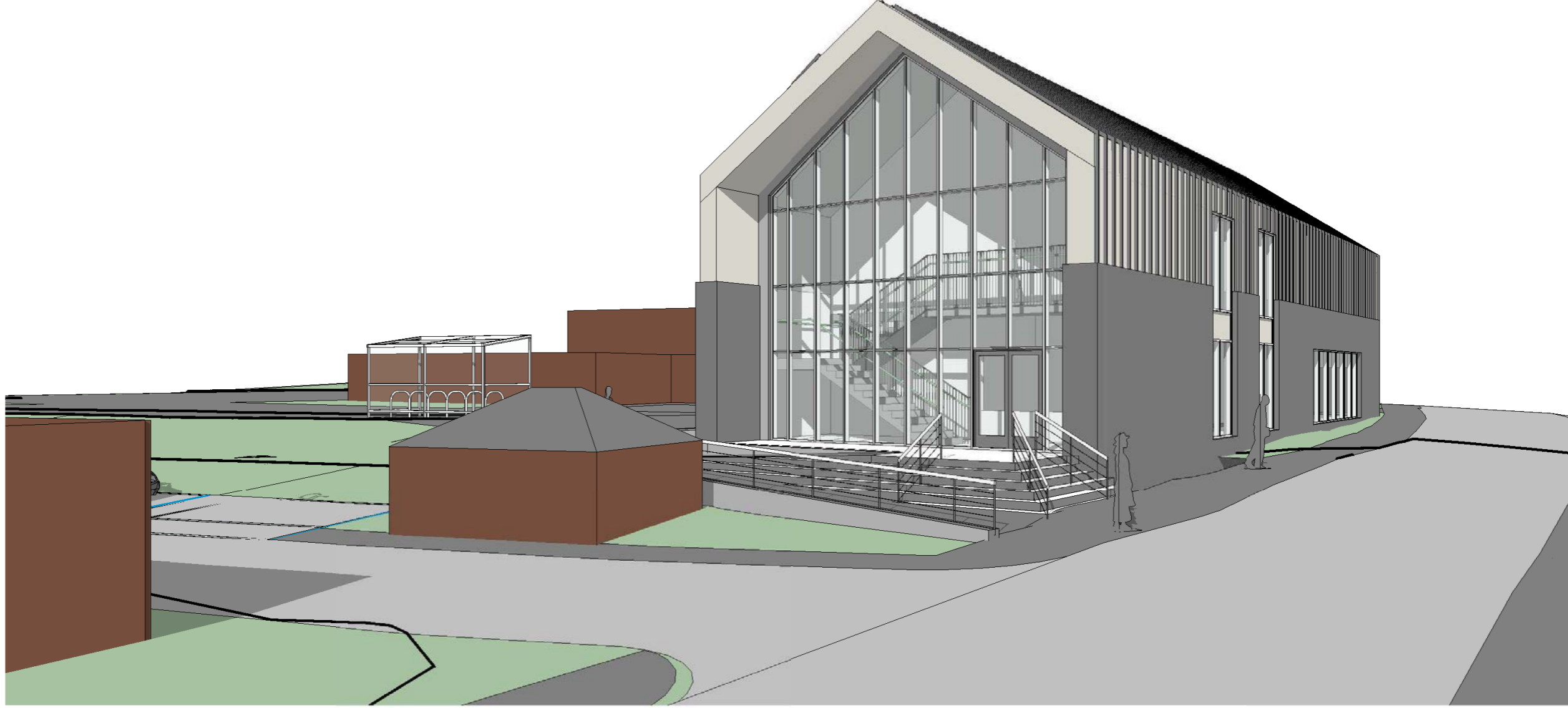


PENISTONE ST JOHN THE BAPTIST PRIMARY SCHOOL

DESIGN & ACCESS STATEMENT





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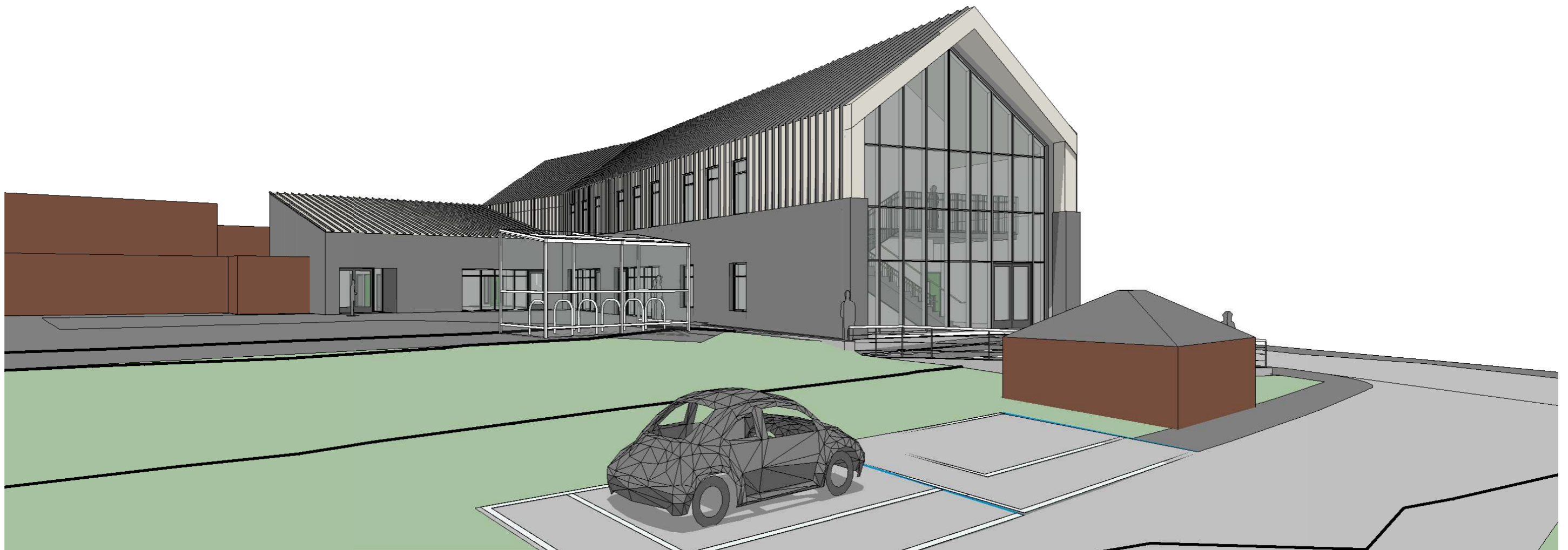
### 6.0 Sustainability

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# 1.0 INTRODUCTION



## 1.0 INTRODUCTION

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### 1.0 Introduction

The Design and Access Statement accompanies the full planning application for the proposed new extension at St. John the Baptist Primary, Penistone. Providing six new general teaching classrooms, SEN and ancillary spaces.

The intention of the Design & Access Statement is to help aid the Local Authority with the understanding and thought process of the design proposals. This document is to be read in conjunction with the submission drawings listed in the application covering letter.

The development is a two storey extension to the existing primary school consisting of six general teaching classrooms, SEN group rooms and admin areas. Providing the school with a new double height main entrance area. The new extension is to be located on grassed amenity space adjacent to access road leading from High Street. The access road will have traffic calming measures applied to alleviate congestion around access to the school, providing a safer environment for the pupils and staff. Additionally, staff and visitor parking provision will be increased and improved, with access being controlled via automatic barriers.

