

Education Bradford

**Special Educational Needs
Re-organisation Steering Group**

**Sub-Group
Vision Into Practice Group**

Building / Room Requirements

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This group has used its considerable experience of and knowledge from working in special schools, used visits to a wide range of special schools across the country, sought comments from other professionals working in this area of education, and had discussions with Gill Hawkins of the DfES to provide this guidance for the building of special schools of the future.

It cannot possibly be definitive but tries to identify the essential elements to inform the architectural brief.

Context

This work has been undertaken in the context that Bradford Council has agreed to the publication of notices to create and build six new special schools to be co-located on mainstream sites. The sites identified are:

- primary – Guard House, Heaton and Bradford Moor/Lapage; and
- secondary – Greenhead, Beckfoot and The Grange.

All these schools will cater predominately for pupils with severe and profound and multiple learning difficulties and severe and complex autism.

The schools will be co-educational with the following age ranges: primary 2-11; and secondary 11 – 19. The primary special school on the Guard House site will need to accommodate 110 pupils and the other two primary schools 130 each. Likewise with the secondary special schools the Greenhead one will need to provide for 110 pupils and the secondary schools on the other two sites, 130 pupils each. It is expected that each of these schools will develop an 'outreach' function to support both mainstream pupils with special educational needs and the staff of mainstream schools.

It is recognised that crucial decisions on the design of the building will need to be agreed with the management and governors of each of the schools, and because the schools are to be co-located, with management and governors of the mainstream schools. For example, to what extent should facilities and provision be shared between the two schools in terms of class bases, specialist teaching and therapy areas, dining hall, community and training facilities?

At the time this group undertook its work Building Bulletin 77 was being updated. There are some very key 'messages' coming from this work in relation to building into the design flexibility, teaching spaces, sufficient storage, energy conservation, security, therapy provision, room proximity and external spaces. Where possible the group has incorporated the key

points arising from this Building Bulletin update within the design specification.

Whole school considerations

The group considered a number of matters which pertain to many/all areas of the school. It was felt, from the visits to newly built special schools, that too frequently insufficient attention had been given to these matters resulting in daily 'challenges' in being able to operate a special school efficiently and provide a supportive and accessible learning environment for pupils with the most severe and complex needs. These areas of concern are provided below.

1. Accessibility

- Totally flat access or fully ramped access to all external doors.
- Outer door into entrance lobby must be automatic.
- Inner door from entrance lobby with both security and automatic taken account of.
- Handrails for supported mobility.
- Other internal doors – automatic where appropriate.
- No steps or lips on any doors – no mat wells.
- Fully SENDA compliant as a minimum.
- Finger guards and closers on all doors.
- 2 handled doors or similar where need to put a "barrier" between pupil and escape.
- Building must be secure throughout.

Height Adjustable (all over school):

- Sinks in all classrooms, hygiene areas, food technology room etc.
- Changing beds.
- Access to ICT eg benching, trolleys.
- Benches eg in science labs, food technology area.
- Showers and baths.
- Desks and tables etc which can tilt eg for VI.
- Specialist seating.

Movement / Circulation / Flooring:

- SENDA compliant (plus) eg 2 large wheelchairs can pass in all areas.
- No fixtures, fittings which protrude into area of corridors.
- Handrails – double height range, modern appearance.
- Non-slip floor covering throughout.
- Carpeting such as Flotex laid the right way to assist wheelchair movement.
- Changes between floor coverings must be distinct but not raised.
- Building must be designed so there are no bottlenecks.
- No access to other rooms through eg classroom or hall
- Trails on walls and / or floor.

- Recessed notice boards at relevant heights for age range and those in wheelchairs.
- Recessed fire extinguishers and other fittings eg light switches, fire activation points, sockets.

2. Communication

- Must be visual, auditory and kinaesthetic
- Signage – iconic/symbol, written - bilingual and where possible auditory and tactile - to promote total communication environment.
- Fire alarm – acceptable noise/tone coupled to a flashing light and audible in all areas of the school building.
- Different colour schemes for each learning area
- Doors – plain finish with detachable colour strips to match learning area
- Floor coverings to match colour schemes above
- Floor covering – same colour on pathway around the school – “yellow brick road”
- Telephones in all teaching areas and other work rooms.
- Panic alarms in hygiene rooms, hydrotherapy pool, therapy rooms, and teaching areas.
- Personal radios.
- Intranet communication facility
- CCTV surveillance for all corridors and approaches to the school.
- In reception area build in facilities to communicate welcome and school ethos – refreshments, comfortable seating area, display screens and video footage/school website presentation – plasma screen or similar.
- Identify important meeting points in the school with significant features – e.g. water feature, music – Mozart – playing, pleasing aromas.

