

Barnsley Building Schools For The Future

Kirk Balk ALC

Design and Access Statement

December 2008



Rev.00

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1.00 DESIGN STATEMENT

1.01 Introduction

The following Design Statement outlines the proposal to build a new 1200 place Adult Learning Centre on the site of the existing Kirk Balk School in Hoyland, Barnsley as part of Phase One of Barnsley's Building Schools For The Future Programme. This section of the report outlines the existing context and the design approach to the building, including proposed strategies for the siting, access, massing, orientation and material selection.

1.02 Community Context

Kirk Balk School is currently an 11 to 16 comprehensive serving the Communities of Hoyland, Hoyland Common, Elsecar, Birdwell, Pilley and Tankersley further afield. Hoyland is located just off the Junction 36 of the M1. Once a mining area, residents now mainly commute to Barnsley, Sheffield and Rotherham for work. Hoyland is surrounded by a number of small villages in rural settings and is comparable with the Borough average in terms of its housing make up, being a mix of private and council housing.

The aspiration is for the school to serve its community as a whole to create a vibrant learning culture. As the largest public building in the village, it will serve as beacon which welcomes learners of all ages. The specialism of Technology, along with vocational studies is at the heart of the school's ethos and will be reflected in the design and school's identity to provide a welcoming and stimulating environment.

1.03 Local Setting

The existing Kirk Balk School is situated in the heart of Hoyland and is the most significant public building in the village. The nearest other landmark is St Peters Church to the immediate north of the site.

Located on the North West boundary of the village, the large site is surrounded by residential properties, St Peters Church and Cemetery and West Meadows Primary school. The site has an open countryside aspect to the north and west. The existing school buildings are located on eastern edge of the site off Kirk Balk. Set well back from the road, the existing school buildings have little street presence.

The site is also shared with the Hoyland Leisure Centre, which is located in the centre of the site, bisecting the existing school and playing pitches to the West. Constructed in the 1970's this is a significant mass on the site. Now tired and outdated, the Leisure Centre will not be refurbished as part of the project.

The main vehicle and pedestrian access to the School and Leisure Centre is off West Street, creating a dangerous cross flow of pedestrians and traffic. The route to the main school entrance is through a large car-park off the entrance off West Street.



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1.03 Local Setting Continued

The perimeter of the whole school incorporates hedges and trees of varying species and levels of maturity. These are a great asset to the site and will be maintained and enhanced through the landscape approach. To the North and West of the Leisure Centre playing fields are laid out on sloping land with the aspect opening to the countryside.

1.04 Existing Facilities and Estate

The school has developed from an amalgamation of two single sex schools in 1964. The existing school is made up of nine blocks some of which are two storeys with no lift provision, therefore resulting in major access issues. The school has no sports hall of its own and shares facilities with the Hoyland Leisure Centre and utilises its existing two undersized gymnasias both of which are located on the first floor.

The oldest of the blocks dating from the 1920's, are in a poor condition and are unsuitable for delivery of the modern curriculum and transformation agenda. None of the blocks are listed or of any significant historical value and the site does not form part of any designated conservation zones.

The school currently occupies one main site but also uses off site playing fields, which are to be retained within the project. Hoyland Leisure centre will be retained and currently provides a significant massing on site and prominent location by effectively bisecting the school site. The western and northern part of the site is currently used for school fields

As described above the existing location of buildings and entrances means that there is a significant conflict of school/ leisure centre car park usage ,all from the West Street entrance This is currently not a satisfactory arrangement causing conflict between the school and leisure centre regarding the car park usage as well as a dangerous cross flow of pedestrians and vehicles.

It is the intention that the existing school buildings will remain in operation during the construction of the new building.