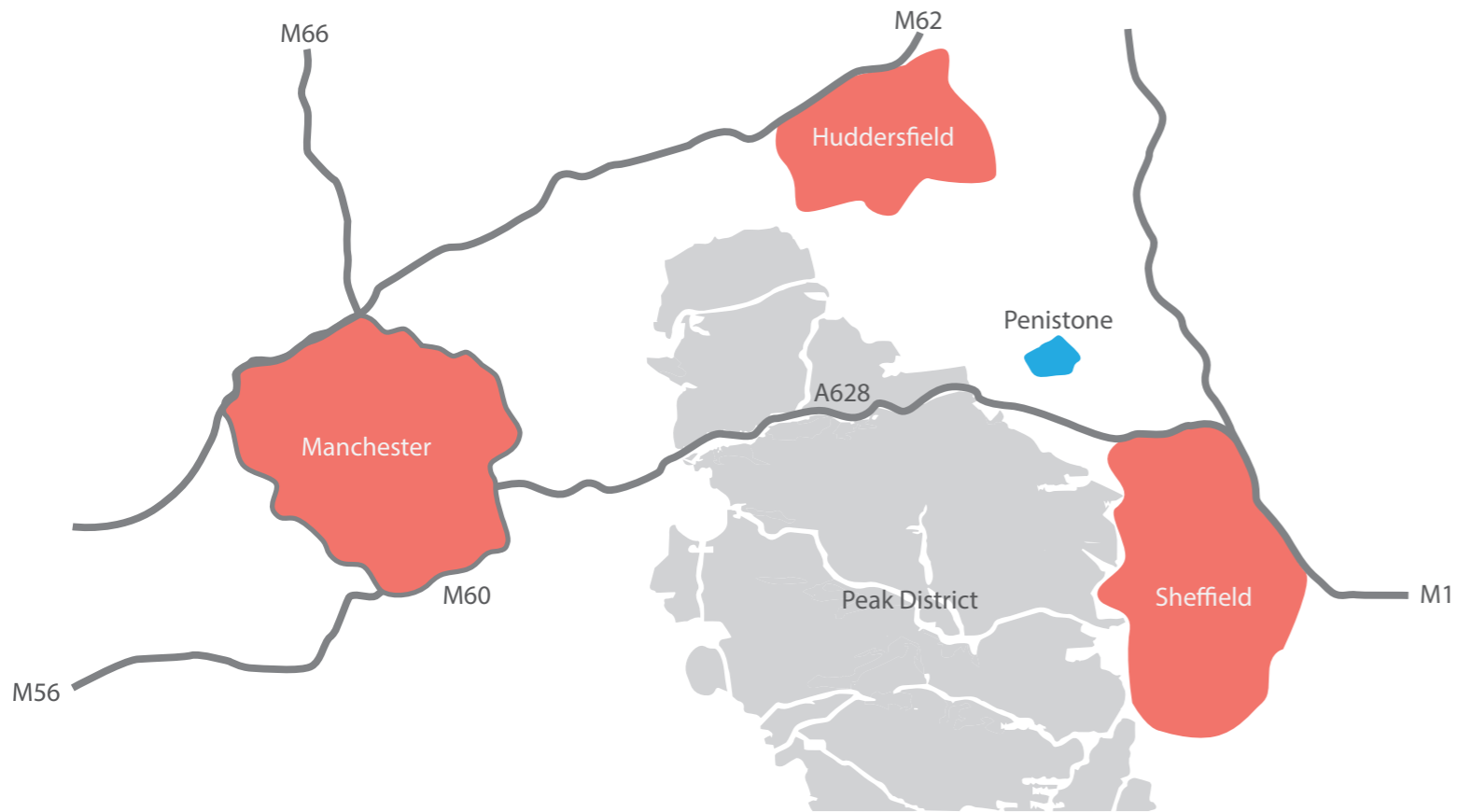
## 2.0 CONTEXT

## 2.0 CONTEXT SITE LOCATION

### 2.0 Context

### 2.1 Site Location

The school is located within the heart of the town centre of Penistone, situated off the relatively busy High Street. It is surrounded predominantly by residential properties, with some mixed use retail units on the high Street.



## 2.2 Existing Land Use

The development will take place within the existing school site. It is proposed that the new extension will abut the existing school positioned on the existing amenity grassland in front of the school, accessed off High Street. The existing car park to the south of the site will be altered to provide additional parking spaces for staff and visitors.

There is currently an issue with congestion on the access road from High Street, obstructing access and visibility for vehicles and pedestrians. The proposal is to widen the footpath in areas to prevent local residents from parking on the access road. This will create an enhanced civic presence and in turn minimises the risk to pupils from passing vehicles, as is currently an issue and concern.

The entire site area is 15,890m<sup>2</sup> and the proposed school extension is approximately 917m<sup>2</sup>.

The site has a steady incline in levels from High Street towards the north west which has had a significant impact on the proposed entrance. In order to work best with the topography, the change in level is achieved through a combined stair and ramp configuration, ensuring an accessible entrance is created for all, via an elegant solution.

There are a number of trees within the site, of which two have been proposed to be removed, with replacements provided. The remaining trees are along the boundary of the existing playing field, and to the entrance. The development does not impact severely on these existing trees, the vast majority will be retained.

## 2.0 CONTEXT CHARACTER OF SURROUNDING CONTEXT

### 2.3 Character of Surrounding Context – Photos

The surrounding context is predominantly residential, with some retail such as a salon and local spa convenience store. Located further along High Street there is significantly more retail with a Doctors surgery, Dentist, , a library, and a cinema.



View from High Street South to school access road.



View of the school in the distance and its context from the access road.



View of the local vernacular from the corner of High Street and Clarel street looking north.

## 2.0 CONTEXT SITE MOVEMENT

### 2.5 Site Movement

High Street, which turns to Market Street is one of the primary link routes through Penistone and is therefore subject to, at times, a significant flow of traffic. The majority of pedestrians who attend the school walk along High Street or use the existing right of way as a short cut from neighbouring residential areas.



2.6 Local Area

As mentioned earlier, the site is surrounded by residential properties, with some shops, a library and doctors surgery. Houses to the west of High Street are slightly lower than the site and their outlook is towards the site. North of the site, there is a retirement home, which sees visitors arriving throughout the day.



- Primary Route  
- Secondary Route  

## 3.0 MASSING

3.0 Massing

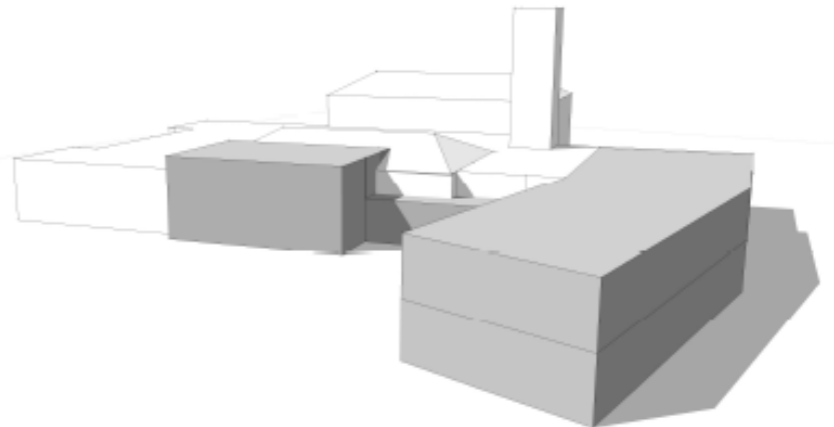
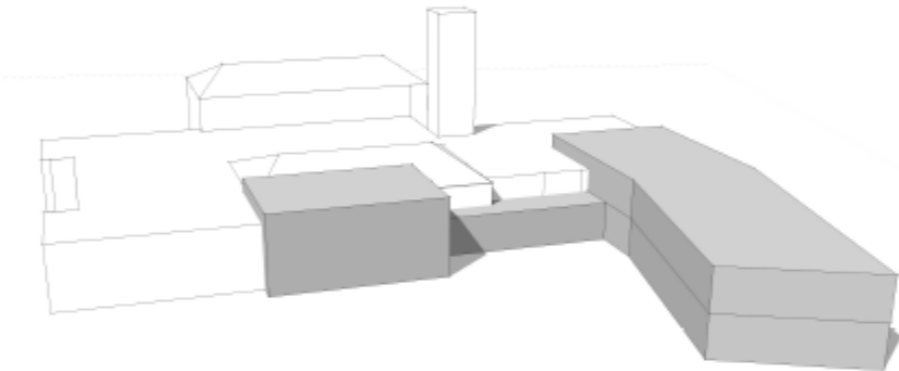
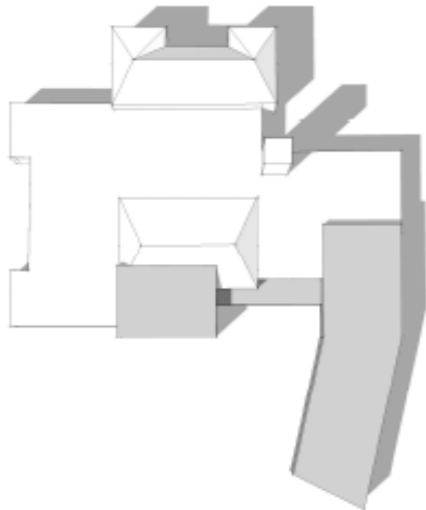
3.1 Design Concept

