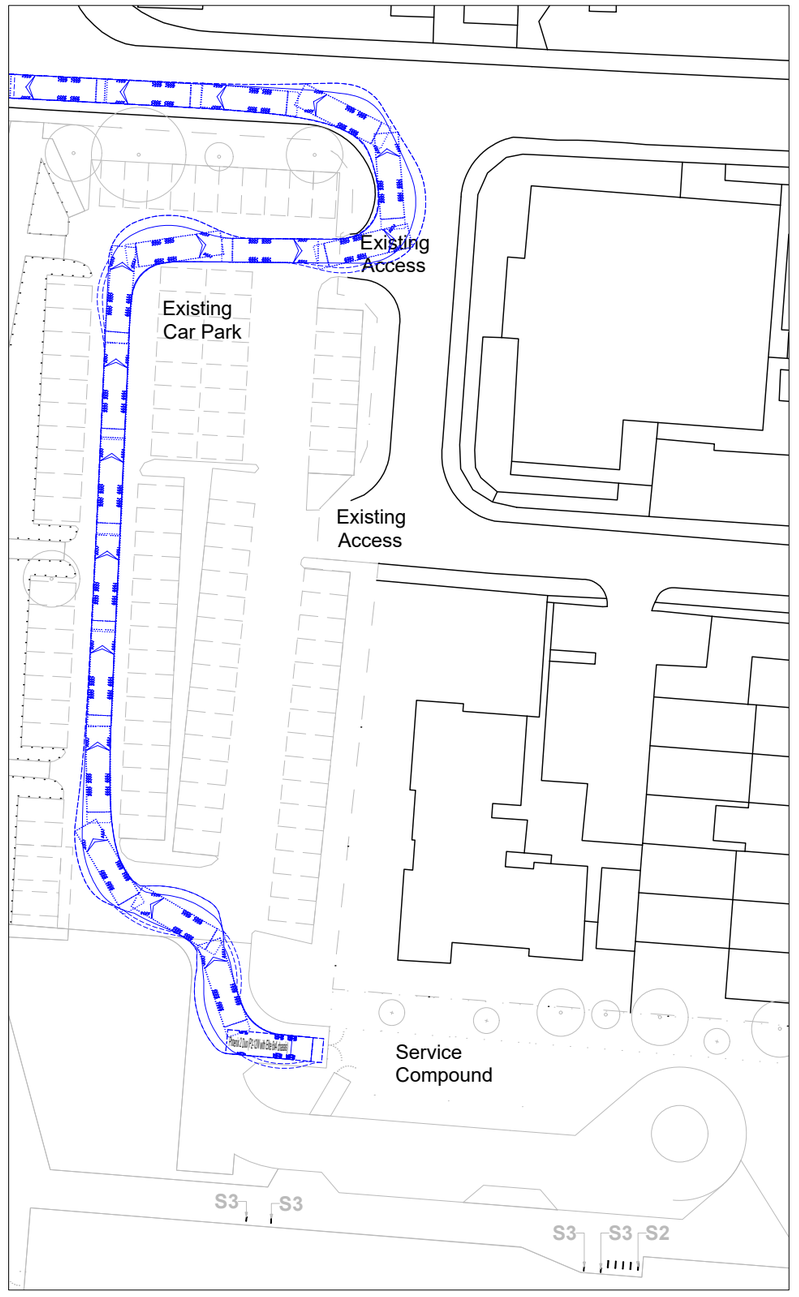
6.2 REFUSE ACCESS

REFUSE ACCESS STRATEGY





REFUSE VEHICLE - ENTRY



REFUSE VEHICLE - EXIT

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6.2 FIRE TENDER / DROP-OFF

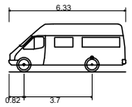
FIRE / DROP-OFF ACCESS STRATEGY

KEY

FORWARD GEAR

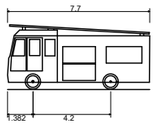
REVERSE GEAR

VEHICLE PROFILE



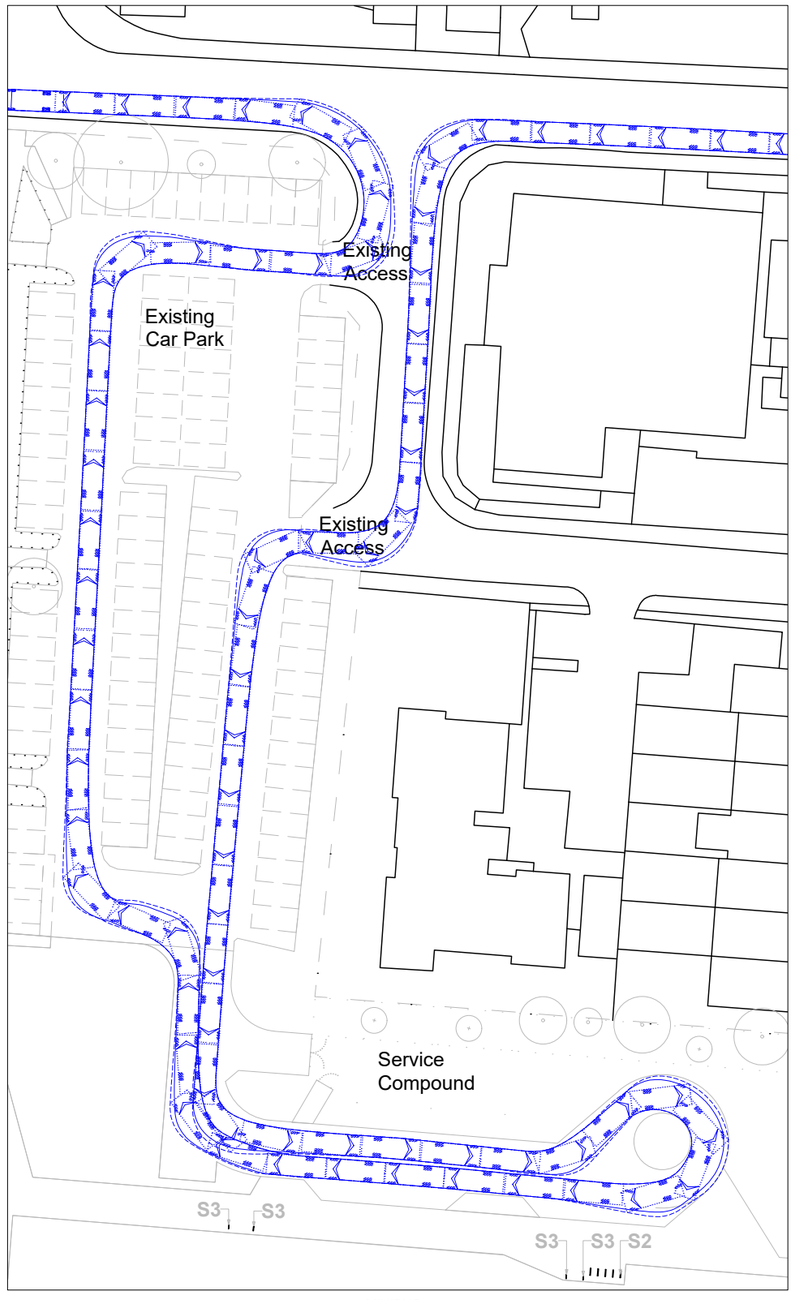
Mini Bus

Overall Length	6.330m
Overall Width	2.192m
Overall Body Height	2.601m
Min Body Ground Clearance	0.374m
Track Width	2.192m
Lock to lock time	4.00s
Kerb to Kerb Turning Radius	6.450m

