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1.00 Introduction

- 1.01 Background
- 1.02 Educational Context

2.00 Site Information

- 2.01 Site Context
- 2.02 Site History
- 2.03 Site Analysis
- 2.04 Planning
- 2.05 Site Photos

3.00 Design Proposals

- 3.01 The Scheme
 - Use
 - Amount
 - Layout
 - Building Form
 - Phasing
- 3.02 Design Key Drivers
 - Adjacencies and Building Plan
- 3.03 Key element of the design
 - A. Spatial Planning: Clear, logical internal organisation
 - B. Interiors: Creating quality spaces for teaching and learning
 - C. Flexibility and Adaptability: Catering for changing school needs (Short and Long Term)
 - D. Operability: Ease of management and operation of the building

4.00 Appearance

- 4.01 Materials
 - Curtain Walling
 - Windows
- 4.02 Massing
- 4.03 Branding, Way finding and Signage

5.00 Landscape Design

- 5.01 Introduction
- 5.02 Site Masterplan
- 5.03 Site Arrangement
- 5.04 External Space Organisation
 - School Grounds
 - Hard and Soft Informal Social Spaces
- 5.05 Landscape Design Materials
 - Hard Landscape Surfaces
 - External Furniture
 - Drainage
 - Existing Trees
 - Proposed Soft Landscape
 - Boundary Treatments - Fencing
 - Management and Maintenance

6.00 Sustainability

- 6.01 Sustainability Statement(Sustainability and Energy)
- 6.02 Sustainability Design and Construction
 - Environmental Standards
 - Site definition and system selection
 - Energy Efficiency and utility consumption
- 6.03 Utility Plant and Monitoring
- 6.04 Plant Selection and Environmental Impact
- 6.05 Sustainable Design Strategy
- 6.06 Transport
- 6.07 Ventilation
- 6.08 Daylight Analysis

7.00 Access

- 7.01 Access
 - Vehicle Access/ Staff Parking
 - Vehicle Access/ Student Drop off
 - Pedestrian Access
 - Disabled Access/Visitor Parking
 - Services, emergency and management access
 - Cycle Access
 - Other Access

8.00 Conclusion

- 8.01 Conclusion & Next Steps



1.00 Introduction

1.01 Background

Due to the demand on existing facilities it was determined that additional places were required for Social Emotional and Mental Health (SEMH) and Alternative Provision pupils within the Hillingdon area.

It is proposed that the existing school on the site will be demolished and rebuilt, to provide enhanced accommodation for both the existing and additional numbers of new pupils. The school is strategically divided into two separate, independently functioning zones (Young People's Academy (YPA) and Young People's Hub (YPH)) that will be operated by Orchard Hill College Academy Trust (OHCAT) and administered under the leadership of one executive head teacher.

The new school is a hybrid between a primary school, in scale, and a secondary school, in terms of sports and vocational requirements. The school will accommodate 230 pupils, split between 110 specialist places and 120 alternative provision places.

The school is designed to reflect the specific needs of the end user and client, with all aspects of the building being tailored towards the delivery of their curriculum.

Atkins Architects have prepared this statement in conjunction with a wider consultant team. The design team have worked together to consider the context of the site and identify the constraints and opportunities that this presents. The proposal is a consolidated response to this analysis.

1.02 Educational Context

YPA and YPH will be run by OHCAT, an Academy sponsor of 14 Special Education Needs (SEN) schools and academies in London, Surrey and Sussex. The Trust currently has two schools in Hillingdon, the Young People's Academy (YPA) and the Skills Hub (TSH), which are an SEMH Special School and Alternative Provision respectively, jointly administered by an Executive Head Teacher.

The intention is to close both these facilities and to create a new facility that extends Alternative and SEMH provision in the area from primary through to post 16.

Furthermore, this will allow OHCAT to be able to meet the full continuum of local Alternative/SEMH, ease transitions and provide improved facilities and expertise through allocated sharing of resources.

The proposed Young People's Academy will admit pupils with Education and Health Care Plans (EHCPs) identifying one or more of two needs:

- Autistic Spectrum Disorder (ASD)
- Social Emotional and Mental Health needs (SEMH)

Young People's Hub will provide full time education to pupils that are not able to attend mainstream school, either long-term or short term due to exclusion.

As the end user, they have been a key stakeholder in defining the design approach.

2.00 Site Information

2.01 Site Context

The school site is located in Yiewsley, West Drayton, approximately 4.1 km east of Slough.