3. Friendly environment for visually impaired pupils

Lighting and shade

- All areas should be well illuminated (or be capable of becoming so) using sources of natural and artificial light.
- It should be possible to control lighting levels and sources of light by some means such as blinds, curtains, awnings, task lights or dimmer switches.
- Try to avoid introducing sudden changes in light levels in the school environment.

Colour and contrast

- In planning a colour scheme, choose colours which contrast clearly with one another and create a pleasing effect. A common colour vision problem is an inability to distinguish between red and green.
- Avoid using red and green as a contrasting colour scheme.
- In teaching/learning areas choose clear, light, colours such as pale yellows for walls, white for ceilings and go for strong colours to pick out critical surfaces such as doorways and skirting boards.
- Furniture, fixtures and fittings should contrast with their surroundings and it is also important that internal features such as handles and switches contrast with their

background too. Also remember to consider the effects of colour and contrast in all areas including toilets and bathrooms, corridors and entrance lobbies.

- Contrasting colours should be used to differentiate internal fittings such as handles, hooks, switches and bathroom fittings including taps, levers, bell-pull cords and so on.
- Taking a colour photograph of your colour scheme and then making a black and white photocopy? Good contrast will show up as black and white, poor contrasts as barely distinguishable shades of grey.

Internal space – entrances, doorways and doors.

- External entrances are distinguishable from the façade of the building.
- The door handles should contrast clearly with the background.
- Most doors should be fitted with visibility panels composed of safety or laminated glass.
- Push pads and switches for doors should contrast clearly with the background.
- If glazed doors are unavoidable, they should be clearly highlighted by markings which:
 - are a minimum of 150mm in diameter
 - are placed where all users can see them from seated and standing positions
 - contrast clearly against their background.

Internal space – obstacles and clutter

- Obstacles can act as barriers to access to the environment for a child with visual impairment and additional needs.
- Small and large items will make the environment appear cluttered and disorganised. A child with partial vision would find it difficult to negotiate their way or find anything in these situations. Areas which are visually cluttered are usually equally challenging from a tactile point of view.
- By reducing the obstacles and clutter in teaching and learning areas and circulation spaces we increase the access for all children. Problems with obstacles and clutter are usually resolved by well organised storage solutions.

Stairs and steps.

- Stairs and steps should be clearly signed at the top and at the bottom for all users the signs may take the form of tactile flooring which is encountered prior to meeting with the stairs.
- Stairs and steps should have handrails on both sides. The handrails should be of a contrasting colour and placed at a suitable height for all children. They should extend beyond the top and bottom of the stairs.
- Stairs and steps should have nosings (step edgings) of a contrasting colour.
- Ramps should be clearly signed at the top and at the bottom for all users.
- Ramps should have handrails on both sides. The handrails should be of a contrasting colour and placed at a suitable height for all children. They should extend beyond the top and bottom of the ramp.

Visual signs

- The size of print, symbols, diagrams, pictures, photographs and objects on signs should be appropriate to children's needs. If print is used it should be in a clear uncomplicated font such as Arial, Comic Sans or Helvetica and should not include words composed entirely of upper case letter.
- The print and/or symbols used should contrast clearly with the background of the sign, e.g. black print on a white or pale coloured background.
- Signs should be placed where they are well illuminated by both natural and artificial light. They should have a matt finish so that they are unaffected by reflected light.
- Visual signs should be accompanied by tactile visions.
- Make sure that tactile signs are placed at an appropriate height for the children to reach them, and that no obstacles can get in their way.

Display

- Display items at the right level. This needs careful thought, as a child with visual impairment may need to get close to something to see it and may also wish to touch the object, or even to pick it up in order to find out as much as possible about it.