The approach with the design has been to keep the form as simple as possible and ensuring the internal layout works in the most efficient way possible. Space guidelines as set by the Education Funding Agency have been used in order to provide spaces that work well for their intended use whilst retaining the potential for future flexibility.

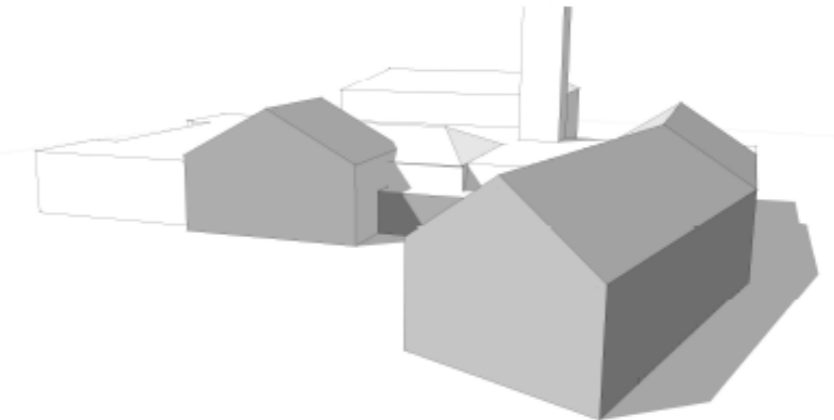
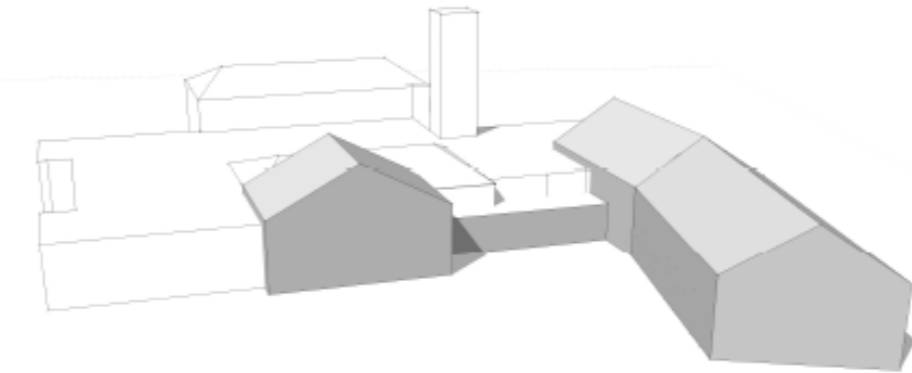
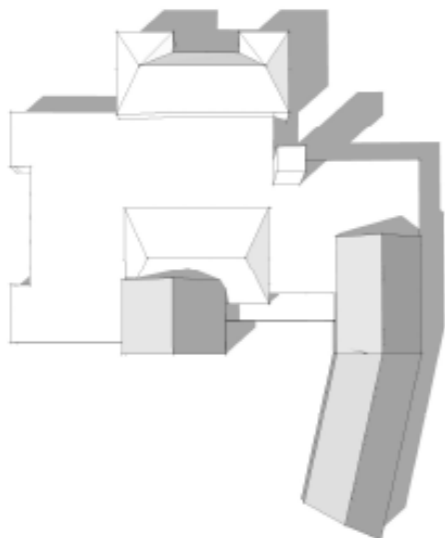
3.2 Design Development

Initial massing models exploring form and orientation.

Layout extruded for 2 storey height for hall extension, 2 storeys for main block and 1 storey for linking area.  
Entrance to building cut diagonally to fit comfortably within the site and to emphasis entrance area.



Form that mimics local vernacular added to 2 storey gables and extruded along the full length of the building

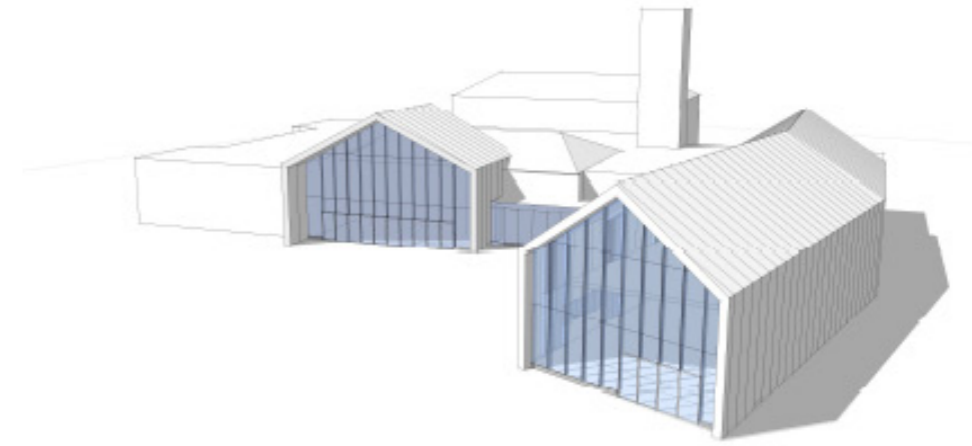
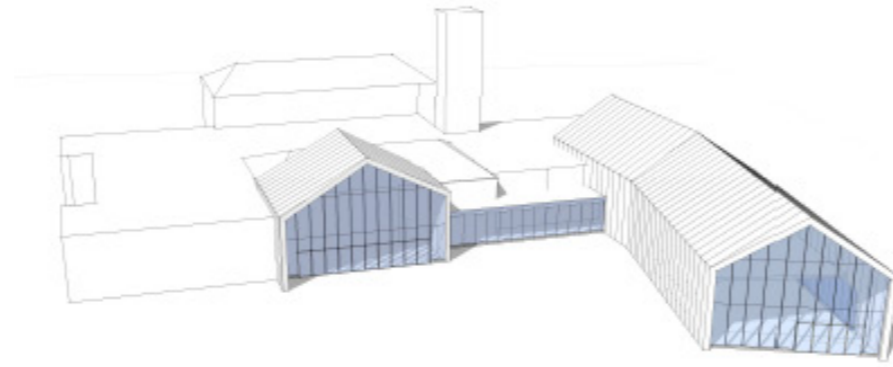
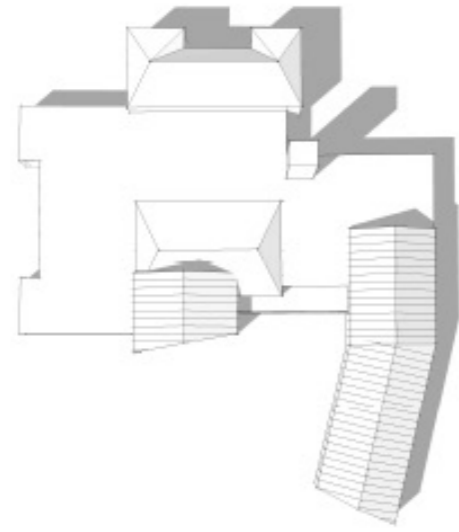