It sits within a residential setting, with predominantly two storey houses surrounding the site to the south and east. To the west it is bounded by Rabbsfarm Primary and to the north by parkland.

The site access is from Falling Lane to the south. The closest major road is A408, linking the site into the centre of West Drayton, where there is a train station with links east into central London, and towards Reading and beyond to the west. There are several bus routes in the area linking commuters into West Drayton and towards Heathrow to the south. The U1, U3 and U5 bus routes pass the site to the south, on Falling Lane.

The site area is 12464m² (3080 acres).

2.02 Site History

The site comprised an open field at the time of the earliest historical map referenced in 1868, with the south west of the site comprising part of a garden area for residential housing in the 1960s. The current school is shown as developed by the time of the 1971 mapping revision, with several small outbuildings (pre-fabricated class rooms) shown as added, and an extension to the eastern main school building.

2.03 Site Analysis

The site is bounded by residential properties to the south and east, Rabbsfarm Primary School to the west and open land to the north, with access to the site off Falling Lane to south. The site is currently used as a school and comprises a single storey school building located centrally on the site, with five pre-fabricated classroom buildings located to the west and south west of the main school building. A modern extension is present on the east of the main school building. An asphalt surfaced car park separates the school building from the pre-fabricated classroom to the south west.

A garden area (including a wooden structure used as a classroom) was present to the east of the main school building, with a multi-use games area (MUGA) present to the north east.

The northern part of the site is comprised of a grassed playing field, with an approximately 1m high mound separating the playing field from the school building and the MUGA to the south.

Other than hedgerows, boundary habitat also includes some tree cover which is restricted to the eastern and southern boundaries of the southern half the site, where the school buildings are situated. There are several small areas of ornamental planting in the vicinity of the school buildings.

Flood risk, tree survey and geotechnical information have been issued to support the planning submission.

2.04 Planning

A pre-application planning meeting was held on 2nd April 2019, with Hillingdon Planning and Highways departments to present this scheme, for review and feedback before submission. An earlier consultation was held on 26th February 2018, with the planners to discuss the feasibility of extending the school provision in principle. Feedback from this initial meeting has been used to inform the submitted scheme.

Orchard Hill School is expected to cater for a maximum of 230 pupils and 115 staff. Due to the nature of the school, most pupils will be dropped off by taxi or minibus. Specialist teaching staff are likely to travel from further afield to work and are therefore less likely to use public transport, however, cycle storage has been provided to encourage cycling for those who are able to.

Measures have been taken whilst developing the scheme and Orchard Hill have prepared and submitted a Traffic Management Plan to support the planning submission, detailing localised measures aimed at reducing any highway safety issues resulting from the arrival and departure of taxis.

2.05 Site Photos



1. View from Leacroft Close towards eastern boundary.



2. Northern boundary.



3. Northern boundary.



4. Site entrance from Falling Lane.



5. View towards south west site boundary.



6. View west towards Rabbsfarm Primary School.



7. Existing school building and external pre-fab classroom.



8. North west site boundary.



9. View towards east site boundary and Leacroft Close .



10. Existing school building.



11. Existing external MUGA.



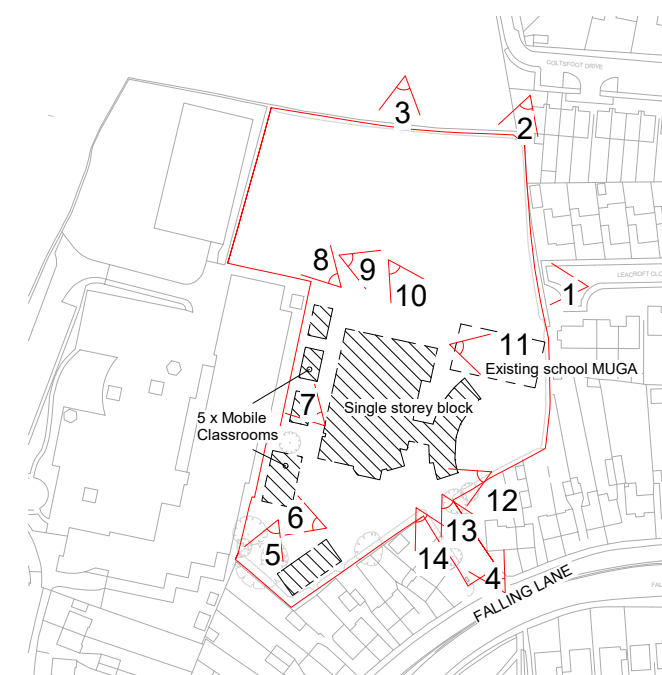
12. Existing refuse area towards main vehicular route.