Furniture, fixtures and fittings

- Furniture, fixtures and fittings should contrast clearly with their surroundings. For example, it may be very difficult for a child with impaired vision to see the edge of a brown table which is on a brown carpet of a similar shade. Likewise, it is difficult to locate and to sit down on a chair with a green seat if the floor is a similar shade of green.
- Items of furniture and some fixtures and fittings have potential for causing glare. This will make visual tasks even more difficult for a child who already has poor sight, and may cause discomfort. Table tops and wheelchair tray attachments should have a matt finish. Mirrors can also cause difficulty especially by reflecting light. In rooms, such as those used by physiotherapists, where there are large wall mounted mirrors, it is recommended that curtains are provided to cover the mirrors when they are not in use.
- It is therefore, important that furniture, especially tables, provide sufficient working space for brailers, laptops and tactile equipment.

Independence and access

- Colour bathrooms and personal care should be used to mark out or highlight specific features, for example, basin, cisterns, baths and cubicle doors. Areas dedicated to personal care are often decorated in white or cream which can make the identification of individual features very difficult for children who have poor sight.

Outdoor areas

- The main outdoor routes should have:
 - appropriate signage for all users
 - handrails to maintain balance
 - clearly defined edges

- It should be possible for children to have access to shade in close proximity to outdoor facilities. Some visually impaired children are very sensitive to sunlight even in apparently dull weather. Have a range of portable sources of shade available, e.g. sun hats, parasols, wheelchair attachments and pergola shades.

4. Acoustically friendly environment

(Deaf Support Service to provide)

5. Storage

- Walk-in storage areas with lockable doors for each teaching area.
- Shared storage areas to accommodate large items of equipment which includes low level suspension hooks for lightweight equipment.
- P.E. equipment
- Dining room tables
- Secured storage for outdoor play equipment
- Storage for staging and lighting
- Wheelchair storage and charging area.
- Secure central storage for ICT equipment; current pupil and personal records; cleaning equipment, everyday maintenance items e.g. fluorescent tubes for lighting units and consumables; hygiene and toilet requisites.
- Secured central store for furniture and curriculum resources not in current use.
- Separate secured storage for archived material.
- Storage for staff personal possessions and cloakroom – secured entry
- Storage for pupil possessions and cloakroom.
- Equipment store in hydrotherapy pool hall.
- Storage in library area for “big books” etc.
- Fireproof safe bolted to the floor or secured in a wall space.
- Lockable drugs cupboards secured to wall to store prescribed medications.
- Also might require refrigeration unit for certain medications.
- Garage for minibus
- First Aid stations – identified areas within the school building for secure storage of first aid box.
- Hygiene areas – tray and rack storage for continence products for individual pupils and high level storage for cleansing materials.
- Hygiene areas – discrete alcove spaces for storage bins for used continence products.

6. Hygiene facilities

- Design must ensure privacy to maintain dignity of individual pupils – entry doors fitted with high level viewing panels and screening facilities to ensure that individuals can have privacy when involved in intimate care. SENDA dimensions
- Floor area must be able to accommodate at least two wheelchairs with turning circles.
- Position of any toilets – must be placed centrally on a wall to give all round access

- Shower point to accommodate a shower chair or shower trolley
- Wall and ceiling structure must be able to weight bear the ceiling suspended tracked hoist.
- Tracked hoist must be able to reach all work areas with the hygiene room – “H” system.
- Floor covering must be non-slip sheet vinyl with as fewer joins as possible and must be sealed to the surrounding walls – easier to clean and fewer areas to house detritus.
- Alcove to contain storage bins for used continence products – bins are large therefore need to be off the main floor area as they can be a trip hazard.
- Odour control via extractor fans
- Hand washing facilities – flip taps
- Illumination – up lighting units to prevent glare/dazzle
- Wall finishes – smooth and washable to ensure easy and thorough cleaning
- Power points to run height adjustable plinths – two.

7. Heating

Context

This includes consideration of ventilation and ‘climate’.

The final form of ‘heating’ will naturally be a compromise of cost, energy efficiency, energy policy and design constraints so the observations below simply aim to reflect a whole range of comments, cautions and requests based on collective experience of existing systems.