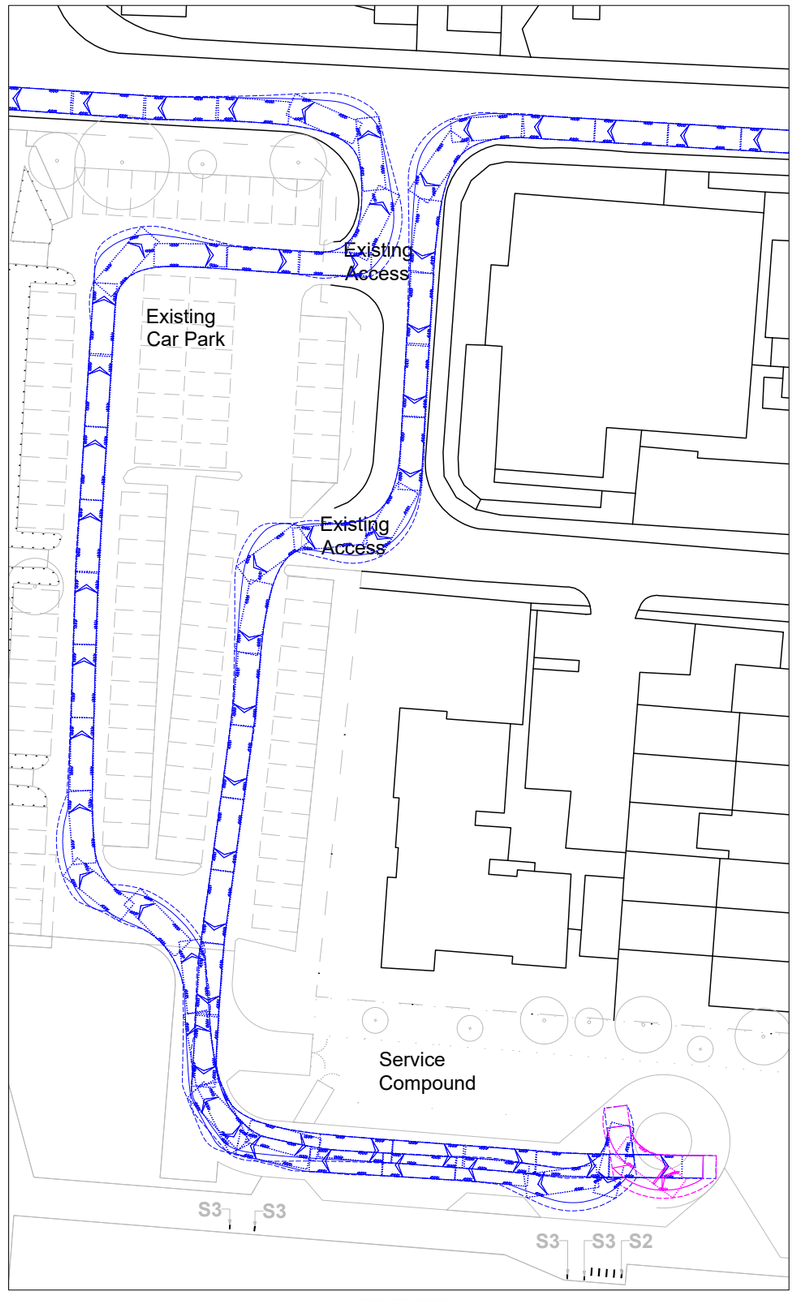


Dennis Sabre Fire Tender (LWB)

Overall Length	7.700m
Overall Width	2.430m
Overall Body Height	3.512m
Min Body Ground Clearance	0.397m
Track Width	2.380m
Lock to lock time	5.00s
Kerb to Kerb Turning Radius	7.400m



MINIBUS



FIRE TENDER

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6.3 ACCESSIBLE DESIGN

All entrance and exit points in the new school building will have level thresholds. In addition, all internal thresholds will be level throughout.

The proposed layout is designed in a linear arrangement allowing for efficient, easy to read internal circulation, which will be supplemented with clear directional signage.

Main circulation corridors are 2.0m wide and all doors to teaching spaces and external doors will have minimum 800mm clear width for adequate clear space for wheelchair users.

A centrally located lift is proposed (as indicated on plan), to minimise travel distances and to insure inclusive access to all floors of the building. * In line with recommendations from local accessibility officer, the lift provision has been upgraded to an evacuation lift standard with associated additional lobbies to each floor, as requested under 'Policy D3 - Inclusive Design' as part of the new Draft Local Plan for London. *

Stairwells will all have disabled refuges with call points for fire safety.

At least two accessible wc's are provided on all the floors of the building. The ground floor provides 6, including two situated ideally for the community facilities and one directly for staff use, which is positioned in the South East corner of the plan.

Key

- Lift
- Acc. WC
- Acc. Changing Room
- Emergency Refuge
- Level threshold



Second Floor Plan



First Floor Plan



Ground Floor Plan

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6.3 ACCESSIBLE DESIGN

Accessibility Brief -

Paramount to the success of Harlington School is the creation of an accessible environment fit for a wide ranging variety of educational needs and abilities.

Harlington School has a complex array of public and educational spaces co located within one building. Alongside the mainstream secondary school education spaces, additional facilities include: adult education, public library, community sports, and specialist education units.

Harlington school has a requirement for three specialist departments, comprising of 'special educational needs', 'designated ASD provision' and 'nurture provision'.

Central to the design philosophy of Harlington school is that users with accessibility requirements should have an equal opportunity to join their fellow colleagues across the building.

Building Layout Design

Rather than additional bolt-on measures for individual pupil, staff and visitor requirements, it was decided at an early stage that the design would focus on providing an efficient, clear and simple environment that could be easily understood by all users.

The building has been designed in a linear arrangement, with large centrally located communal spaces encircled by teaching accommodation allowing for a clear, simplistic method of wayfinding. This is supplemented by specific accessibility signage.

Within this arrangement a centrally located lift has been proposed ensuring inclusive access to all floors.

* The lift has been allocated as an 'evacuation lift' so as to ensure its availability of use in the event of an emergency in the three storey teaching block. *

Additional Space -

The varied set of users will benefit from the overall design philosophy of inclusive design by the provision of additional space where suitable to aid improved movement and functionality across the proposals.

An example of this additional space can be found in the applied minimum standard of 800mm clear door openings to all external and pupil accessible doorways.

Another key move has been the implementation of an applied minimum circulation width (2000mm) to aid manoeuvrability for individual users, groups and users requiring additional care / assistance alike.

SEN, ASD and Nurture Provision

The specialist departments have been provided on the ground floor to ease initial access for those less able, and have been located to the quieter east end of the proposed new teaching block.

This positioning in the building has also allowed for the more vulnerable pupils and visitors within the key SEN provisions to be protected somewhat from the rest of the school.

Locating the SEN, ASD and Nurture departments to the east of the building has enabled sufficient space for them to expand and adapt as much as required, allowing additional space for storage of equipment, wheelchairs and larger sanitary facilities, including a shared 'changing places' provision.

In line with aspirations for a protected area for SEN, ASD and Nurture to return to as and when required, their placement on the east elevation of the building allows for direct external access to an isolated portion of external teaching / play space and garden this creating a peaceful, quiet and protected area for supervised learning away from the busier southern main school playground.

The adjacency of these special educational needs departments also allows for the addition of shared therapy, isolation and staff supervised individual learning spaces which will allow for individuals to be supported locally without having to leave the wider context of this space.