13. Pedestrian circulation towards Leacroft Close.



14. Vehicle access from Falling Lane.



3.00 Design Proposals

3.01 The Scheme

The form and internal layout of the building has been developed with the academy, the DfE and Mace, over several engagement meetings. The site layout was developed through continued engagement with the academy to determine their ideal student arrival strategy, as well as the arrangements of sports and social spaces to create a calming outlook and manageable site.

Use

The development is for 230 place secondary SEN and all through Alternative Provision. The delivery of the specialist SEN curriculum requires careful refinement of typical teaching and learning spaces, to create the correct atmosphere and promote successful outcomes in SEN students.

Amount

The design brief and schedule of accommodation were developed through engagement between the Academy Trust and the DfE. The size of the school relates to the specific requirements of the academy, to meet the need within the local area.

Layout

The adjacencies for the building follow the core principles set out in the brief. It is a 'superblock' type scheme and has key areas as described in the following pages.

The building is split into two zones. Young People's Academy (YPA) and Young People's Hub (YPH). Students, staff and visitors enter each school zone through light and welcoming waiting areas.

Building Form

The school makes efficient use of the existing layout of the site, to avoid phasing. All classrooms on ground floor maintain direct access to outside. The building form helps to create a natural separation between YPA and YPH play and social areas without the need for any other control

measures. The halls are at the centre of the school and close to the main entrances.

Phasing

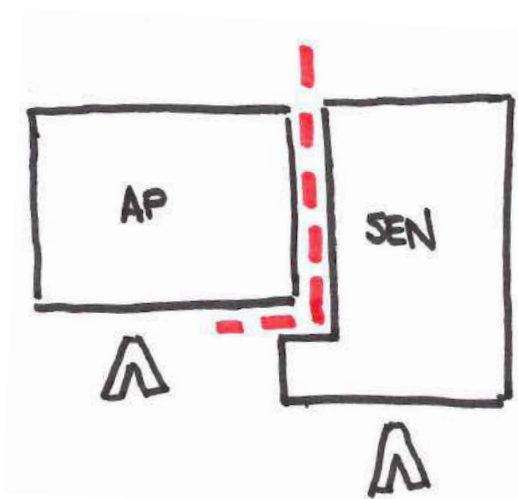
The new building will be built whilst the existing school remains in use. On completion of the build, students will move across to the new school, to allow the existing building to be demolished to make way for sports play areas and parking for the new school.

Construction works will be phased in sequence, working out from the rear of the site so as not to block the existing access route. Construction access is proposed via land adjacent to Rabbsfarm Primary, to cause less disruption to the running of the existing live school.