### 3.0 MASSING DESIGN DEVELOPMENT

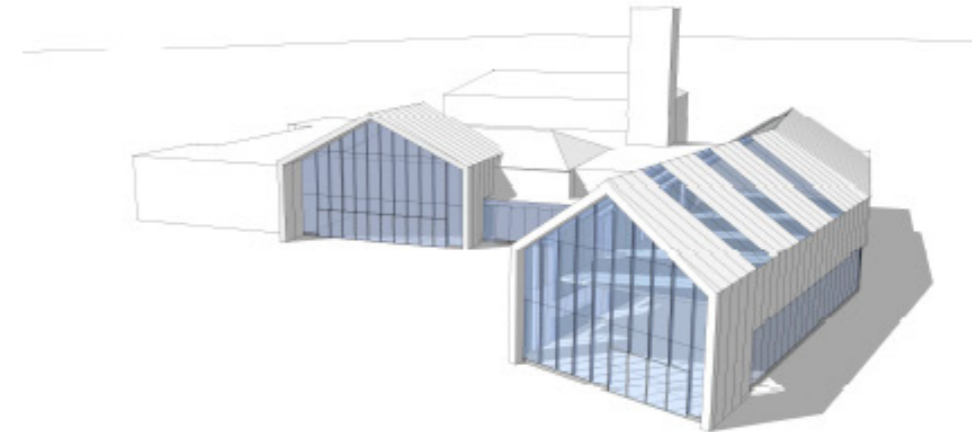
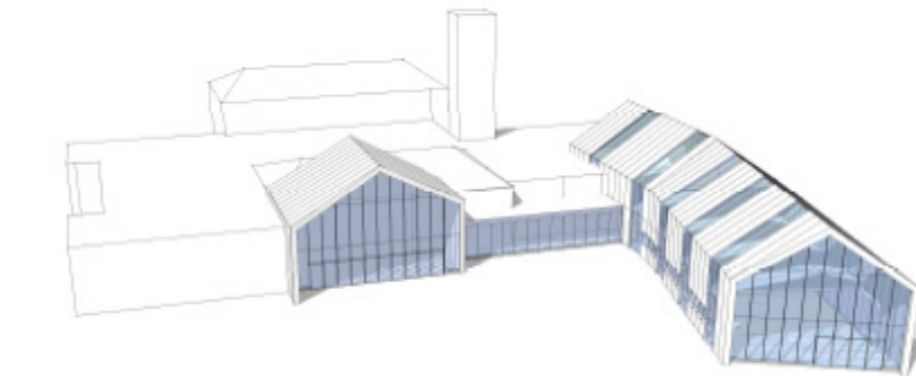
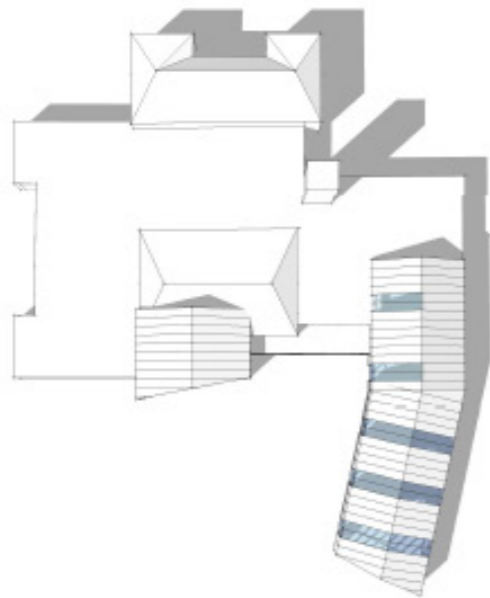
#### 3.2 Design Development

Initial massing diagrams with different fenestration configurations.

Vertical panels added to accentuate traditional building form and create a 'wrap' around the building adding a contemporary feel. Full height glazing added to gables to articulate entrance and hall areas.

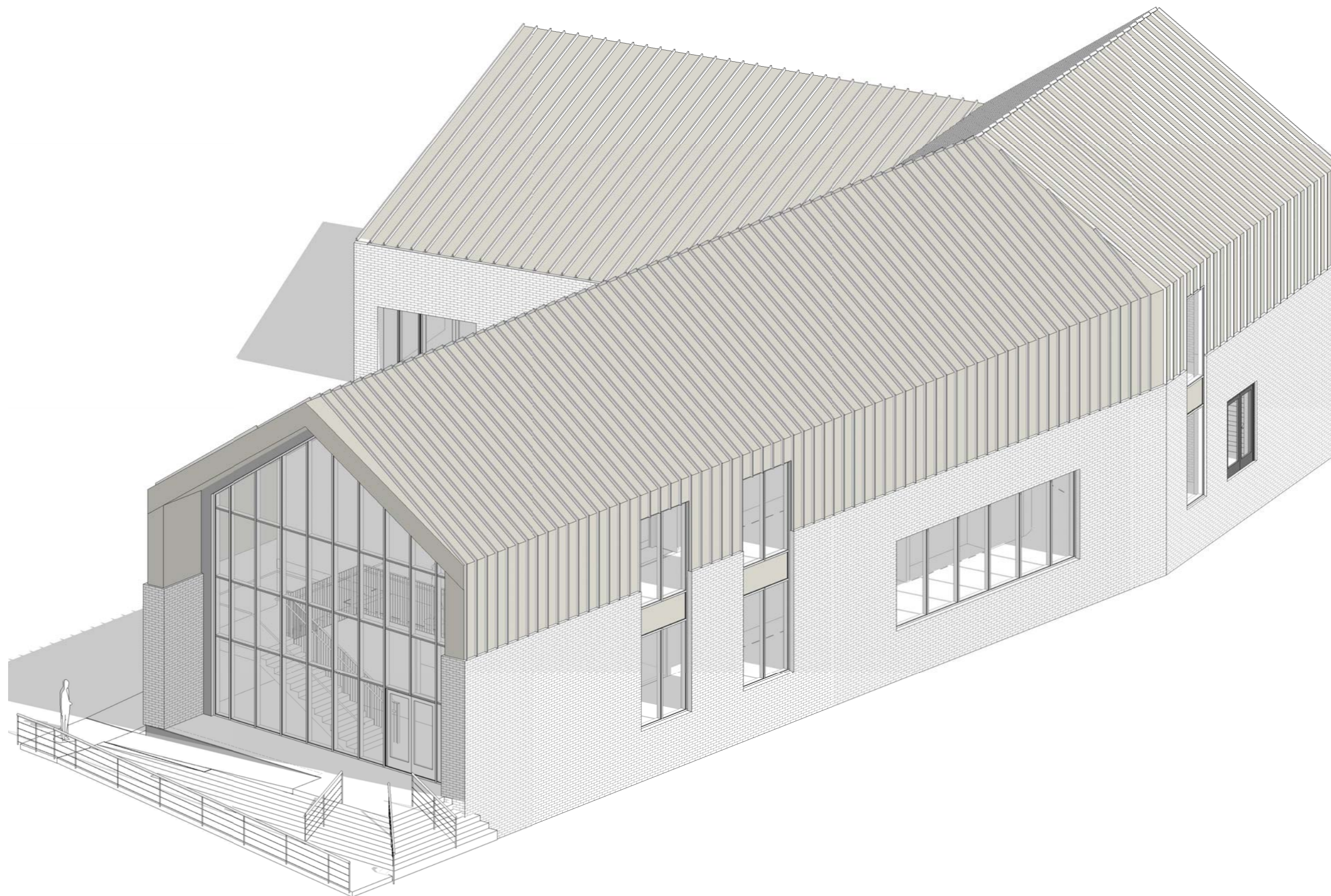


Glazing added to classrooms to south facing elevation to allow more daylight into the working areas of the building. Glazing wrapped around the building to allow daylight into the space from above and to further exaggerate the silhouette of the building.



3.2 Design Development

Finalised Design with fenestration developed in line with spatial planning.