Sensory Awareness -

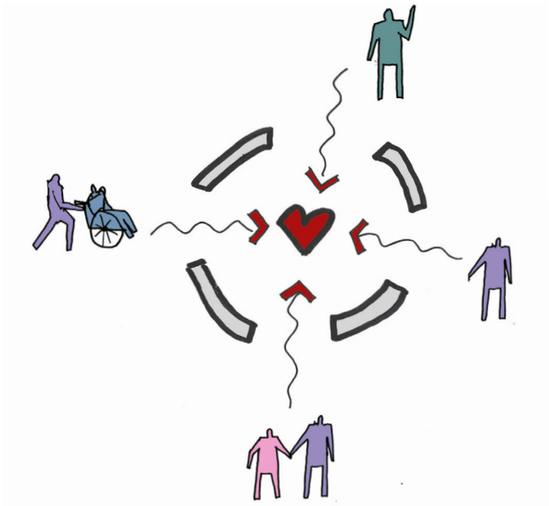
With what is potentially a larger space to navigate than some students may be used to, we are undergoing a crucial process of selecting key materials and visual aids to create a safe, clear legibility in the main teaching block.

Modern LED lighting is being specified throughout the proposals, carefully specified so as to accommodate both glare free, suitable lighting levels whilst also allowing for the provision of control across the buildings, both for individual adjustment and environmental considerations.

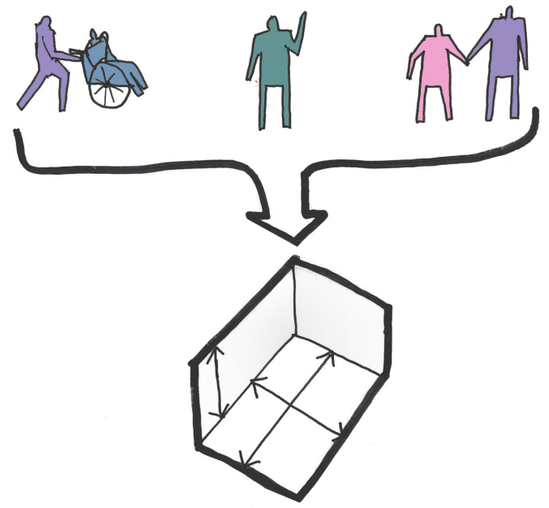
A conscious effort has been made during the design process to incorporate Harlington school's desired branding, whilst also taking into account a requirement for visual contrast both to signage and across a variety of materials and surfaces around the buildings

Utilising a refined colour palette as summarised on pg.41, we have have created a calming and positive strategy to supplement pupil's learning and well-being whilst also retaining the opportunity to provide accent walls in more stimulating key atrium spaces and outside the school entrances to aid wayfinding in and around the buildings.

Daylighting factors have been a key design principle taken into consideration during the process, utilising the expertise of specialist design consultants in the creation of both new buildings. Teaching spaces are located on external faces of the building with access to natural light, controlled manually by the teaching staff when desired by the addition of blinds to all teaching spaces.



ACCESSIBLE FOR ALL
A wide range of pupil access requirements and ensuring that all pupils feel welcome is essential.



CLASSROOM FLEXIBILITY
Classrooms need to be flexible to accommodate a wide range of pupil needs.

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Utilising advice from specialist acoustic consultants, both internal and external wall construction has been considered for sound transference between rooms internally, and also externally from the nearby M4 motorway and southern Heathrow flight routes.

Considerations for all environmental design portions of the new proposals have incorporated advice from specialist external consultants, and conform to not only relevant building regulatory guidance, but guidance in the form of building bulletins and industry standards alike.

Flexibility and Adaptability -

Generously designed FF&E solutions across the main teaching facilities at Harlington have allowed the potential for Harlington school to select from a range of teaching layouts in line with their pedagogy for inclusive and modern teaching styles. Each department has an allowance for accessibility and a wheelchair specific allocation inclusive of specialist furniture required.

Furniture layouts to all classrooms include a wheelchair accessible position inclusive of rise / fall furniture.

A selection of ICT rich and typical teaching classrooms has been achieved across each floor of the building allowing all to access these additional facilities as and when required by the curriculum or their special educational needs.

Where feasible around the building fixed furniture has been restricted to the external faces of the rooms allowing for a maximised provision of flexible circulation space which can be adjusted if the requirements of a particular space are required.

Health and Well-being -

A key design move during the early stages of Harlington school's layout development, was moving teaching spaces to the external walls of the main teaching block thus allowing maximum interaction with both external ventilation and natural daylight, improving where possible the comfort of both teaching and office accommodation.

In an attempt to maximise inclusivity across the spaces, hygiene rooms both in the main teaching block and sports centre have been upgraded with necessary facilities to be utilised as formal ' changing places' compliant, this including rise and fall wash hand basins, adult sized rise and fall changing beds and ceiling mounted hoists to aid care givers where required.

All wc spaces, sanitary and hygiene spaces across the two buildings will have carefully selected finishes to satisfy slip resistance, regular cleaning and visual contract to an appropriate standard so as to provide a safe, durable space for all to use.

Safety and Security -

As illustrated on pages 52-57, the main teaching block benefits from five key entrances. The southern entrance is utilised by school pupils only and can be accessed during arrival times and exit times before and after a typical school day.

This rear pupil entrance is contained within the main secure line which limits typical access to the front of the main teaching block. Similarly an entrance is illustrated to the western elevation, operating in a similar fashion but for sixth form pupils only.

The northern elevation and publicly accessible frontage to the main teaching block acts as a key line of security to the school and is lobbied internally as such. The initial entrance is available for adult education and public library facilities and will be managed by staff respectively.

The second entrance, shown centrally along the school elevation is Harlington school's main entrance, allowing for visitors and staff to enter the building independently past an access controlled main reception staffed by a school administration team, this entrance includes a waiting area where a member of teaching staff will greet a visitor and escort them around the main building.

Finally, behind an additional secure line, adjacent a vehicular drop-off is the SEN specific entrance, similarly tot he main entrance, this zone will be staffed according to requirement and will allow a safe, secure and individual entrance to SEN, ASD and Nurture during school hours.

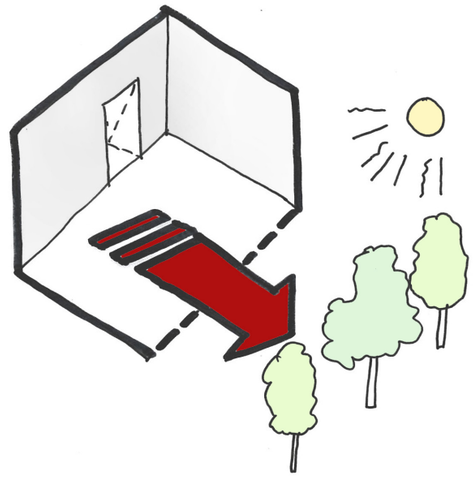
Once within each of the buildings glazed screening has been utilised to all teaching spaces and staff office environments to aid with supervision, said staff offices have also been equally spread to each corner, across all floors of the building. When coupled with the linear, clear corridor strategy previously accommodated, this will produce a well supervised, safe environment for mixed travel and circulation throughout the school day.

Sustainability -

• Social: having a fully inclusive and cohesive school community, with a positive relationship with the wider community and other services accessing the site. Demonstrated through the wide array of community facilities available split between adult education, public library and sports facility.