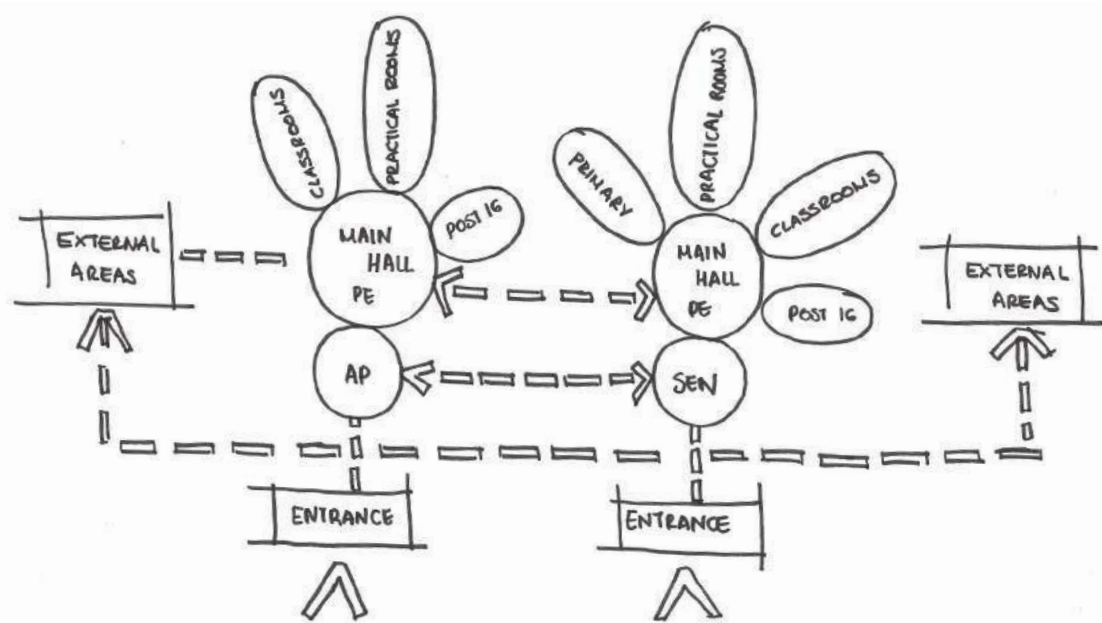
3.02 Design Key Drivers

Adjacencies and Building Plan

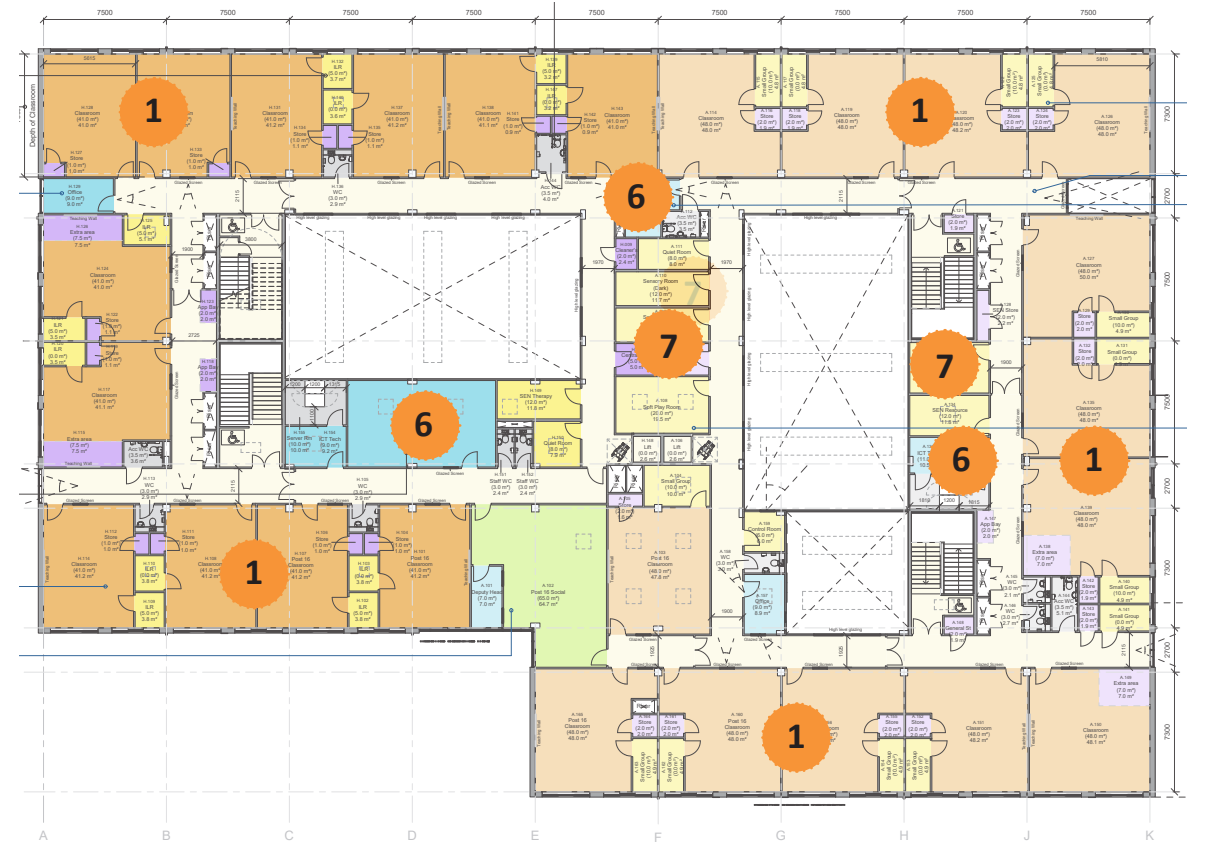
The design team worked closely with Orchard Hill Academy Trust and the DfE to develop the principles for the overall school adjacencies. The progression of the spaces throughout the school have been carefully considered to create a calm, welcoming and safe environment in which to work and learn.