Observations

- It was widely believed that existing individual classroom temperature control is poor. It is slow to react, inflexible (in that depends on the boiler heating cycle) and often reliant on thermostats incorrectly positioned (e.g. in cupboards!).
- Current wall mounted heaters or piped hot water radiators are often located behind thin metal shields; these make ideal objects for pupils to kick as the panels are both noisy and liable to fall off their mountings.
- Windows often have inadequate or inappropriate opening systems. There was felt to be a real need for windows to be able to be opened for fresh air whilst remaining safe from both the pupils’ and security viewpoints.
- Some people claimed to know of under floor heating systems that were attractive in classes where pupils are liable to spend periods laid down. (Implications for types of floor covering?)
- The group is conscious of requests in earlier submissions for lots of natural light in the new buildings; there is a cautionary aspect! At least one relatively new building **does** have lots of glass to allow natural light but is genuinely unbearable to work in during anything more than moderate sunshine; even to the extent of causing computer system failures! (Tinted/heat reflecting glass?)
- ‘Moving air’ temperature control (ranging from sophisticated climate control to fan-assisted radiators) - problems of noise? These noises came from the systems themselves as well as components such as worn bearings. Concern expressed that such systems always seemed to produce uncomfortable ‘cold corners’.

- Comments were made that classroom hot water was often not available in rooms physically remote from the boiler-house.

Factors for consideration by the architect

- All classrooms/teaching areas to have individual temperature / thermostat control. Controls to be secure / hidden with the thermostat at a 'working' level. (Some rooms [e.g. computer suite, cooking area etc.] to have an 'upgraded' temperature control system).
- Heating system to allow for swift 'on / off' operation in each room.
- Heating 'radiators' to be build into walls of classrooms to avoid pupil interference with them.
- Windows to be capable of being opened and fixed for adequate ventilation; fastenings to be designed to minimize risks of pupils trapping their fingers.
- Consider under floor heating in appropriate / designated areas?
- Take into account the greenhouse effect of allowing large quantities of natural light through windows; consider blinds / awnings.
- Air-conditioning / moving air systems may present more problems than solutions.
- Ensure boiler-house is located away from rooms that are normally occupied.
- Consider separate hot water availability in classrooms.

Vision Into Practice Group Building / Room Requirements Progress Table

Areas common to both primary and secondary phase.

	Issues	Progress Up-date
1	Reception Corridors and secondary phase	Completed
2	Hall	Re-check
3	Staff Room (HS / CH to complete from proforma worked on by whole group in July)	
4	Kitchen	Leave to Building Group
5	Work Area	Covered in Staff Room
6	Main Office	
7	HT Office	Completed
8	DHT Office	Completed
9	Meeting Room / Training Room Completed ? (Further discussion required – relates to the use of the dining room – dinner time organisation)	
10	Interview Room	Complete
11	Dining Area	Re-visit see 9
12	Medical Room	Nearly completed
13	Therapy Room (2) - consider merging with medical room?	Nearly completed
14	Speech Therapy	Nearly completed
15	Hydrotherapy / Swimming: - Changing	Nearly completed
16	Storage	See common themes
17	Caretaker / Cleaning / Boiler	Completed
18	Sensory Room - 2	Completed
19	Teaching Rooms	See Primary & Secondary Teaching Rooms
20	Hygiene Areas: Toilets	Nearly completed
21	Changing	
22	Laundry Room	
23	Technicians Room (ICT support room)	
24	Soft Play Area	
25	Library / Resource Room	
26	Parental Officer Involvement Room	Completed by Chris B – discussed at Jan meeting

See comment from Health

See comment from Health

Primary (R - Year 6)

	Issues	Progress Up-date
P1	Teaching Rooms SLD / PMLD	Nearly complete
P2	Teaching Rooms ASD	Nearly complete
P3	'Quiet Rooms'	
P4	Hall: Assemblies/ celebration – see ii on page 1	Completed
P5	Area for CDT / Art / Food Technology	Nearly complete