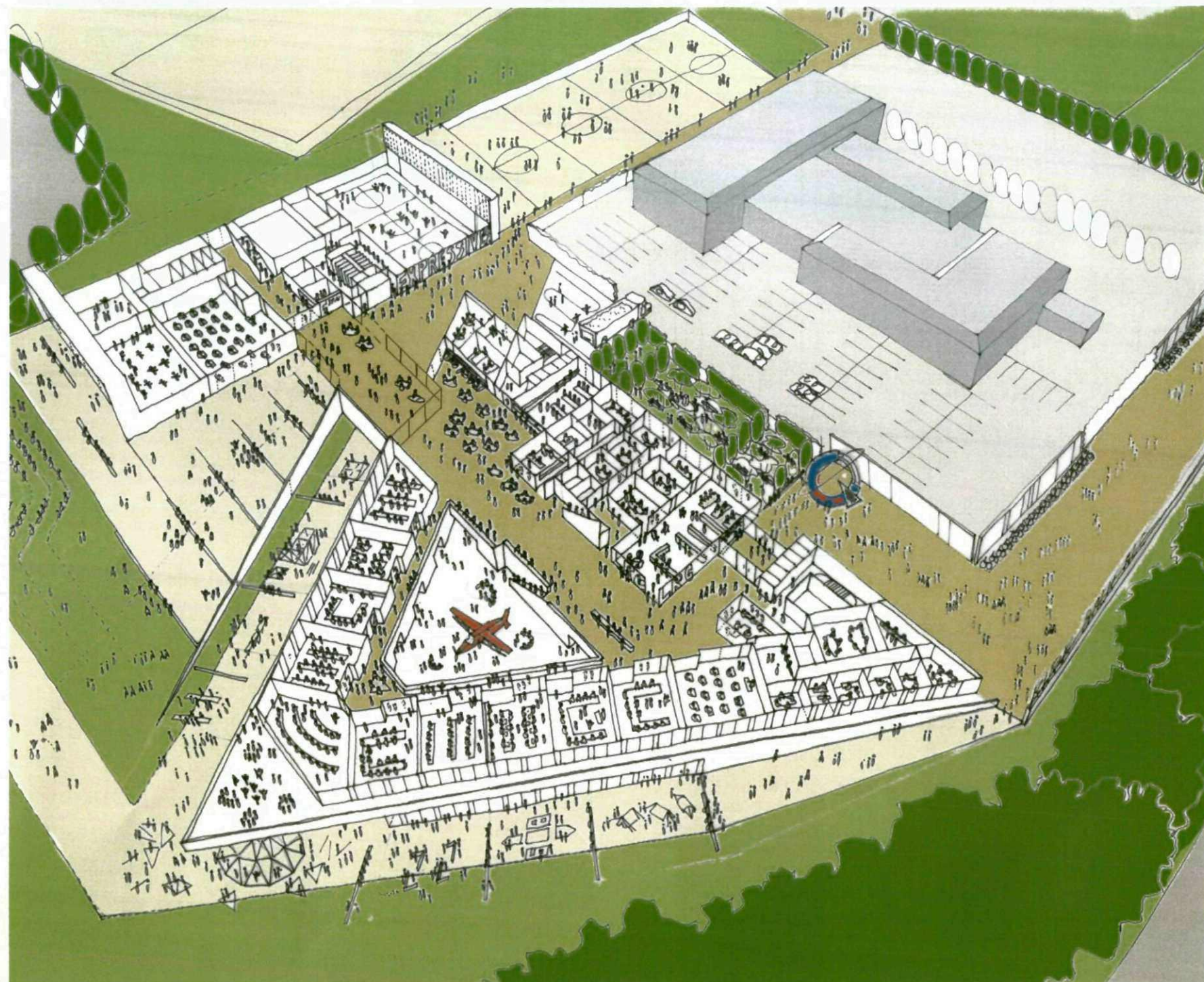
1.05 Proposals

The site constraints of the location of the existing school buildings and the leisure centre have lead to the siting of the new ALC on the west side of the leisure centre. The entrances into the school have strong clarity and the traffic/ pedestrian accesses have been clearly separated. The primary pedestrian entrance from West Street has a dynamic boulevard approach, incorporating an 'art wall' and leading to the building which incorporates a strong branding identity of the ALC