Building Concept



Building Adjacencies



Orchard Hill Proposed Ground Floor Plan

The key elements of the design are:

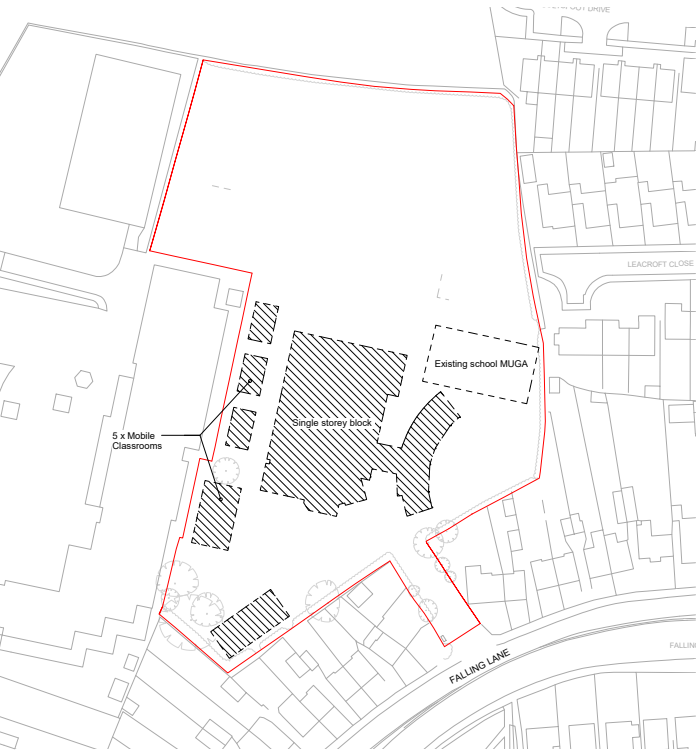
1. Learning Zones
2. Arrival and Reception
3. Specialist Teaching
4. Sports
5. Main Hall / Heartspace
6. Staff & Administration
7. Support Spaces

Orchard Hill Proposed First Floor Plan

3.03 Key elements of the design

A – Spatial planning: clear, logical internal organisation

Throughout the CEM process, we have developed the spatial planning in line with the school’s needs. In response to OHCAT preferring to operate the two school zones as one, we developed a more compact and integrated design from the original control option. As a result, we were able to locate the building away from the existing school, to allow construction to take place in one phase. Therefore, reducing disruption to the running of the existing school. However, this does not conflict with the overarching requirement for the two school zones to operate separately.

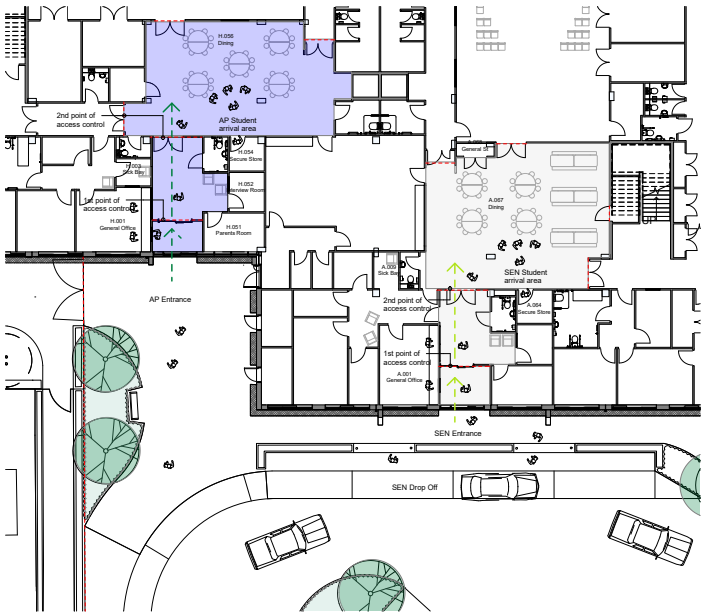


Existing Site Plan

Each school ‘zone’ has a simple layout that is easy to navigate. All teaching and support spaces have been accommodated with the size, proportions and specification to support their individual use. Adjacencies of key areas, such as the entrance and arrival area, have been duplicated within each zone, to create an equal level of safety and security, whilst maintaining a welcoming and positive

experience of the space for students, staff and visitors.