Secondary

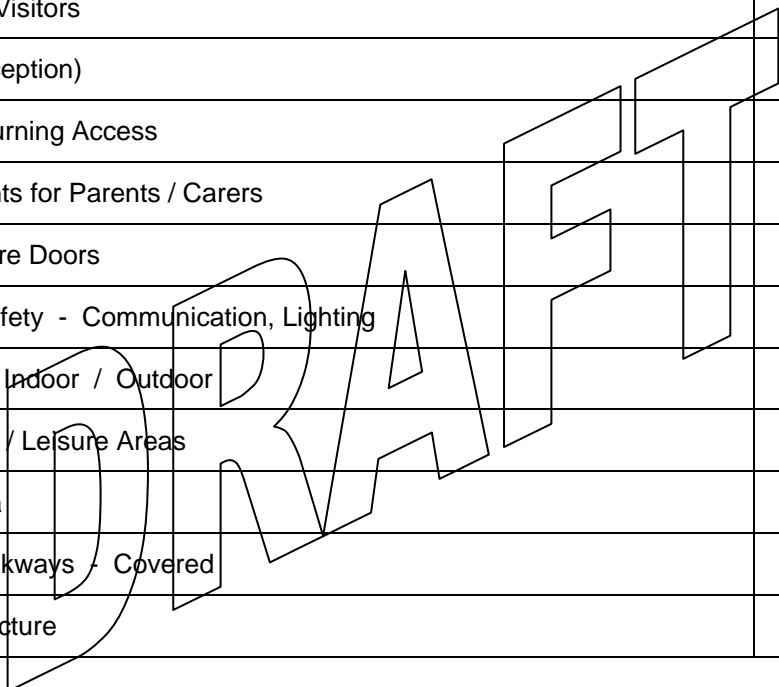
	Issues	Progress Up-date
S1	Sports Hall – shared	
S2	Hall / Gym / Music - see ii on page 1	Completed
S3	Dance / Music / Drama Studio - shared	
S4	Sixth Form Careers Library	Re-visit with library
S5	Teaching Rooms SLD / PMLD	Nearly complete
S6	Teaching Rooms ASD	Re-visit
S7	Quiet Rooms	Is this same as xii?
S8	Science / Technology	Nearly complete
S9	Food Technology	Nearly complete
S10	Sixth Form Area – Sixth Form Lounge	Sixth Form Lounge completed. Needs to be revisited in relation to Library and Dining facility
S11	CDT / Art	Nearly complete
S12	ICT / Withdrawal Room	Is this same as vii?

Common Themes		
	Communication	Completed
	Storage	Completed
	Hygiene Facilities	Completed
	Doors / Accessibility	Completed
	Height Adjustable Equipment	Completed
	Movement / Circulation / Flooring	Completed
	VI Friendly Environment	Completed
	Heating (Ventilation and Climate)	Completed
	Auditory Friendly Environment	Awaiting information from Sue Marsden
	Security	Advice required

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Areas to be left for time being and listed for Building Group.
More detailed notes to be made at later date but see 'common issues' notes

	Issues	Progress Up-date
	Garages	
	Car Park - Staff	
	Car Park - Visitors	
	Visitors (Reception)	
	Access - Turning Access	
	Pick Up Points for Parents / Carers	
	Automatic Fire Doors	
	Security / Safety - Communication, Lighting	
	Play Area - Indoor / Outdoor	
	Recreational / Leisure Areas	
	Garden Area	
	External Walkways - Covered	
	ICT Infrastructure	



ROOM / AREA:	Reception Area (1)	
SPATIAL RELATIONSHIPS	Adjacent to covered drop-off area to protect pupils. Near main school office, adjacent to main entrance but not part of it. Accessible. Light and airy, welcoming environment.	
USAGE	Meeting and greeting visitors. Waiting area (if needed). Public relations / information about the school.	
ACTIVITIES	Reception service for the school. PR, Social, etc.	
ESSENTIAL REQUIREMENTS	<p>Ability for staff to see and control access to main entrance from reception. (Secured entry area.)</p> <p>Needs to seat, comfortably, at least 6 adults and have small designated area for young children to 'play'. Window and effective lighting. Places to rest coffee / tea cups. Places to display information and pupils' work. Room for wheelchairs and / or buggies.</p> <p>External automatic sliding doors to aid entry but with secure inner doors.</p>	
FLOOR FINISHES	Flotex type carpet, must be non-slip.	
WALL AND CEILING FINISHES	Durable, restful, welcoming.	
FIXTURES, FURNITURE AND EQUIPMENT	Comfortable chairs, coffee tables, display (shelving) areas and noticeboards, play equipment, TV facility, Computer network facility	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Climate control, as much natural lighting as possible, lighting.	