Perspective of main entrance to Kirk Balk ALC from entrance boulevard

Note: Artists Impression- Indicative Only



Perspective of ground floor of Kirk Balk ALC indicating the main entrances and street

Note: Artists Impression - Indicative Only

1.05 Proposals Continued

Our design provides a strong, clear and dynamic architectural form. The design gives legibility to the learning zones internally but also provides a strong identity externally which conveys the school's ethos and aspiration to the community. Simply described, the school is focused around a 'street' at ground floor, this is part internal and part enclosed (unheated) and this interlinks the learning zones.

The vocational/ technology, community, humanities/ communications and maths/ science are incorporated in the triangular element of the building and allows the range of flexible teaching environments and expresses a strong dynamic architecture. The Expressives is incorporated in the rectangular element. This is a simple extruded element which is open ended and allows the double height hall spaces to be incorporated.

The building utilises the level changes across the site and therefore has three effective ground floor levels: The main entrance level (ground floor), a lower ground which allows the technology/ vocational teaching spaces to open up onto external teaching spaces; first floor which allows the Expressives art terrace to link to the playing fields.

The school's learning pedagogy is focused around five learning zones, each with a social space at its heart and specific external spaces.

- ☐ Vocational/ technology (the school specialism)
- ☐ Community
- ☐ Expressives
- ☐ Humanities/ communication
- ☐ Maths/ science

Each learning zone is focused around a central social space and each provides a different but flexible teaching environment. From the 'street', there is a clear legibility to all the learning zones and allows each to demonstrate strong identity, thus creating a buzzing and vibrant heart to the ALC.

We have looked closely and discussed in detail with the school the adjacencies of the learning zones. The vocational/ technology, the community and the Expressives learning zones each have the aspiration for greater community accessibility and therefore these three zones are accessed from the ground floor entrance level and are inter linked by the 'street' with entrances at either end.

The design allows, through the location of entrances and the learning zones, a significant flexibility for use within school hours but also out of hours when the school facilities can be opened up in different configurations. The link creates a secondary entrance which can be used as a foyer for evening and community events out of hours in the Expressives Block.

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1.06 Orientation and Light

The location and orientation of the site has been taken into account with the proposed building. The scheme maximises the south western orientation for the majority of the teaching spaces which also have the long views across the rural setting. Additionally the art facilities benefit from north light.

The design of the atrium roof has been developed to allow the third floor science rooms to be naturally ventilated and lit, taking advantage of the views out to the rural landscape

1.07 Massing and height

The proposal has a strong horizontal emphasis which integrates the building into the sloped landscape. The building is four storeys at its maximum adjacent to the leisure centre but reduces to three storeys as the triangular element follows the slope towards its southerly apex. The general impression of the building from West Street will be of a building of two and three storeys. The rectangular element of the building again uses the level changes to present a two storey façade on one side with and one storey to the play field side.

The stepped profile of the roofs to the main building have been carefully developed with the aim of reducing the visual impact of the building from West Street.