At the entrance, consideration was given to accommodate each student’s arrival procedure. Students can gather within the open plan dining area as they arrive, allowing staff to collect any personal possessions that are not permitted in school. These can be securely locked away in the adjacent secure store room, before students may enter the rest of the school. The generous open plan space allows this to take place within a calm environment, without students feeling confined or closed in.



Arrival Scenarios

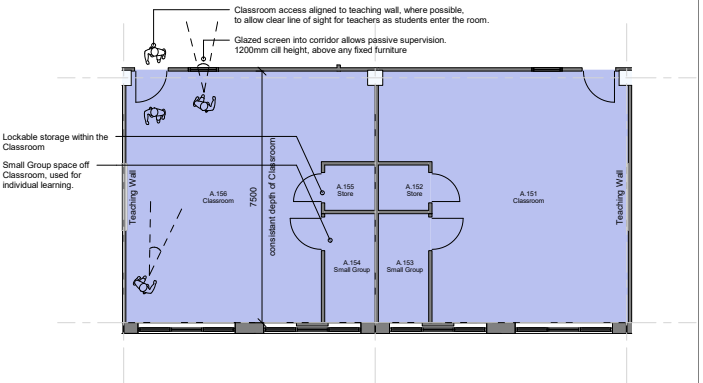
There are clear lines of site to circulation areas for passive supervision, with a discreet fob access control system to monitor student movement throughout the building. Passive supervision is achieved with the inclusion of strategically located glazed screens in classrooms and offices, to allow staff to view into corridors, towards stairs and student areas. However, we understand that students will typically be supervised directly when in classrooms and when moving between spaces.

Corridors are generously wide to allow for calmer and uncongested corridors. The ‘superblock’ layout allows teaching spaces to be single banked. Therefore, most

classrooms do not face onto other teaching spaces. Thus, reducing the number of converging groups of students in corridors and reducing any stress and anxiety caused by this. Glazing at high level has been included to enable ‘borrowed light’ from the rooflights within the halls to enter the circulation spaces.

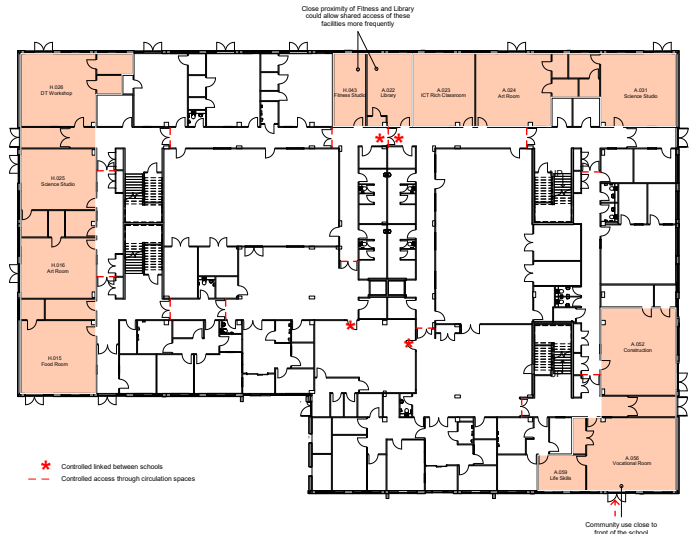
The larger spaces of the Main Hall and Dining areas are located at the heart of the school, with classrooms and group rooms around the perimeter. The two floors of accommodation are served by independent stairs and lift.

Classrooms are paired in year group bases. Each room has direct access to individual learning spaces and storage, as well being close to further support spaces such as, toilets and staff areas on each floor. This allow students to remain within their own classroom, with staff coming to them. Therefore, reducing the amount of movement required throughout the school and helping to promote a calm environment.

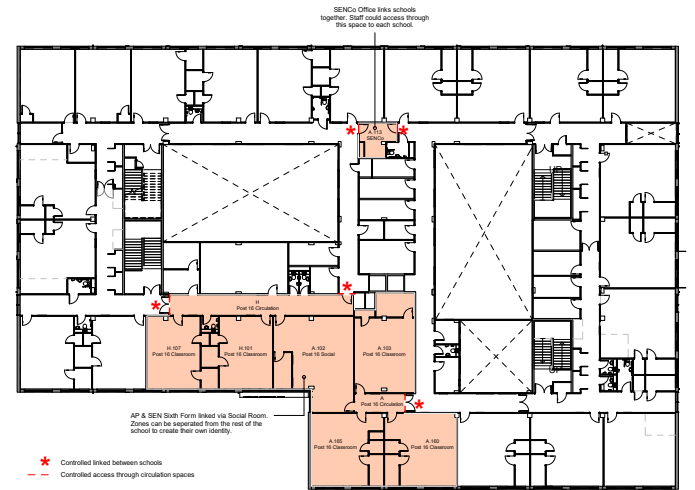


Typical SEN Classroom layout

Practical Classrooms are located on the ground floor and have access directly to outside, as described within the SSB. Construction and the Vocational Food Rooms have access to outdoor learning areas directly adjacent to the classrooms. The Vocational Food Room within the SEN school has the potential to be open to the public from the front of the building, to allow students to sell goods or set up a café as part of their life skill learning.