### 3.0 MASSING INTERNAL LAYOUT

#### 3.3 Internal Layout

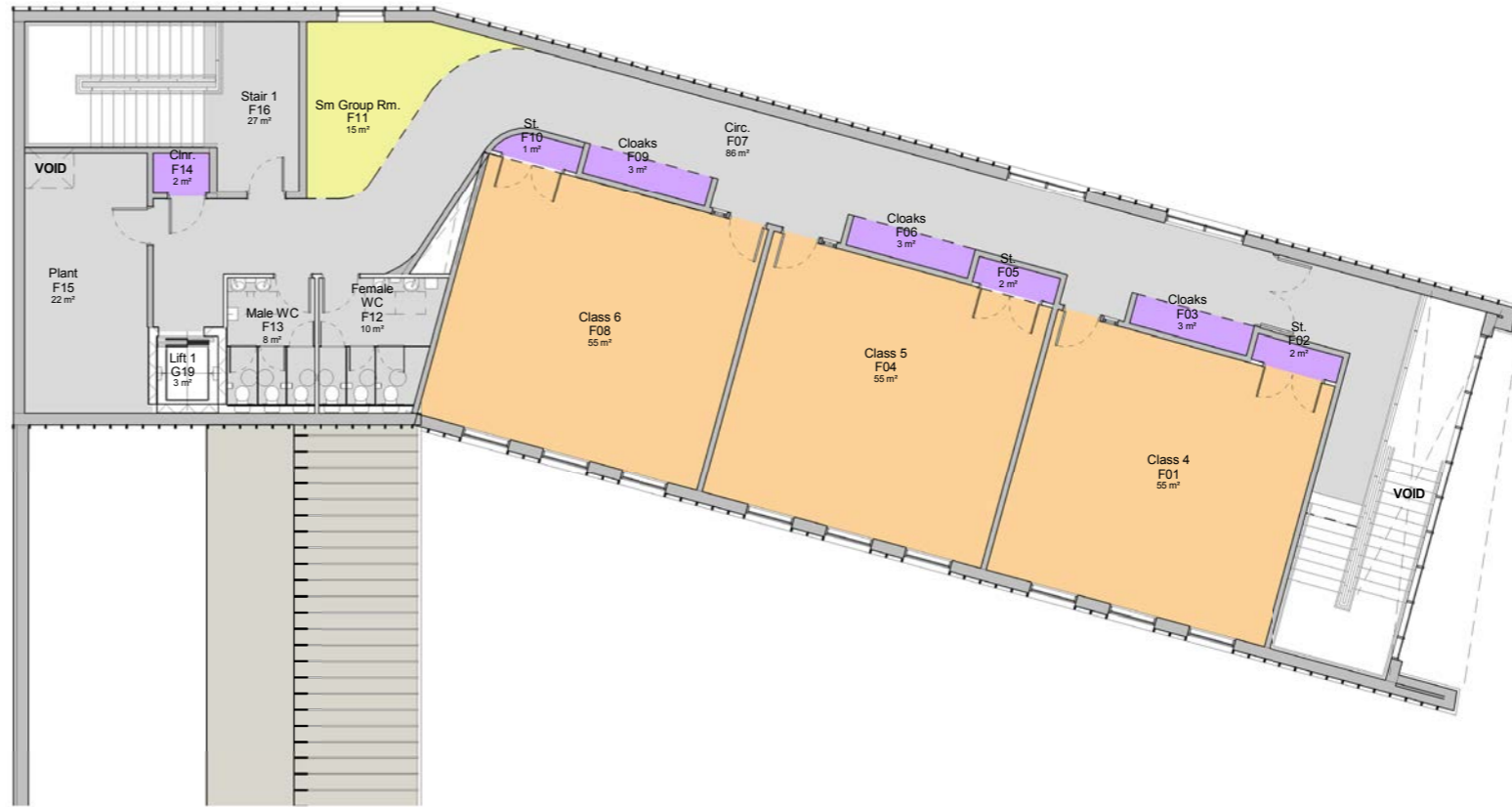
The building is planned over two storeys where the main entrance space has been designed as a double height space creating a light, airy and inviting environment.

The main entrance and its adjacencies such as reception, Heads office and reprographics have been located as close as possible to entrance to the building. This allows for enhanced wayfinding, passive security and mitigates any disruption to classrooms.

SEN Facilities have been sensitively considered and therefore located towards the back of the school where parents have designated direct access from the access road adjacent the new extension. This keeps the area secure and segregated from other pupils, helping to keep disruption to a minimum and ensuring the SEN requirements are met.

Offices and general staff only areas are located adjacent the main entrance.

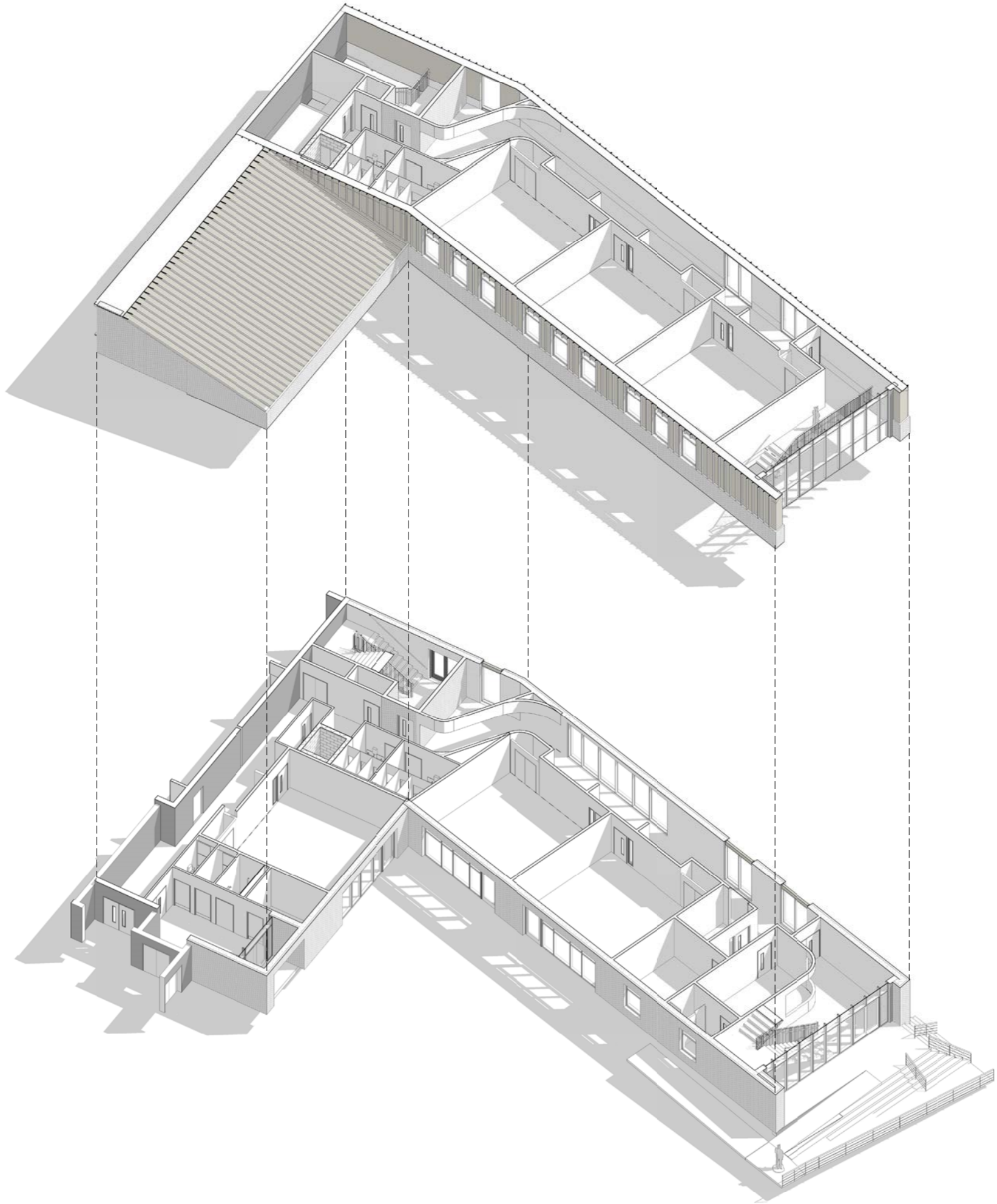
All the aforementioned spaces follow a linear arrangement with a single corridor along the outer edge of the building, providing a clear legible layout that the building users will find very easy and logical to use.