1.08 Community Access

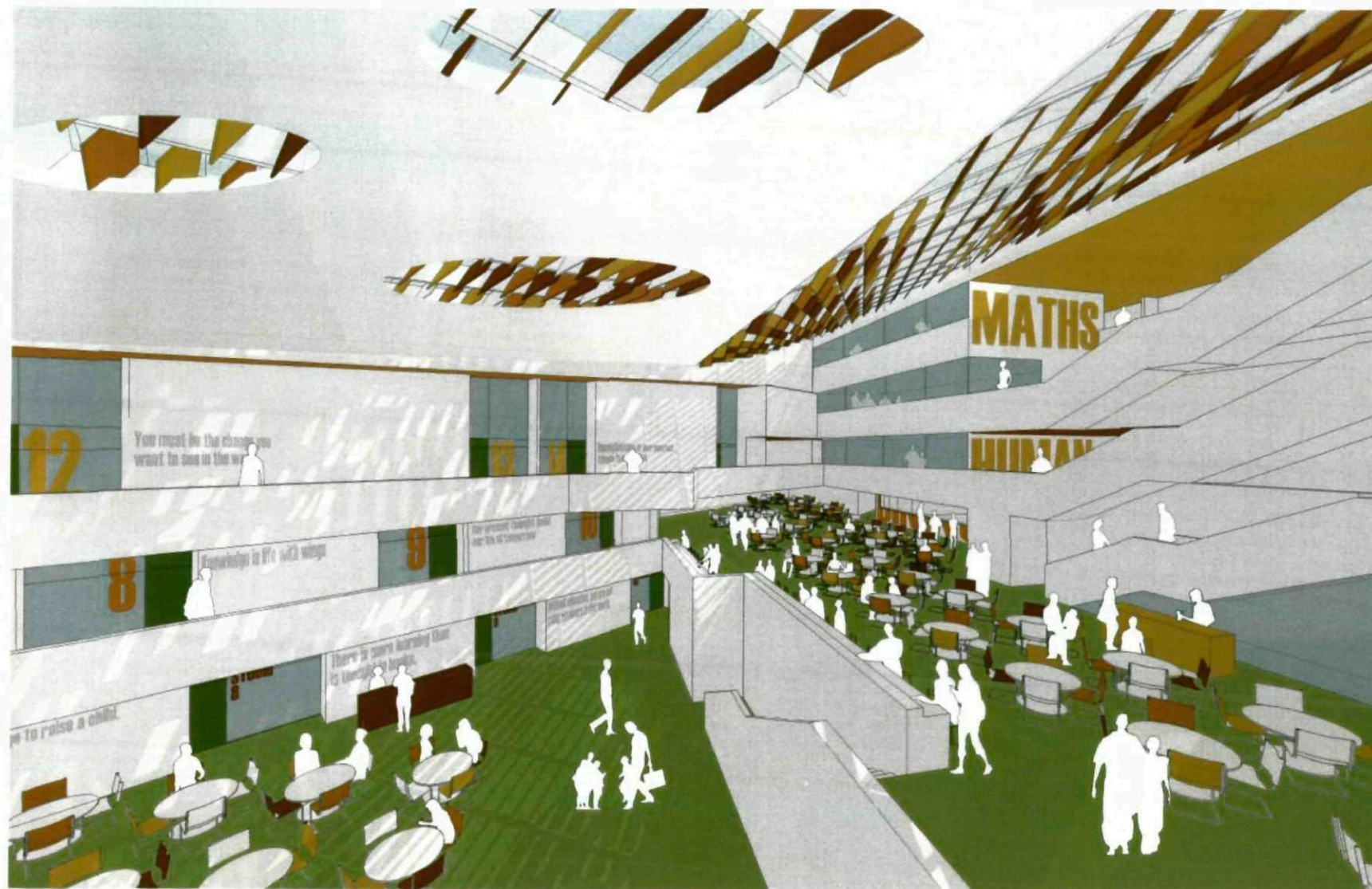
The vocational/ technology, the community and the Expressives learning zones each have the aspiration for greater community accessibility and therefore these three zones are accessed from the ground floor entrance level and are inter linked by a 'street' with entrances at either end.

It is envisaged that the community will access the ALC via the entrance boulevard and through the main entrance to the 'street'. The Expressives Block will also be accessed in this way via the street and link. The link also provides a secondary entrance which can be used as a foyer for evening and community events out of hours in the Expressives Block.

Community access to facilities will be possible in a controlled way through zoned parts of the school during the day and especially out of normal hours. This will enable parents and members of the public to enrol for courses in vocational and personal learning, which will improve both citizenship and employability. Access will be managed with access control swipe cards to ensure that any adults on the premises are identified and restricted from entry to teaching faculty spaces.