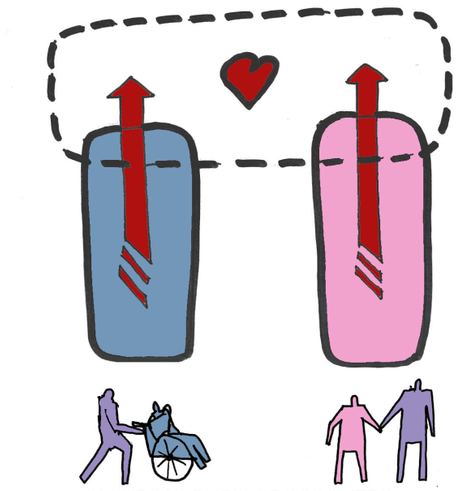
• Economic: achieving value for money based on the whole-life cost of the building, bearing in mind the possible higher cost of meeting some of the needs of children with SEN and disabilities and disabled adults.

• Environmental: minimising any negative environmental impact and making good use of the site's microclimate and biodiversity, with efficient use of energy and resources, whilst ensuring the needs of disabled people are not compromised.



EASY ACCESS TO OUTSIDE

Easy access to green spaces is essential for both pupils and staff, with SEN benefiting form outdoor teaching, garden and play space separated form the busy main play.



AVOIDING PUPIL CROSSOVERS

Keeping volatile and also very vulnerable behaviours separate whilst retaining shared space has been an important factor in the layout design.

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6.3 ACCESSIBLE DESIGN

Hygiene facilities upgrade to ‘Changing Places’ criteria

In line with guidance found within ‘Approved Document M – Access to and use of buildings (AD M) 2013 edition’ and BS8300, during the wider design process for the proposals, a decision has been made to upgrade two ‘hygiene rooms’ supplied by the project brief to accommodate requirements as set out by ‘Changing Places’ criteria.

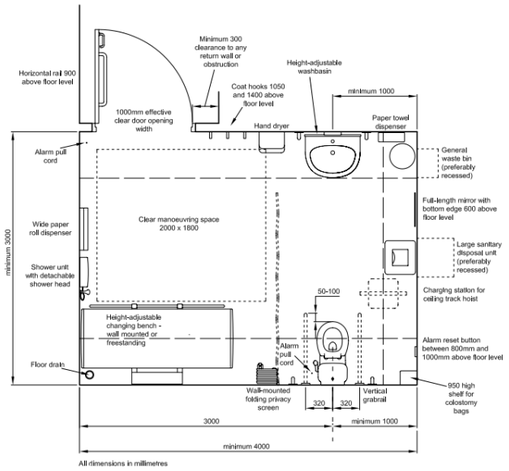
Document M (5.6) states -
“In large building developments, separate facilities for baby changing and an enlarged unisex toilet incorporating an adult changing table are desirable.”

Document M (5.7) states -
“In large building complexes, such as retail parks and large sports centres, there should be one wheelchair accessible unisex toilet capable of including an adult changing table.”

To allow for maximum flexibility across the scheme we have supplied two facilities, one servicing the main teaching block, centrally located within SEN, ASD and Nurture and the other facility servicing the sports centre, used both by community and school in a typical week.

To accommodate the move from hygiene room to a changing places compliant facility we have taken the following steps during design of the spaces.

- 3.0 x 4.0m (12m2) Rectangular room layout.
- Direct access from the door into the clear manoeuvring space.
- Sufficient clear space to enable a wheelchair user and two assistants to manoeuvre around the room.
- Fixed and freestanding equipment positioned to maximise the manoeuvring space centrally.
- Easy direct transfer using hoist between clear manoeuvring space, WC and changing bench.
- Peninsular WC positioned to provide room for an assistant on either side of the WC.
- Privacy curtain or screen positioned to shield the WC and to provide adequate space either side, but where it will not cause an obstruction when retracted.
- Height adjustable, adult changing bench - wall mounted or freestanding.
- Height adjustable washbasin (580 - 1030mm).
- Larger waste sanitary bins for additional sanitary disposal, in addition to typical bin.



BS8300 ‘Changing Spaces’ compliant provision.



Ground floor plan location - adjacent SEN, ASD unit and Nurture provision.



Sports centre plan location - adjacent main sports facilities

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6.4 BUILDING STRATEGY - MAINTENANCE

Roof Access:

- Stepped access via secure hatch over stair landing with increased landing in main teaching block.
- Sports block access via secure hatch over enclosed sports equipment store.
- 1100mm high parapet provides safe access to plant, PVs and other equipment at roof level.
- All syphonic rainwater outlets and downpipes are internal so access from the building perimeter is not required.

Façades:

- * The masonry construction of the walls requires very little maintenance. For all other areas, of through-colour render at low level and cladding and glazing to all levels, cleaning is proposed using a pole and deionised water system (reach and wash) from the exterior. The deionised water system requires no cleaning chemicals or detergents and as such is environmentally friendly. This system will limit the danger of falls from height in the cleaning of the façades. *

High level services/soffits internally:

- The majority of spaces within the new buildings are single height.
- Multi height spaces include the main hall, activity studio, library, dining and drama
- Lights/fittings and equipment in high spaces/ceilings can be accessed from inside the building using mobile platform, scissor lift or tower scaffold.
- Stairwells to have wall mounted lights for ease of access.

Windows, controls, switches:

- Controls and switches located at standard user level for everyday use. Windows can be opened manually using a teleflex winding mechanism for the upper light.
- Windows can be cleaned from the outside using the same reach and wash system.

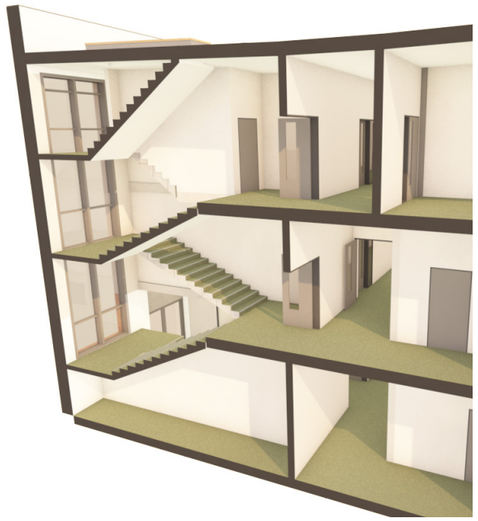






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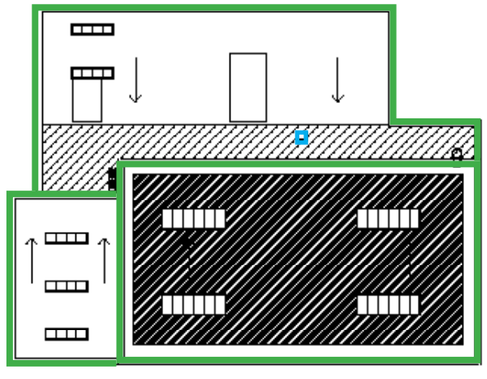
6.4 BUILDING STRATEGY - MAINTENANCE