First Floor Plan as Proposed



Ground Floor Plan as Proposed



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First Floor 3D Isometric - Showing Internal Layout

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Ground Floor 3D Isometric - Showing Internal Layout

3.4 Accommodation Schedule

St John the Baptist CE Primary School - Room Schedule				
Level	Number	Name	Department	Area

LEVEL 0-FFL	G02	Reception	Staff & Administration Areas	20 m <sup>2</sup>
LEVEL 0-FFL	G03	Medic	Staff & Administration Areas	5 m <sup>2</sup>
LEVEL 0-FFL	G04	WC	Non-net	1 m <sup>2</sup>
LEVEL 0-FFL	G05	Head/Meeting Rm.	Staff & Administration Areas	18 m <sup>2</sup>
LEVEL 0-FFL	G07	SEN Co.	Storage	8 m <sup>2</sup>
LEVEL 0-FFL	G08	Classroom 1	Basic Teaching Area	55 m <sup>2</sup>
LEVEL 0-FFL	G09	St.	Storage	2 m <sup>2</sup>
LEVEL 0-FFL	G10	Cloaks	Storage	3 m <sup>2</sup>
LEVEL 0-FFL	G11	Classroom 2	Basic Teaching Area	55 m <sup>2</sup>
LEVEL 0-FFL	G12	Cloaks	Storage	3 m <sup>2</sup>
LEVEL 0-FFL	G13	St.	Storage	1 m <sup>2</sup>
LEVEL 0-FFL	G14	SEN Rm.	Specialist Teaching	15 m <sup>2</sup>
LEVEL 0-FFL	G15	Female WC	Non-net	11 m <sup>2</sup>
LEVEL 0-FFL	G16	Male WC	Non-net	8 m <sup>2</sup>
LEVEL 0-FFL	G17	Stair 1	Non-net	27 m <sup>2</sup>
LEVEL 0-FFL	G18	Clnr.	Storage	2 m <sup>2</sup>
LEVEL 0-FFL	G19	Lift 1	Non-net	3 m <sup>2</sup>
LEVEL 0-FFL	G20	Dist. Cupboard	Non-net	3 m <sup>2</sup>
LEVEL 0-FFL	G21	St.	Storage	4 m <sup>2</sup>
LEVEL 0-FFL	G22	Classroom 3	Basic Teaching Area	55 m <sup>2</sup>
LEVEL 0-FFL	G23	Cloaks	Storage	3 m <sup>2</sup>
LEVEL 0-FFL	G24	St.	Storage	2 m <sup>2</sup>
LEVEL 0-FFL	G25	Circ.	Circulation	125 m <sup>2</sup>
LEVEL 0-FFL	G26	WC	Non-net	3 m <sup>2</sup>
LEVEL 0-FFL	G27	WC	Non-net	3 m <sup>2</sup>
LEVEL 0-FFL	G28	Acc. WC	Non-net	4 m <sup>2</sup>
LEVEL 0-FFL	G29	Kitchen	Non-net	9 m <sup>2</sup>
LEVEL 0-FFL	G30	Circ.	Circulation	22 m <sup>2</sup>

LEVEL 1-FFL

LEVEL 1-FFL	F01	Class 4	Basic Teaching Area	55 m <sup>2</sup>
LEVEL 1-FFL	F02	St.	Storage	2 m <sup>2</sup>
LEVEL 1-FFL	F03	Cloaks	Storage	3 m <sup>2</sup>
LEVEL 1-FFL	F04	Class 5	Basic Teaching Area	55 m <sup>2</sup>
LEVEL 1-FFL	F05	St.	Storage	2 m <sup>2</sup>
LEVEL 1-FFL	F06	Cloaks	Storage	3 m <sup>2</sup>
LEVEL 1-FFL	F07	Circ.	Circulation	86 m <sup>2</sup>
LEVEL 1-FFL	F08	Class 6	General Teaching	55 m <sup>2</sup>
LEVEL 1-FFL	F09	Cloaks	Storage	3 m <sup>2</sup>
LEVEL 1-FFL	F10	St.	Storage	1 m <sup>2</sup>
LEVEL 1-FFL	F11	Sm Group Rm.	Learning Resource Area	15 m <sup>2</sup>
LEVEL 1-FFL	F12	Female WC	Non-net	10 m <sup>2</sup>
LEVEL 1-FFL	F13	Male WC	Non-net	8 m <sup>2</sup>
LEVEL 1-FFL	F14	Clnr.	Storage	2 m <sup>2</sup>
LEVEL 1-FFL	F15	Plant	Non-net	22 m <sup>2</sup>
LEVEL 1-FFL	F16	Stair 1		27 m <sup>2</sup>

855 m<sup>2</sup>

St John the Baptist CE Primary School - Area Schedule (Gross Internal Area)	
Level	Area

LEVEL 0-FFL	535 m <sup>2</sup>
LEVEL 1-FFL	382 m <sup>2</sup>
Grand total: 2	917 m <sup>2</sup>

### 3.0 MASSING APPEARANCE & SCALE

#### 3.5 Appearance & Scale

The external material choice has been selected to tie in with the local vernacular and to mimic the colouration of the existing school. A dark brown brick has been chosen for durability and robustness, whilst in keeping with the existing school buildings. Bronze anodised standing seam aluminium compliments the brick from first floor seamlessly transferring from a wall finish to roof finish with concealed gutters.

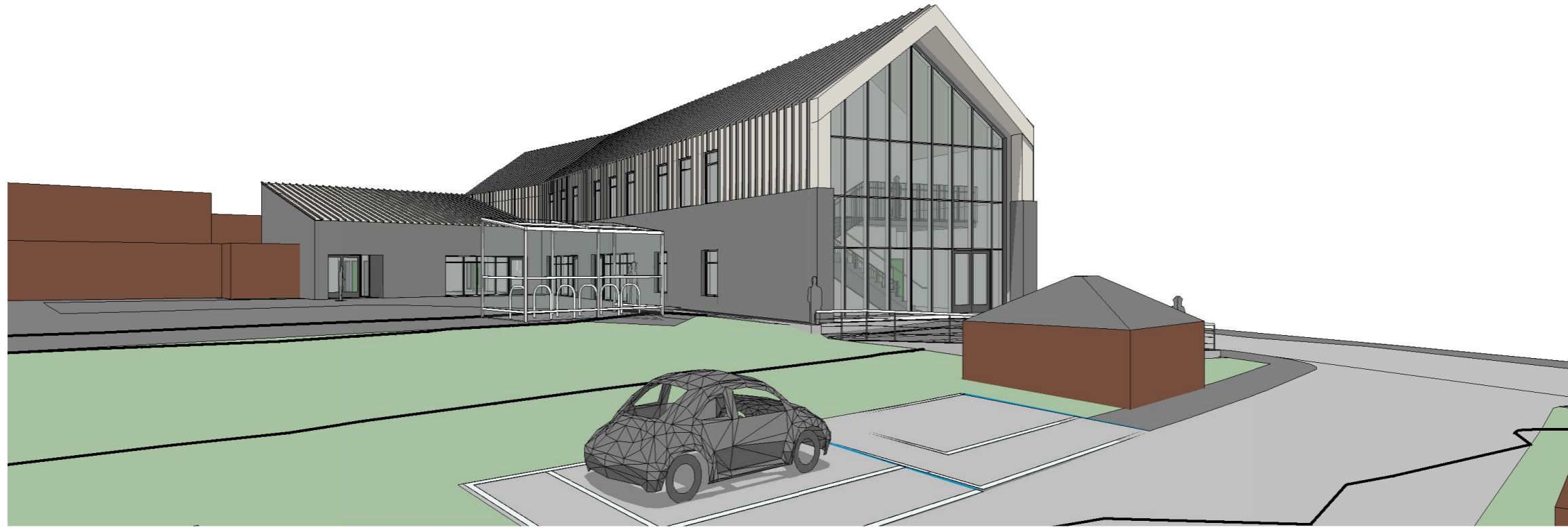
Signage will also play an important role in the elevational treatment. It is intended that the front of the school will have the school logo in a prominent position, visible on approach.