Community Learning Resource Centre the state-of-the-art Learning Resource Centre will provide access to staff, learners and members of the wider community throughout the day and enable ICT use at any time during the extended opening hours.

Positioning the ICT suites of the vocational design faculty at street level, also allows additional learning opportunities and the potential to develop evening classes in a state of the art ICT environment, show casing the ALC's specialis



Perspective view of main atrium space

Note: Artists Impression - indicative only

1.00 DESIGN STATEMENT

1.09 Material Approach - Expressives Building

The Expressives Block is incorporated in the rectangular element of the plan. This is expressed as a simple extruded element which is open ended and allows the double height hall spaces to be incorporated.

This extruded box is clad in a vertical cement fibre weatherboard cladding. PPC coated capped glazing , metal door sets and ventilation grilles carefully inserted flush into the cladding.

The double height spaces at either end of the building are expressed by regalit glazing at high level to the Sports Hall with a full height capped glazing to double height space of hall , framing the view to the distant landscape. Cheeks and soffits and ends are clad in cement fibre board panelling.

An autumnal colour palette was initially investigated as a contrast to the existing landscape on the site. From this range, a gold colour for the cladding has been selected., with scattered darker planks incorporated as an accent to this. The ends and cheeks to the extruded box are clad in a dark colour to contrast with the main cladding.

This has been agreed in principle with BMBC, Design Panel and Kirk Balk School. The colour will be finalised with BP4L and their supply chain in conjunction with Kirk Balk School.

1.10 Material Approach- Main Building

The main building has a strong horizontal emphasis and this is accentuated by the ribbon windows to maximise natural light to the classrooms. A capped glazing system is proposed with integral glazed door sets to balconies and an acoustic attenuated louvre at high level to allow natural ventilation.

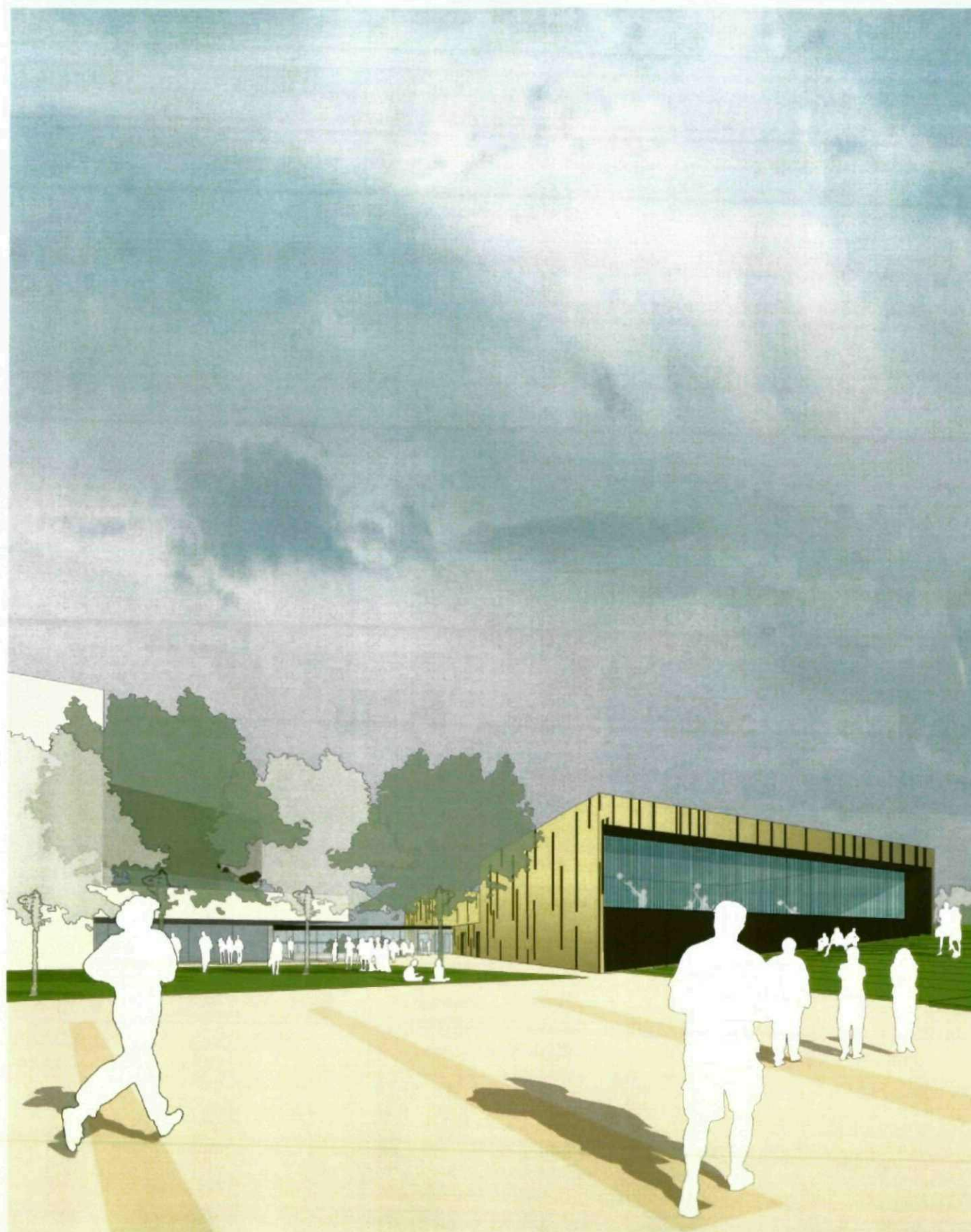
The profile of the metal cladding below the ribbon windows reinforces the horizontally of the building and allows FF&E to be integrated with the facade.