ROOM / AREA:	Hall (Not Dining Area)	(2)
SPATIAL RELATIONSHIPS	Toilet / hygiene facility, changing area. Central location to each base. Access to filtered water nearby. External access for public use with access to toilets. NOT A THOROUGHFARE.	
USAGE	Not to double up as dining area. Up to 180 / 200 pupils and staff (should this be more to accommodate others such as parents?). Community usage?	
ACTIVITIES	Assembly, PE / dance, Games, Sport, Concerts, social events, community events / clubs, music and drama.	
ESSENTIAL REQUIREMENTS	<p>Large enough for all staff, pupils and visitors.</p> <p>Large raised (approx ½ m) platform (ramped at each side) at one end. Walk in storage for PE, separate walk in storage for music/drama, walk in storage for chairs. Fold away partition walls for sub division.</p> <p>Lots of sockets, variable heights and central floor mounted.</p> <p>Even shape (rectangle).</p> <p>Well lit with good natural light. Artificial diffused lighting with options to be adjusted, ie dimmer switches and spotlight system on dimmer switches.</p> <p>Acoustically friendly essential.</p> <p>PA/musical system and projection system for assemblies and presentations.</p> <p>Climbing wall with sliding panel to cover.</p> <p>Tracking</p> <p>Portable stage for erection when needed?</p>	
FLOOR FINISHES	Mark resistant, non-slip, hard wearing and easy maintenance. Attractive colour, acoustically friendly.	
WALL AND CEILING FINISHES	Smooth, washable, easy maintenance, display boards including magnetic, acoustically friendly.	
FIXTURES, FURNITURE AND EQUIPMENT	PE equipment, chairs, lockable doors for storage, wall bars / climbing wall, internal phone / intercom, panic alarm. Black-out facility?	

ROOM / AREA:	Hall (Not Dining Area)	(2) Cont'd
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Magnetic catches on fire doors. Doors wide enough for wheelchairs. Ventilation, ambient temperature control. Non slip. Automatic doors. Door threshold (especially to outside) need to be flat and flush. Because of re-bound therapy work / trampolining ceiling height considerations must be taken into account	

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ROOM / AREA:	Staff Room	(3)
SPATIAL RELATIONSHIPS	Close to staff toilet, workroom (this could be a defined area within a bigger staff room). Quiet area (privacy). Central / accessible. Direct access to outside.	
USAGE	All staff. Private area for changing. If no staff work room area required for work preparation resource development.	
ACTIVITIES	Social, eating, meeting. Storing of personal belongings.	
ESSENTIAL REQUIREMENTS	Needs to accommodate 2/3 of staff at any one time. Kitchen area. Communication – telephones, emergency. Comfortable seating, tables and seating. Lockers / cloakroom area.	
FLOOR FINISHES	Flotex carpet, non-slip kitchen area.	
WALL AND CEILING FINISHES	Durable / restful	
FIXTURES, FURNITURE AND EQUIPMENT	Noticeboard. Whiteboard, internet access, filtered water, dishwasher.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES		

ROOM / AREA:	Headteacher's Office	(7)
SPATIAL RELATIONSHIPS	Close to main school office, but not first in line with entrance / reception area. Accessible. Privacy. Sufficient space for small number of people to meet. Access to security surveillance system.	
USAGE	Headteacher and people who deputise for Headteacher, and able to utilise for meetings of 6 adults.	
ACTIVITIES	Leading and managing the school. Drinks facility.	
ESSENTIAL REQUIREMENTS	Desk, telephone, pc with internet access – on a separate workstation. Storage and filing. Windows. Natural lighting. Emergency communication. Climate control. Carpet. Noticeboards. Relevant seating.	
FLOOR FINISHES	Durable but soft and easily cleaned carpet.	
WALL AND CEILING FINISHES	Durable but liaise with the incoming Headteacher.	
FIXTURES, FURNITURE AND EQUIPMENT	Desk, telephone, pc with internet access, in/out trays in designated space. Filing cabinets, office chair, comfortable chairs, shelving. Drinks making facility. Lockable cupboards.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Temperature, ventilation, lighting. Shared facility with office, reception, parents' areas – need male and female toilets and unisex disabled toilet.	

ROOM / AREA:	Deputy Headteacher's Office	(8)
SPATIAL RELATIONSHIPS	Central to school building. Accessible. Privacy.	
USAGE	Deputy Headteacher and people who deputise for Deputy Headteacher and up to 6 adults.	
ACTIVITIES	Leading and managing the school. Meetings (small numbers). Drinks facility.	
ESSENTIAL REQUIREMENTS	Desk, telephone, pc with internet access – on a separate workstation. Storage and filing. Windows. Natural lighting. Emergency communication. Climate control. Relevant seating.	
FLOOR FINISHES	Durable but soft and easily cleaned carpet.	
WALL AND CEILING FINISHES	Durable but liaise with the incoming deputy headteacher, noticeboards.	
FIXTURES, FURNITURE AND EQUIPMENT	Desk, telephone, pc with internet access. Filing cabinets, office chair, comfortable chairs, shelving. Drinks making facility. Lockable cupboards.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Climate control, lighting. Shared facility with office, reception, parents' areas – need male and female toilets / unisex disabled toilet.	