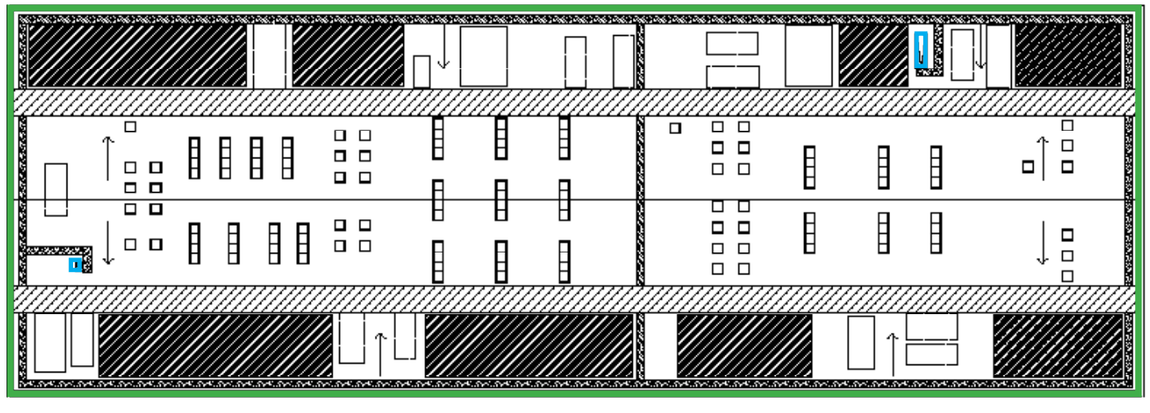
Stepped Roof Access



Ground Floor Plan



Sports Block Roof Plan



Teaching Block Roof Plan

Roof Access Hatch

Tower access to internal services

Wash pole reach

1100mm parapet

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7.0 SUSTAINABILITY

7.1 SUSTAINABILITY OVERVIEW

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In order to comply with the local authorities 35% carbon emission reduction requirements, we have developed a lean building with a well-insulated envelope and energy efficiency measures to minimise the energy demand which is then supplemented with a photovoltaic (PV) array. We have completed an energy strategy document which has been submitted separately – refer to 1422EHA-MET-ZZ-XX-RP-V-9712_Energy Strategy for further details.

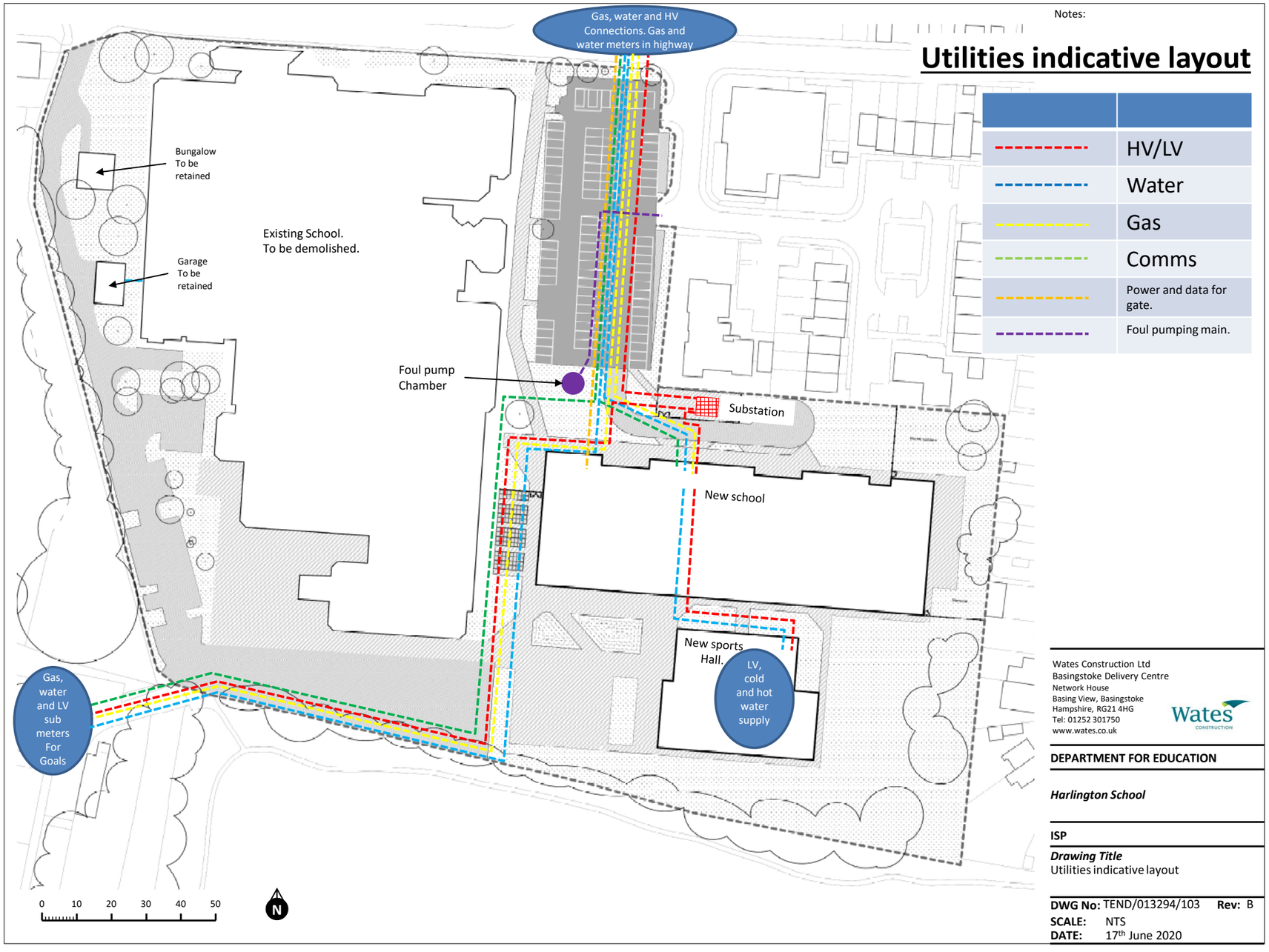
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LIFE TOUCHING DESIGN