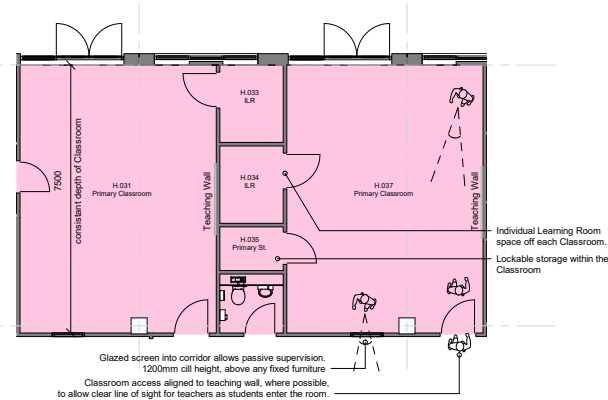


Shared spaces - Ground Floor Plan



Shared spaces - First Floor Plan

Primary classrooms in the AP school have direct access to their own secure play area. They are grouped with their own support spaces to allow them to operate independently from the rest of the school. Post 16 classrooms within each zone are grouped together, with a centrally located Social Area for shared use.



Typical Primary Classroom Layout

The hall spaces can be easily accessible from the main entrance, for community and evening use, with changing facilities located close by. For everyday use, changing rooms are grouped together in each zone, directly opposite to the halls, the Fitness Room is centrally located to allow access from either zone.

- Community/ Visitor Zone 1**
 - During school hours community and visitor access is restricted to the entrance & reception area, interview room and visitor WC.
 - Access beyond this zone can be controlled from the General Office within each school.
 - Access to the Vocational Room in the SEN can also be achieved without compromising school's safeguarding to the rest of the school, when required.
- Community/ Visitor Zone 2**
 - Beyond the entrance area, community access can be extended to include access to the dining area, interview room and visitor WC.
 - This could be extended to include access to Art and Science if required. It is assumed that this access would be limited during the evenings. Doors to stairs at first floor can be locked to close off access to the first floor.
 - * This zone is currently not required in the school Community Use Strategy however, diagram demonstrates it can be achieved if required in the future.
- Community/ Visitor Zone 3**
 - In conjunction with Zones 1 & 2, Zone 3 allows access to Sports/Main Halls and changing facilities, for use in the evenings for performances by the school.
 - It can also be used for evening or weekend use by the community.
 - * Community access can be restricted to one or both school areas.
- Community/ Visitor Zone 4**
 - Independent to the main building, 5 A Side and MUGA sports facilities can be hired out to the community, with the use of car parking.



Community Use Access Plan

In the brief, the AP hall is specified for multi-use, with the primary use as a Main Hall. Therefore, this space has a lighting rig for drama / performance use. The SEN hall is specified as a Sports Hall. Therefore, this is set up primarily for sports use. However, we have proposed that both halls have semi sprung timber flooring and a 6.9m clear ceiling height. Therefore, they could be swapped over at a later date to allow the SEN to have a performance hall linked to a first floor control room and drama store, with sports linked to the AP. Or the academy may choose to add lighting to the SEN hall to make it multi functioning. We have produced a flexibility drawing that shows some options on how these spaces can be used.



Sports Hall Flexibility

B – Interiors: creating quality spaces for teaching and learning

Key spaces within each school are enhanced with additional glazing, rooflights and acoustic panels. This will be highlighted with colour, graphics and signage to express each school's zone own identity.

The use and choice of colour will be carefully considered within each school zone, as this can often be a trigger for emotional issues. Externally colours have been chosen that highlight the academy's brand identity. Internally, softer colours will be used to create a calm and welcoming environment, that feels less institutional and more like home. This strategy can be developed at a next stage, with further engagement.