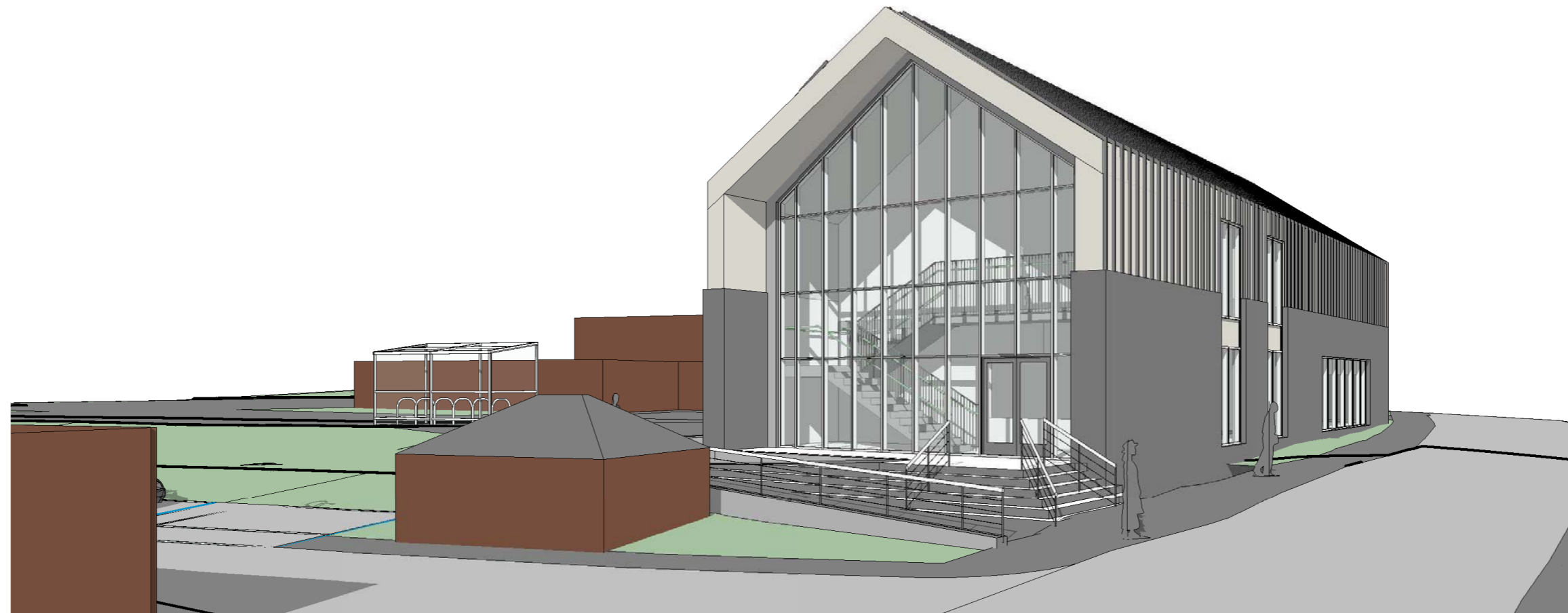
**P**recedent images of brick sample



**P**recedent images of Roof Cladding

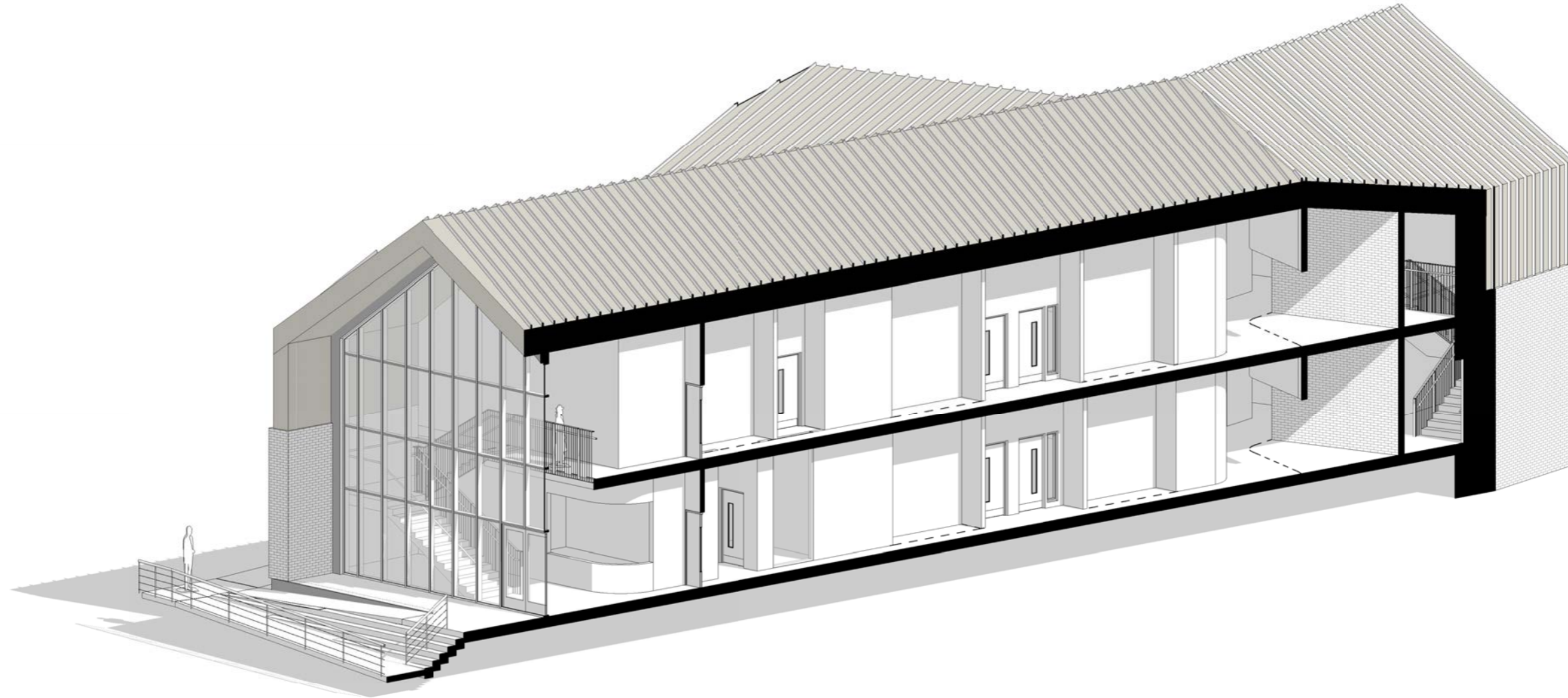


3D View - View from South West



3D View - View from South East

3.0 MASSING  
APPEARANCE & SCALE



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3D Section - Showing double height entrance lobby and main circulation corridor.