8.0 CONSTRUCTION

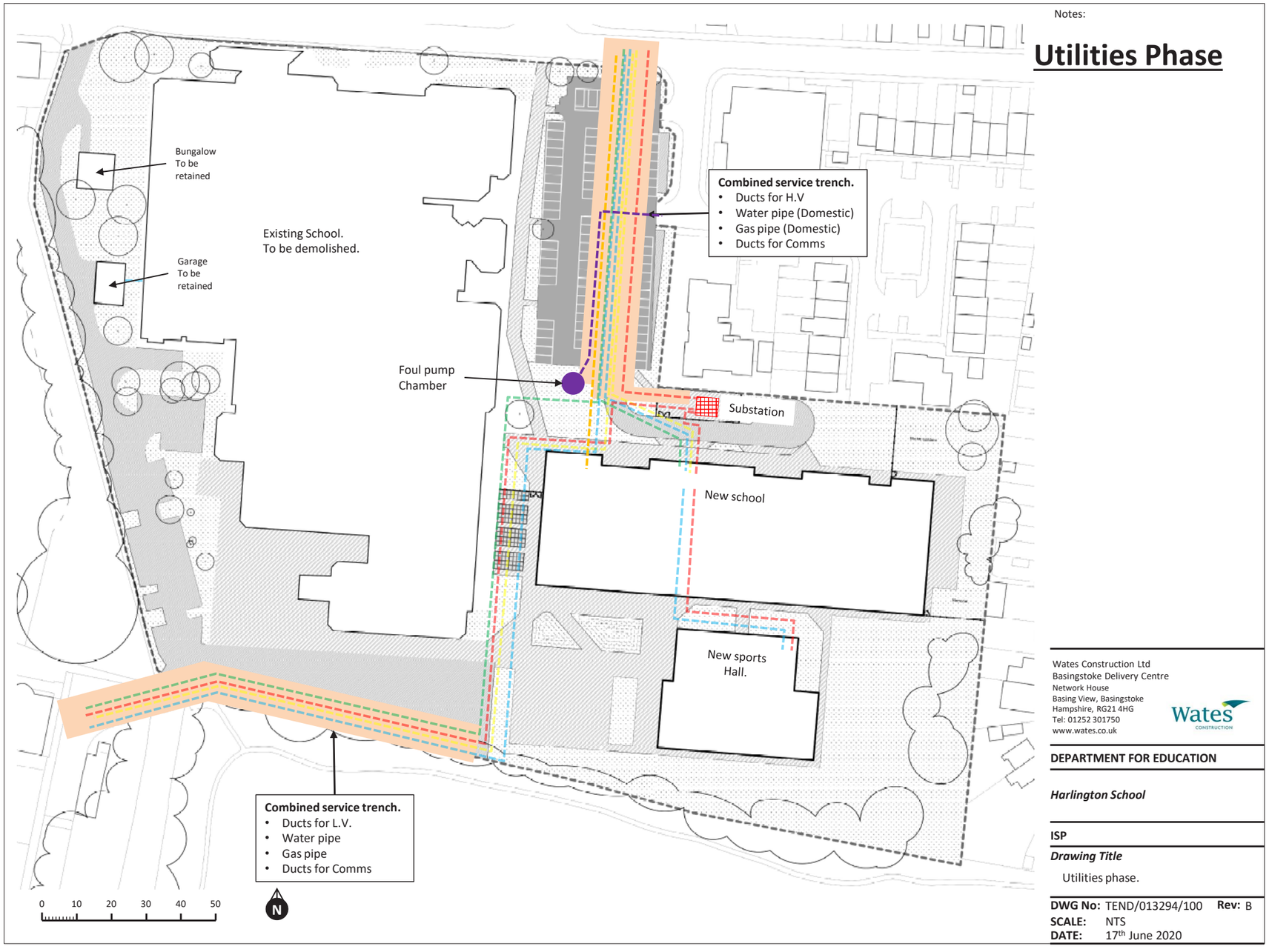
8.1 PROJECT LOGISTICS
8.2 CONSTRUCTION PHASING

8.1 PROJECT LOGISTICS



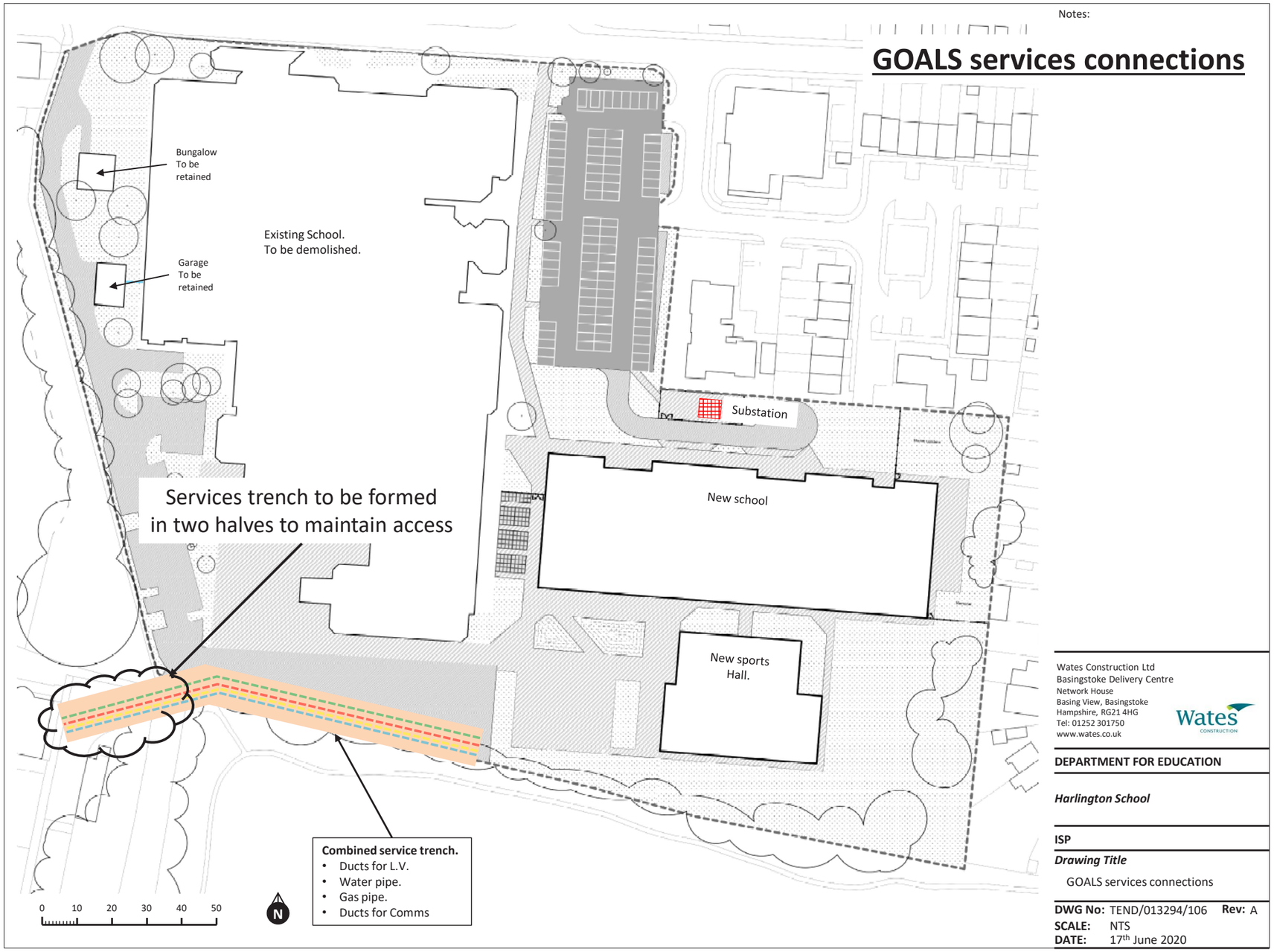
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8.1 PROJECT LOGISTICS