The roof is clad in profiled metal cladding, along with the 'cheeks' to the stepped roofs, creating a folding roofscape. as the building steps down the hillside. The overhang to the roof of the main building reinforces the buildings dynamic form and roof scape whilst providing solar shading at first and second floors.

The soffit to this and the terraces is clad with a coloured cement fibre board. Continuous recessed light fittings are intgerated along the edge, which emphasise the horizontally of the building and provide a halo of light at night.

A dark brick base provides a robust base to the landscape and external technology terraces and contrasts with the cladding above.

An autumnal colour palette was initially investigated as a contrast to the existing mature landscape on the site. From this range a gold colour for the metal cladding has been selected. This has been agreed in principle with BMBC, Design Panel and Kirk Balk School. The colour will be finalised with BP4L and their supply chain in conjunction with Kirk Balk School.



View of Entrance to Expressives Block and Link from sports pitches

Note: Artists Impression- Indicative Only

2.00 ACCESS STATEMENT

2.01 Introduction

The new building will be constructed in compliance with Building Regulations Approved Documents M so that the School may embrace the requirements of DDA95+2005 and SENDA2001. Our design proposal is fully inclusive and accessible to all. Parents and visitors will feel welcome.

2.02 Site Access

It is good practice both in terms of DDA access & Health & Safety to design the initial access so that the vehicular traffic & foot traffic are physically separated in order to afford a safe transfer from a vehicle to the school entrance especially for the less able bodied who may take longer to cross busy car-parks. Provision of dedicated pupil drop off point at the entrance to the site and the pedestrian boulevard have been developed as part of the master plan for the site.

2.03 Access into the site

A dedicated pupil drop off point is provided to the main entrance off West Street, preventing congestion in the main car park at peak times. There is safe access from this to the pedestrian entrance boulevard.

A visitor and pupil drop off point is also provided in the car park adjacent to the ALC, in close proximity to the two main entrances to the ALC as well as the secondary entrances to the SEN/PRU facilities.