Classrooms are generally located on the perimeter of

the building, maximising natural daylight in to teaching spaces, creating a comfortable and optimum environment in which to learn. Staff workrooms and offices have been strategically located to provide passive supervision of corridors throughout each zone and to help promote a peaceful atmosphere.

The open-ended corridors have views to outside and roof lights over the hall spaces are linked to high level glazing in corridors, to further enhance natural daylight into circulation spaces, without causing management issues with the potential for some students to damage glazing.

On the first floor, Post 16 classrooms and social space have been located adjacent to each other within each zone, and shared access to the social space for each zone is allowed. The Post 16 'wing' can be fitted out to feel different from the rest of the school, giving the students a sense of 'moving on' and progression into the adult world. Colour

and graphics will also be used to further enhance this.

On the ground floor, Primary Classrooms have been grouped together with their own access to toilet facilities and direct secure access to external play areas. This space can be designed to replicate a mainstream primary school, to allow the youngest children to experience what mainstream school is like and hopefully prepare them for going back to mainstream education in the future. Colours and finishes will be chosen to reflect their age group.

Due to the nature of this environment, we understand the enhanced specification requirements for durability of wall, doors, ceiling and hardware. Walls will be constructed from 'smart wall' a durable system that uses cementious board instead on standard plasterboard. Doors will be solid core and vision panels within doors will be designed to reflect durability requirements, without compromising accessibility regulations. Ceilings, where used, will be gridded clipped tiles and in small unsupervised areas such as toilets, ceilings will be constructed out of plasterboard. Hardware on doors will be chosen to be severe duty. However, this will be developed along with the academy to draw on their experience to provide the most appropriate solution to meet their needs.

C - Flexibility and adaptability: catering for changing school needs (short and long term)

We understand that learning styles and curriculums change. The proposed layout has been designed to reflect the current schedule of accommodation. However, the design allows spaces to be reconfigured if requirements changes. Classrooms are arranged in linear runs; therefore, they can be reconfigured. All the internal partitions are non-load bearing. The partitions aligned to the corridor are a consistent dimension, this allows the intermediate partitions to be removed and replaced to create larger or smaller spaces, as required in the future if departments or groups sizes need to grow or reduce. External glazing has been designed to allow window locations to change if classroom layouts are amended. Where in the proposed scheme, glazing is back painted and boxed in between

partitions, if the layout changes, the glazing can be replaced with clear glass. Thus, allowing maximum internal flexibility, without effecting the external façade.

As indicated on the plans, the school zones can be used together, by accessing through circulation on ground floor and the SENCo Office on first floor. However, the layout; services; fire and access strategies allow future flexibility for these spaces to be closed off from each other, to allow them to be run independently.

The kitchen has been combined to create and more usable and practical space. This has two servery locations linked to dining areas within each zone. The kitchen has direct access to the front of the school for deliveries. The internal layout has been developed to allow the space to be subdivided in future if required, maintaining a shared entrance and lobbied changing area and separate access into two kitchens.

D – Operability: ease of management and operation of the building

The simple layout of both schools enables ease of access and management of the building. Reception and arrival spaces are duplicated for both zones, with clear way finding signage to direct visitors to each entrance.

Within the school zone, Premises Manager's Offices are located close to external access and linked to Premises Stores. General Offices within each school are linked to reception to allow supervision of deliveries. Cleaner's Stores are centrally located and evenly distributed around the building. Whether the spaces are managed individually or jointly, offices and storage locations allow for even coverage of each zone.

Zoning within the building is limited to that required for fire compartmentation and to create distinct areas for Primary and Post 16. To control student movement around the schools, the Academy has requested that the corridor doors are kept closed, with fob access on both sides of

the door. External perimeter doors to play and external learning areas will also be fob access controlled.

The fire alarm system is linked between the two schools. If an alarm sensor is triggered, the system will be set up to allow staff to review the situation before raising the alarm and evacuating the whole school. This can be monitored from within each school zone, from a fire panel located within each General Office. Fire escape doors are key operated, to reduce the risk of misuse of push buttons or break glass units. Community users will be provided with a 'community pack' for after hours use, to allow them to safely use the key operated alarms, without compromising the rest of the security of the school.

Staff offices and workrooms are distributed around the school to aid passive supervision; this is only limited due to the small number of spaces required in the SoA. Further passive supervision of corridors and classrooms is achieved by the inclusion of glazed screens from classrooms and offices. These are limited to 1200mm cill height to reduce the risk of damage.



Indicative view into social dining area



Indicative view into reception



Indicative view into classroom



Indicative view into the main hall