ROOM / AREA:	Meeting / Training Room (Need to re-visit – could this be dual, multi-purpose room, specification being developed with the dining room additional provision area?) (9)
SPATIAL RELATIONSHIPS	Close to reprographics area / equipment. Possibly close to staff room – facilitate break times / shared toilets.
USAGE	Large enough to accommodate up to 15 people for meeting / training session. (Access from outside for community use?)
ACTIVITIES	Training and meetings.
ESSENTIAL REQUIREMENTS	Suitable projection and communication systems. Room to allow for range of seating styles (rectangular) – possibly made elsewhere in school. Effective lighting and blackout facility. Climate control. (Area for refreshments)
FLOOR FINISHES	Durable carpet, acoustically friendly.
WALL AND CEILING FINISHES	Durable, restful, acoustically friendly.
FIXTURES, FURNITURE AND EQUIPMENT	Interactive whiteboard / projection, communication systems, flipchart, tables and chairs (stackable) water fountain / cooler.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Portable electrical equipment. Climate control.

ROOM / AREA:	Interview Room/Dual purpose room – (This could be a clinic/medical room plus a general purpose interview room. If so, full requirements of medical room specification No.12 needed.) (10)
SPATIAL RELATIONSHIPS	Part of the Therapy suite or adjacent to such facility. Easy access to toilet and hygiene facilities.
USAGE	Pupils, nurses and visiting medical staff/consultants, parents. (One pupil and up to 5 adults)
ACTIVITIES	Treatment and care of pupils, medical examinations, case meetings, interviewing and counselling.
ESSENTIAL REQUIREMENTS	Provision for vision testing, examination and the safe disposal of contaminated waste and washing. Lockable storage for dangerous drugs. Good sound proofing and light control Climate control – under floor heating and/or low surface temperature radiators. Space for large pupil equipment (wheelchairs, standing frames, mobile hoists/ceiling hoist). Sink/wash basin.
FLOOR FINISHES	Durable and washable, acoustically friendly.
WALL AND CEILING FINISHES	Acoustically friendly. Pastel colours. Noticeboards.
FIXTURES, FURNITURE AND EQUIPMENT	Observation bed and table, dividing curtains/partitions, storage cupboards and display shelving. Access to computer network. Chairs for pupil/adults.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Contaminated waste. Drug security,

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ROOM / AREA:	Dining Area (Need to re-visit this spec in light of lunchtime organisation suggestions) (11)
SPATIAL RELATIONSHIPS	Adjacent to kitchen, central, access to hall, access to outdoor (separately accessible to outside for community use). Direct access to storage for dining room furniture. Access to waste disposal facilities. Tactile trail from all areas of school.
USAGE	Up to 60 pupils and 30 adults at one time? (This will depend on lunchtime organisation, whether the foundation stage have own facility and whether post 16 have own facility.)
ACTIVITIES	Dining, snack, PSHE
ESSENTIAL REQUIREMENTS	Chairs, adjustable tables (Varia-Tech), storage for tables and chairs, communication – telephone and emergency, tracking, white board, noticeboard (menu etc), space, windows (lit by natural light), serving area, asymmetric double doors. Music / sound system. Good access to electrical sockets for medical equipment. (Capable of being used as a multi-functional space if needed?)
FLOOR FINISHES	Non-slip, easy clean, acoustic considerations essential.
WALL AND CEILING FINISHES	Restful, durable, washable acoustic considerations essential.
FIXTURES, FURNITURE AND EQUIPMENT	Drinking water, general diffused lighting, vertical blinds.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Climate control, shape which is easily supervised, magnetic catches for fire doors.