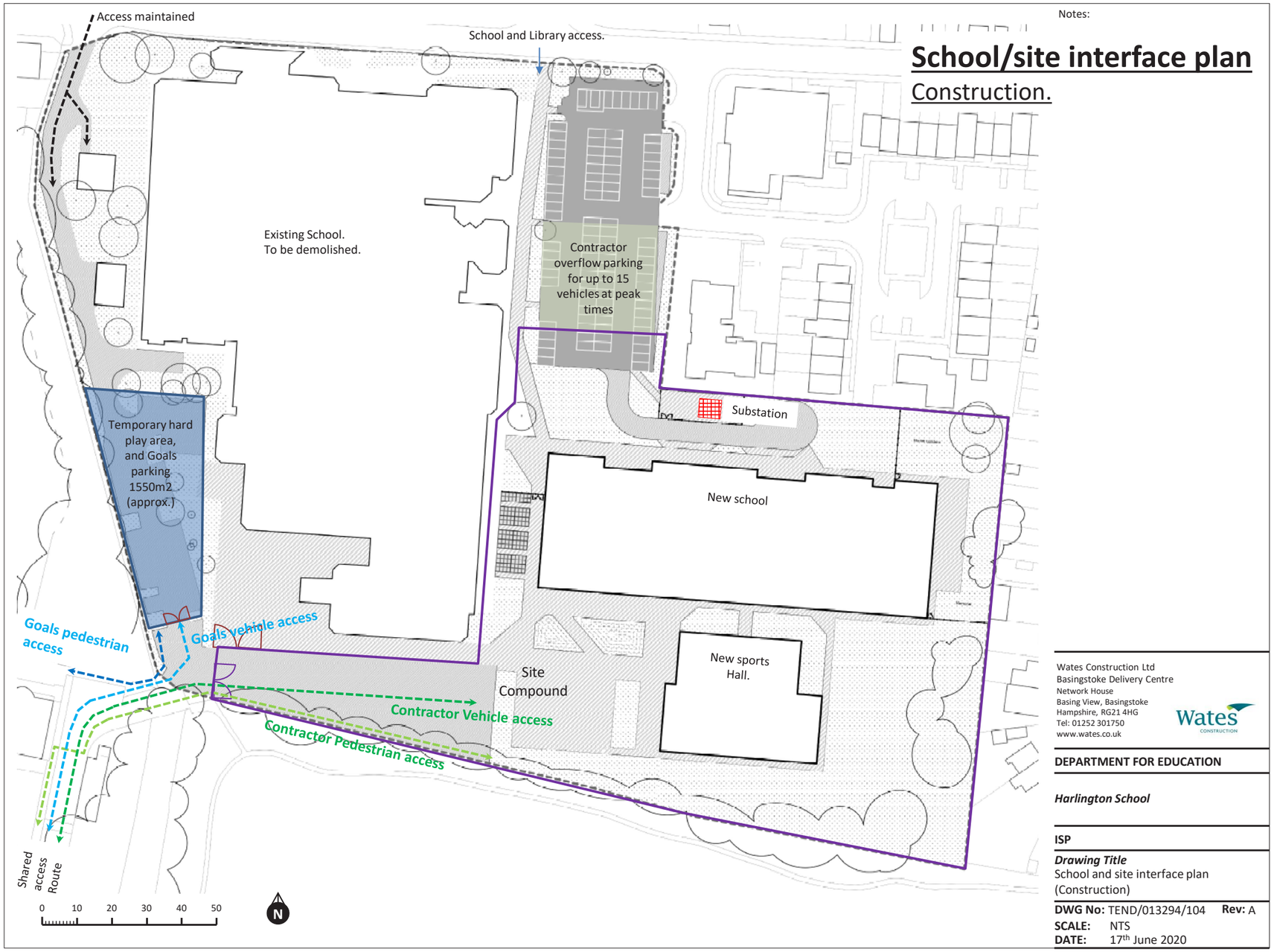
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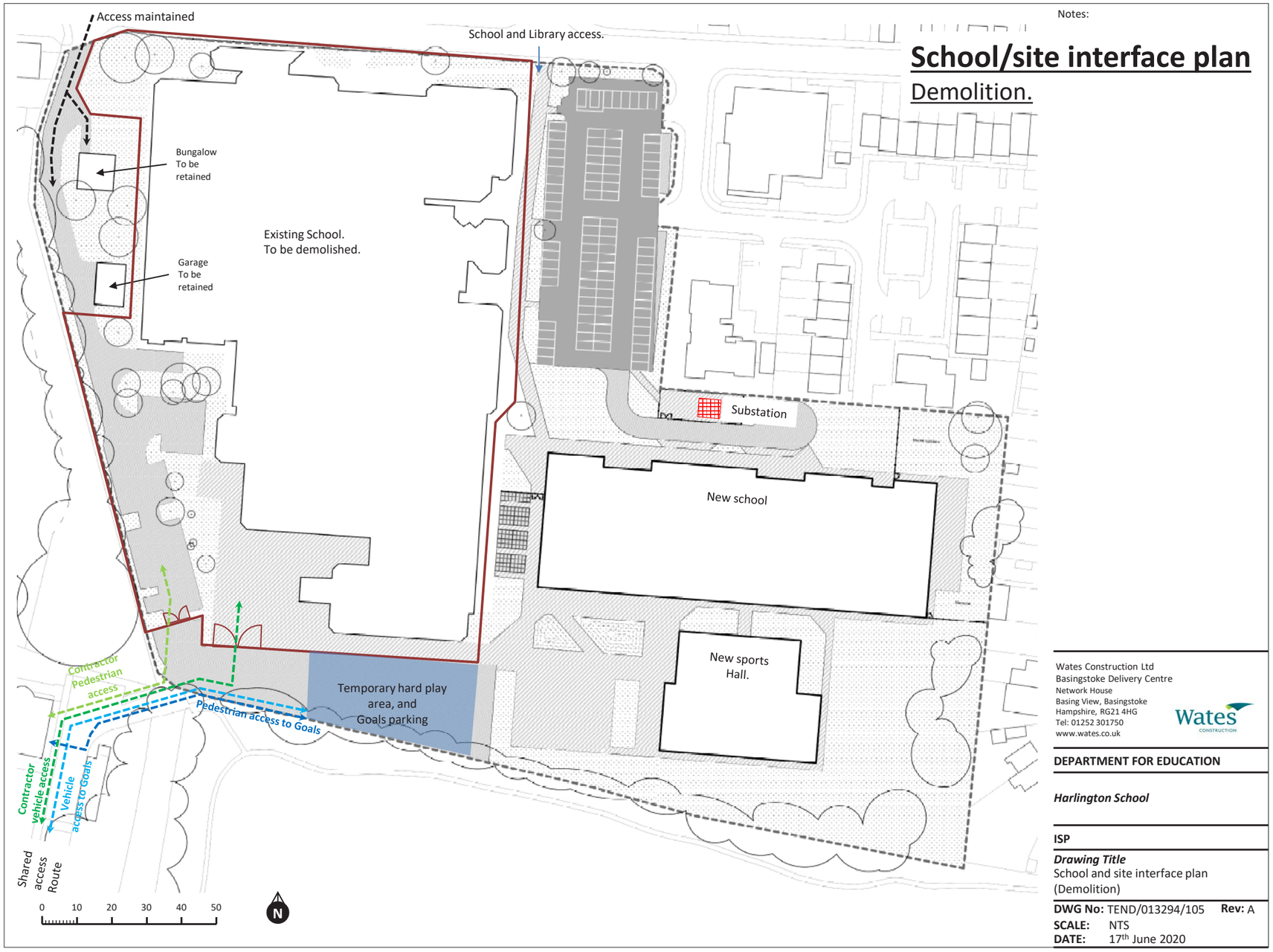
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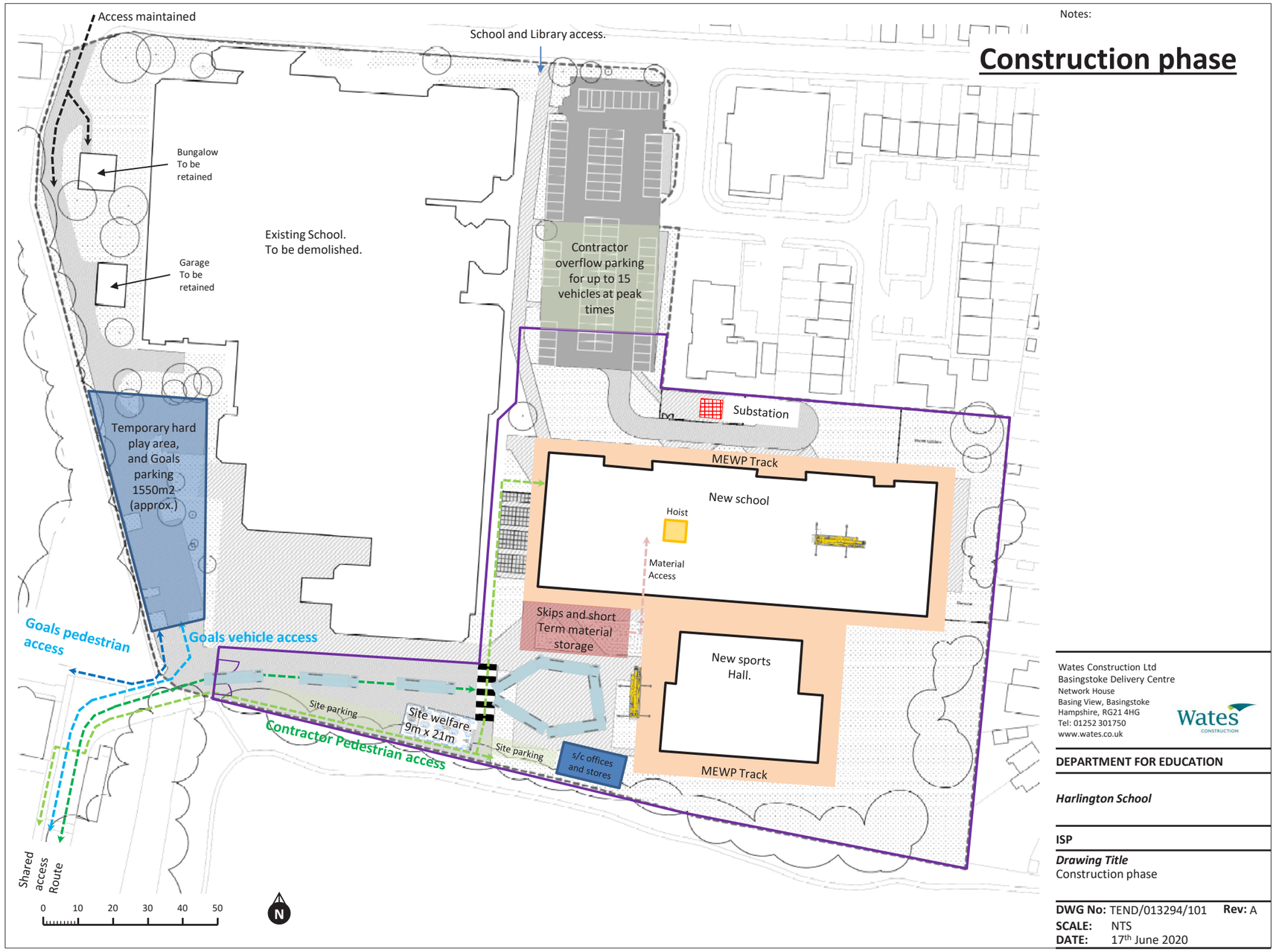