Bus Drop Off To West Street

An off-site bus drop-off and collection point for two school buses and one Scheduled service is provided to West Street. From this there is safe access to the pedestrian entrance boulevard.

Cycle Storage

Cycles can be secured along the 'art wall' on the entrance boulevard with covered storage located off the cycle route link to Kirk Balk Road.

Car Parking

The leisure centre car parking and a proportion of staff/ visitor car parking is located to the east side of the leisure centre (on the side of the leisure centre entrance). The majority of the staff car parking is located to the west side of the leisure centre and has adjacency and access points to the new ALC building

Secondary Entrances to Site:

A secondary entrance for pedestrian and cycle access is provided from Kirk Balk Street.

2.04 Entrances

We have looked closely and discussed in detail with the school the adjacencies of the learning zones. The vocational/ technology, the community and the Expressives learning zones each have the aspiration for greater community accessibility and therefore these three zones are accessed from the ground floor entrance level and are inter linked by a 'street' with entrances at either end.

The design allows, through the location of entrances and the learning zones, a significant flexibility for use within school hours but also out of hours where the school facilities can be opened up in different configurations.

2.00 ACCESS STATEMENT

The primary pedestrian entrance to the school is from West Street by the leisure centre. The building and the entrance sequence has a strong street presence and identity achieved through the use of super graphic signage as well as the dynamic architecture. The approach to the building entrance is along a generous boulevard. This incorporates an 'art wall' which conveys the ethos of creativity to the wider community. The entrance into the school is marked by back lit school name on one side and the double height Learning Resource Centre to the other. The entrance leads to the reception and into the heart of the ALC.

2.05 Entrance to Expressives

The entrance to the Expressives and Community Learning Zone allows a greater flexibility of use of the facilities both during in and out of school hours. This entrance is marked by an enclosed light weight canopy forming a continuation of the internal 'street'.

2.06 Entrance Doors

All entrance doors will either be automated or will provide 1000mm clear openings with closures meeting the requirement of Building Regulations ADM. Where doors are automated visual warning will be provided in accordance with B8300. Glass will have manifestations as required by Building Regulation ADM + N.

2.07 Reception Area

The reception area is generous in space and welcoming. It provides a control point to deal with security and community access in a non invasive way. The reception area opens onto the heart of the school, the 'street' which links and accesses the five learning zones. The Learning Resource Centre is immediately adjacent to the entrance encouraging and welcoming pupils as well as parents, adult learners and other members of the community. The dining facility provides a café amenity which again encourages open access and use for all.

Reception Area and Desks will be designed in accordance with the requirements of Building Regulations Part M, and BS8300 and will provide for pupils & visitors both standing and seating including wheelchair users). The reception desk or counter will have a working surface at two heights; between 950mm and 110mm to accommodate people who are standing and 760mm to accommodate wheelchair users.

2.08 Level Access

All levels within the building and approaches to the building are wheelchair accessible. Externally this is achieved with appropriate ramps to deal with level changes. Internally all floors are linked with a lift and once on each floor and , the circulation is generous.



Night time view of entrance to Expressives Block and Link from sports pitches

Note: Artists Impression- Indicative Only

2.00 ACCESS STATMENT

2.09 Circulation within the Building

All floors are accessible by lift and stair. Main circulation routes are all at least 2000m wide, allowing two wheelchair users to pass each other. No circulation corridors are narrower than 1200mm. Doors within corridors and into rooms meet guidance in AD M with a clear opening width of no less than 800mm through one leaf, some exceed this minimum width. On principle routes, doors will be held open on electromagnetic hold open devices linked to the fire

All doors meet guidance in ADM with minimum clear opening widths of no less than 800mm and opening force no greater than 30 Newtons. Vision panels, where used start from 500mm from floor level. Ironmongery has been specified that is easy to grip by people with limited manual dexterity, such a lever and D type handles and lever type locks.