## 4.0 SITE ARRANGEMENT

4.0 Site Arrangement

4.1 Approach

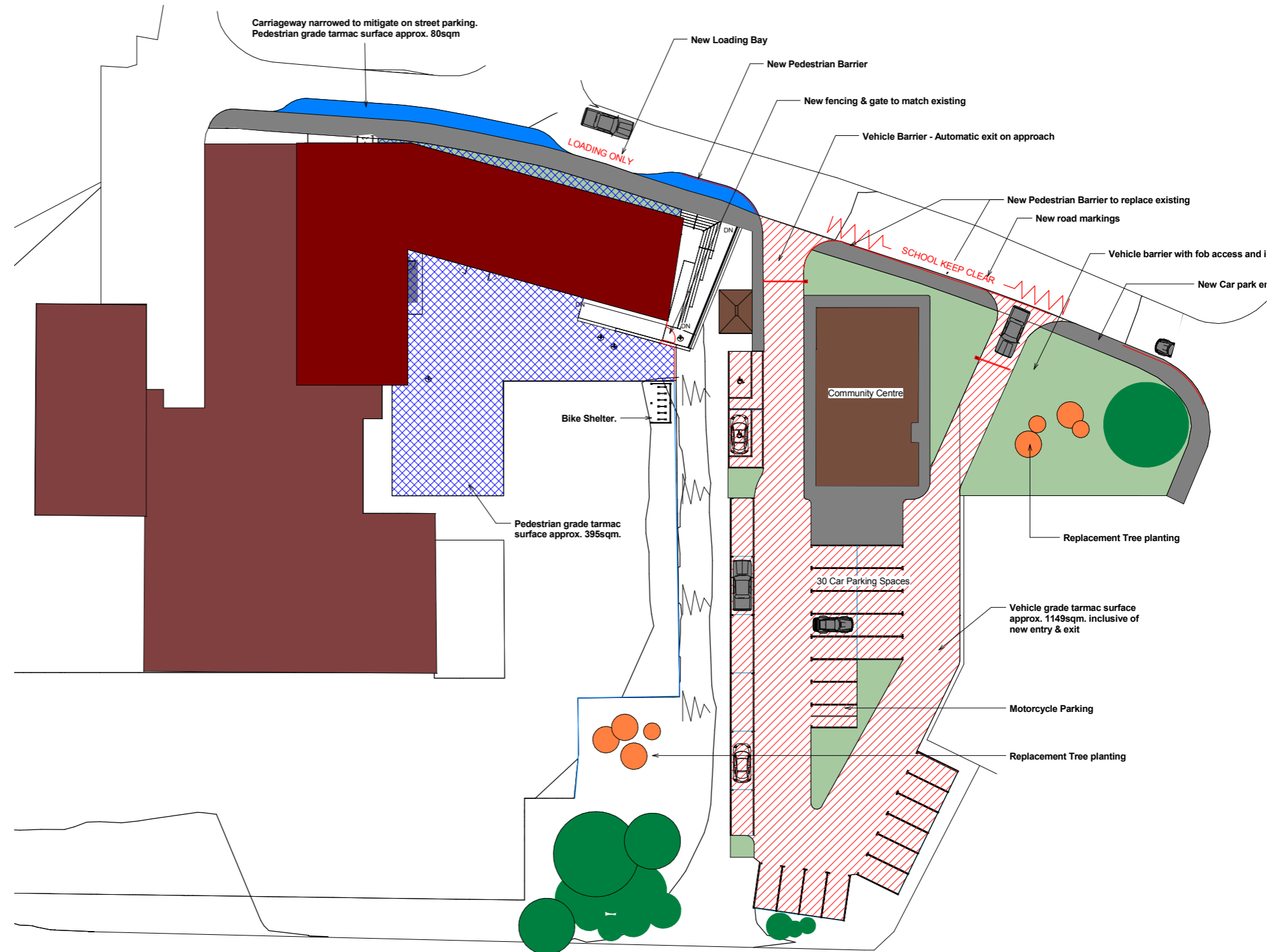
The landscape design permits an enhanced civic school frontage and approach with an easily identifiable entrance for staff, visitors and pupils, incorporating a high degree of passive supervision and several low-maintenance but high quality outdoor environments.

4.2 Site Access, Parking & Circulation

St. John the Baptist Primary School has been designed to make the experience of visiting the school, whether daily or occasionally, as pleasant, easy and trouble-free as possible. A welcoming main entrance with a civic quality reinforces the presence and importance of the school and its role in the community.

Pedestrian security is dedicated to a single route to the main entrance that provides visitors access to the reception lobby and students' access to their play areas. This carefully worked solution prevents any pedestrian/vehicle crossover conflict within the grounds.

The remodelled carpark to the west of the site, accessed off the access road from High Street, provides 30 No. parking spaces and 2 No accessible spaces. Car parking is controlled via a vehicle barrier located on the proposed vehicle access off the access road to the School. The access road off High Street also provides service vehicle access to the School.



1 Site Works Plan  
1 : 200

## 5.0 ACCESS STATEMENT

## 5.0 ACCESS STATEMENT

### 5.0 Access Statement

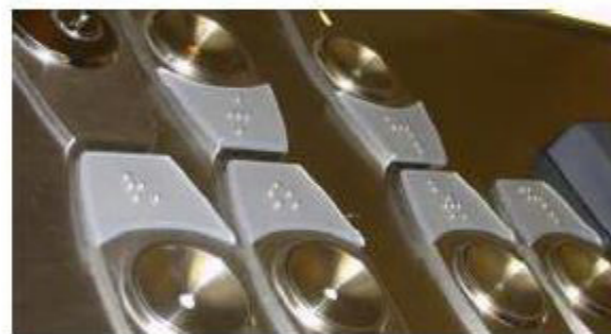
Good design reflects the diverse nature of people and does not impose barriers of any kind. The idea of 'inclusive design' allows everyone to use safely, easily and with dignity.

It is essential that the principles of inclusive design are integrated into the design process from design inception, planning process, detailed design, construction, occupation, management & operation.

The design should consider signage / way-finding, lighting, visual contrast, controls and door furniture and materials.

The design has the following integrated design principles;

- Level access from vehicular entrance and car park to the main reception
- Disabled car parking bays close to entrance
- Safe pedestrian pathway zones from car parking to main entrance
- Level thresholds to all external ground floor doors
- Powered wheelchair accessible entrance door to reception
- Staircases designed to ambulant design standards (Building Regulations Part M)
- Passenger lift sized to accommodate wheelchair users to provide access between floors
- Braille signage on lift
- Good levels of signage for way-finding around the building
- Visual contrast strips to stair treads and doors
- Disabled WC facilities at each accommodation level (Building Regulations Part M)
- Minimum circulation corridor width of 1500mm.
- Clear door widths of 800mm generally (except toilet cubicles & cleaners stores)



# 6.0 SUSTAINABILITY

## 6.0 SUSTAINABILITY

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### 6.0 Sustainability

In the first instance, low carbon and/or low energy environmental control solutions will be applied to reduce energy consumed and carbon emissions in operating the school extension.

The energy requirements which remain will inform the selection of a shortlist of renewable energy generation technologies and carbon emissions reducing equipment, for further consideration.

The final selection will include consideration of economic sustainability in achieving the renewables contribution obligations.



# 7.0 SECURE BY DESIGN

## 7.0 SECURE BY DESIGN

### 7.0 Secure by Design Principles

The design proposals place a great emphasis on providing safety & security that are built into the fundamental design philosophy.

It is important that the users of the building feel comfortable by creating good visibility and effective lighting levels so that the user feels that he/she can be heard and seen by other people.

There is a strong connection to the sensitive combination of good design, good management and local community involvement as an effective tool in creating a more secure and safer environment which reduces the risk of vandalism and the fear of crime and violence. The key design principles in achieving this inherent safety in the design are as follows;

- Building fronting onto public access road
- Avoid designing exposed blank facades
- Locating parking in front of buildings in secure areas
- Being careful not to make planting too high or dense to screen potential assailants
- Providing safe routes for pedestrians and cyclists with good lighting levels
- Provide good levels of lighting around the building perimeter
- Entry and exit points to the building should be clearly monitored with access technology







ARCHITECTURE /  
BUILDING CONSULTANCY  
/ URBAN DESIGN &  
MASTERPLANNING  
/ ADVANCED DESIGN /  
LANDSCAPE / INTERIORS  
/ IMAGING