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8.2 CONSTRUCTION PHASING

Construction Phase:

- All construction traffic from Shepiston Lane
- All contractor parking contained on site
- Construction area fully segregated from school activity
- Works completed in a single phase
- Working hours to be confirmed by planning permission
- Wates' gateman will manage all traffic movements in and out of the site
- Delivery booking system to avoid vehicles waiting on local roads

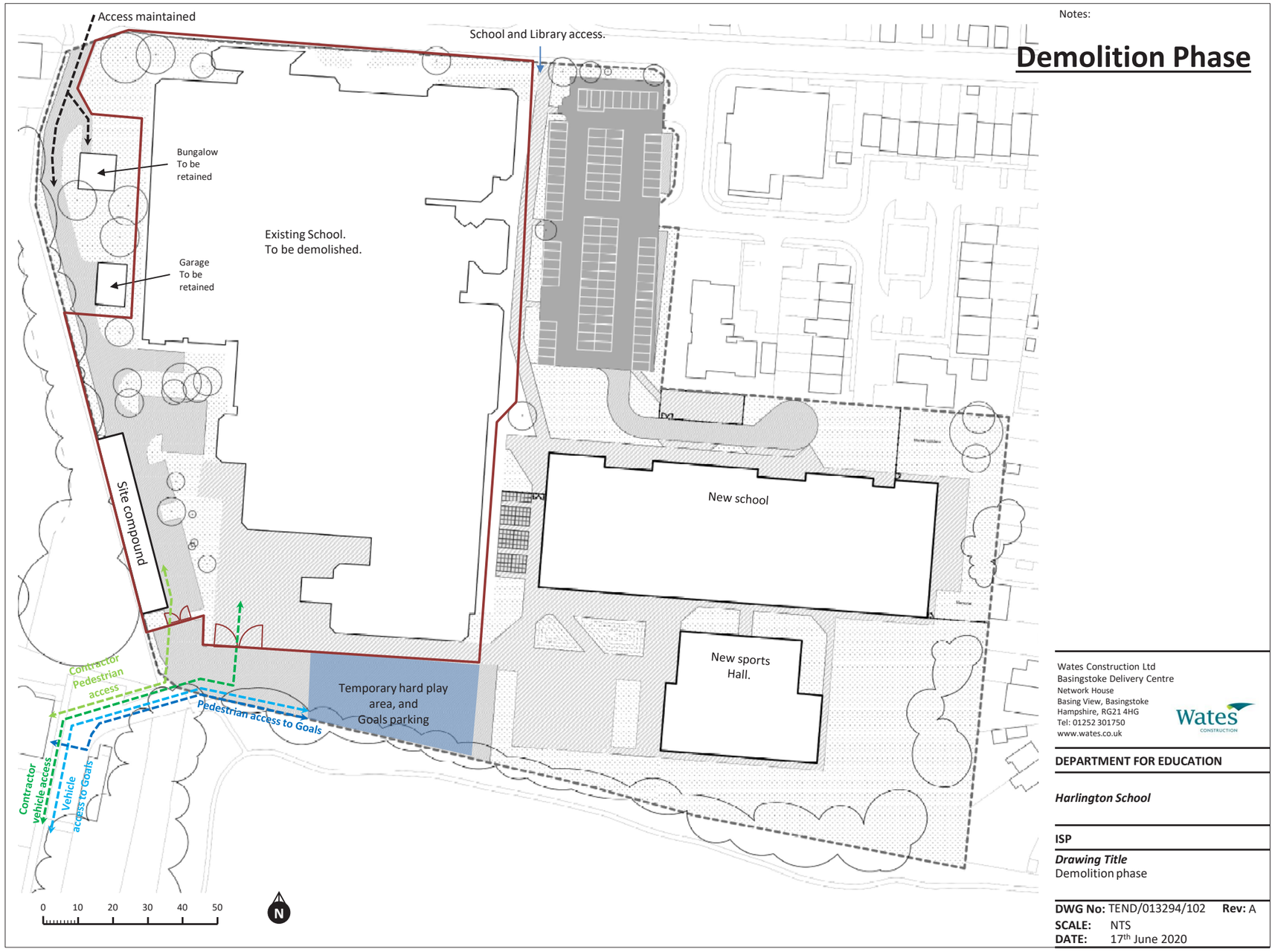


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8.2 CONSTRUCTION PHASING

Demolition Phase:

- All vehicle access from Shepiston Lane
- Demolition area fully segregated from school activity
- Routine noise and dust monitoring during demolition
- Working hours confirmed by planning permission
- Landscaping to follow demolition of existing school building



Notes:

Demolition Phase

Wates Construction Ltd
Basingstoke Delivery Centre
Network House
Basing View, Basingstoke
Hampshire, RG21 4HG
Tel: 01252 301750
www.wates.co.uk

DEPARTMENT FOR EDUCATION

Harlington School

ISP

Drawing Title
Demolition phase

DWG No: TEND/013294/102 **Rev:** A
SCALE: NTS
DATE: 17th June 2020

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