Suitable signage will be is provided to direct visitors to the main facilities including lifts and toilet facilities. Sign design should follow principles set out in the Sign Design Guide.

2.10 Vertical movement within the building

Vertical movement will be provided by three passenger lifts, or stairs designed for use by ambulant disabled people.

Lifts
There will be three passenger lifts that will comply with Building Regulations Part M. + BS8300. To the main building and Expressives Building , All passenger Lifts will be specified to meet guidance in AD M and EN 81 guidance: including:

- Internal and external controls at suitable height of 900 – 1100mm from finished floor level
- Tactile and contrasting controls
- Visual and Voice floor announcer
- Handrails for support
- Non reflective finishes of stainless steel panels to low level, mirrors to high level
- Infrared door hold open device
- Indication of floor reached at each level
- Emergency alarm intercom suitable for people with hearing impairments

2.11 Stairs

There is one main feature stair within the atrium serving all floors, with three escape stairs. In the Expressives Block, there is one main feature stair within the double height entrance space with one escape stairs located near at the West end of the building.

All main accommodation stairs are 1400 - 1500mm wide, with escape stairs between 2200- 1350 exceeding ADM minimum standards. All stairs meet ADM guidance with adequate risers of between 150 and 170mm and goings no less than 250mm. Step nosings will be are clearly visible with integral contrasting nosings and suitable continuous handrails are provided to both sides meeting ADM guidance.

2.00 ACCESS STATEMENT

2.12 WC's

Toilet Facilities are included in each learning zone and include ambulant disabled and wheelchair accessible toilets. Located adjacent off main circulation routes and adjacent to staff resources, this provides opportunities for passive supervision, discouraging anti social behaviour.

WC's for both students and staff will be provided thought out the ALC, incorporating both WC and hand wash facilities. The layout does increase the level of privacy for the user while they are within the toilet area. It brings the added benefits of preventing groups from assembling around toilet banks and associated issues that arise from this type of behaviour. It also sends a reinforces the message of a non-hierarchical structure, as toilets do not have to be identifies for different user groups - i.e. adults/students.

2.13 Accessible WC's

Accessible WC's for both students and staff will be provided throughout the School to meet the requirements of Building Regulations Part M and BS8300. The design of the Access WC's is strongly influenced where possible by the "Good Loo design guide" which shows best practice is to design for "Peninsular access" which benefits less able bodied when transferring from Wheelchairs onto the WC. It allows physical transfer from both sides of the WC & is not limited to one side only. This has been designed in such a way to reflect the fact that some people have less upper body strength & dexterity on one side than the other

In addition, combined accessible toilet and level access shower are located in the Expressive's Block as part of the changing facilities and in the SEN/ PRU facility. The rooms are fitted out with appropriate grab rails, fixtures and fittings to meet ADM guidance and the compartment has an alarm system for emergency which is linked to a staffed area of the building. The alarm cords are provided near the shower and toilet and extend to 100mm from the floor. An alarm reset button is provided within reach of the toilet and shower at a height of no more than 900mm.

2.14 External works

All external defined hard play areas are to be of suitable gradients with no area steeper than 1:40. This also allows for fire tender to safely access various elevations of the buildings. Hard surfacing is provided to the base of all fire escape stairs with routes linking them to other areas of hard standing which can be utilised as mustering points.

Where significant changes in level occur ramps and steps will be constructed in accordance with Building Regulations Part M and BS8300. All doorways will have level access and all approach paths will have falls no steeper than 1:21.



Main Entrance to Kirk Balk School accessed through car park



Existing Vehicle and pedestrian entrance from West Street



Existing car parking looking towards main site entrance from West Street

3.00 SITE PHOTOGRAPHS



External view of Hoyland Leisure, taken from car park



External View of Hoyland Leisure Centre and playing fields to West of Site



Existing School buildings to Kirk Balk Street