ROOM / AREA:	Medical Room (Decisions with regard to this being part of therapy suite or not to be decided) NB Advised that this should not be jointly used as a 'sick bay' – too restrictive of use. (12)
SPATIAL RELATIONSHIPS	Accessible from outside and central to school. Adjacent to other therapy rooms / therapy suite. Fridge and tea-making facilities nearby.
USAGE	Minimum of 5 adults and 1 pupil. First aid / medicals; restroom; counselling; meeting room for parents / agencies; keeping records.
ACTIVITIES	First aid / medicals; restroom; feed preparation area, counselling; meeting room for parents / agencies; keeping records.
ESSENTIAL REQUIREMENTS	Treatment area; examining couch; lockable, secure drugs cabinet; bed; desk; filing cabinets; easy chairs; storage cupboard, rest area, small trolley; book shelves; weighing scales; height measure; bathroom and toilet (adjacent to but separate from medical room); eye testing facilities; wash basin with mixer taps; angle poise lamp; lockable closet for staff coats/bags; spare wheelchair. Holding facility for medically contaminated waste. Under-floor heating and low surface temperature radiators for heating. Need suitable gastro. Feed preparation area. Ceiling hoist / floor standing mobile hoist.
FLOOR FINISHES	Carpet; non-slip vinyl.
WALL AND CEILING FINISHES	Adequate lighting; washable vinyl paint; restful colours.
FIXTURES, FURNITURE AND EQUIPMENT	Whiteboard/noticeboard; mirror; waste disposal; land line phone; office chair; emergency telephone; computer with internet + AS ABOVE. Sitting scales for pupils with physical disabilities. Certain medical equipment eg sphygmometer
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Qualified paediatric nurse; wheelchair access; door guards; lockable rooms.

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ROOM / AREA:	Therapy Room	(13)
SPATIAL RELATIONSHIPS	Easily accessible for staff, parents and pupils. Adjacent to Speech Therapy room (potential for suite of rooms for individual therapies?) Adjacent to hygiene area with disposal facilities. This room needs to be able to accommodate large equipment such as wheelchairs and other bulky equipment such as standing frames.	
USAGE	Up to 2 pupils and 4 adults. OT, Physio, visiting medical / para-medical personnel – orthoptist, audiologist etc. (Group work for 12 – enlarge this room or make similar room available?)	
ACTIVITIES	Assessments and treatment by all above personnel (of pupils and equipment). Storage for large equipment. Office work, report writing.	
ESSENTIAL REQUIREMENTS	Sink unit / facility for therapeutic uses. Hand washing facilities. Ability to darken room (VI). Office space – also facility for screening off particular area to maintain pupil dignity “private work”, telephone. Underfloor heating and low surface temperature radiators for heating. This room or medical room to be used for orthoptic work will need to be 6 metres in length, no glass doors, consistent level of lighting throughout the room with ability to vary the level of light.	
FLOOR FINISHES	Non-slip flooring generally. Carpeted area for special assessments (vision, hearing). Acoustically very friendly background noise below 30 db.	
WALL AND CEILING FINISHES	Durable, restful, pastel colours.	
FIXTURES, FURNITURE AND EQUIPMENT	Sound system. Overhead tracking hoists. Adjustable height table/trolley. Computer (space and connections). Shelving, filing cabinets.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Climate control, variable lighting (dimmer switches).	

ROOM / AREA:	Speech and Language Therapy Room	(14)
SPATIAL RELATIONSHIPS	Within therapy suite or adjacent to other therapy/medical rooms. Quiet location.	
USAGE	Pupils and staff (up to 2 speech and therapy staff working and 3 -4 children) (Access to a group room as outlined in the Therapy Room spec.)	
ACTIVITIES	Assessing, teaching, interviewing, counselling.	
ESSENTIAL REQUIREMENTS	<p>High sound insulation for entire room. Less than 30 db background noise. Sufficient room for two pupils in large wheelchairs to be accommodated as well as adults. Access to sink/water. Access to computer network facility. Climate control and under floor heating and/or low surface temperature radiators. Alarms / panic security systems.</p>	
FLOOR FINISHES	Hard waring carpet. Acoustically very friendly.	
WALL AND CEILING FINISHES	Washable finishes in pastel colours. Acoustically very friendly.	
FIXTURES, FURNITURE AND EQUIPMENT	Some cupboard/storage space for files and small equipment. Office desk and two tables for pupil/staff work. Secure cupboard space for ACC equipment, valuable and bulky)	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Close proximity to toilet/hygiene area. (If a therapy suite then this facility to be accessible for the area.) Waste disposal facility.	

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ROOM / AREA:	Hydrotherapy Pool (Need to re-visit this specification)	(15)
SPATIAL RELATIONSHIPS	Attached to school via “corridor” to avoid any issue re allergies to smell etc, condensation and security reasons. Community access from outside. Adjacent to toilets, hygiene area and changing area.	
USAGE	<p>Staff to support community use eg adults, CDC etc.</p> <p>WHAT FOLLOWS WILL DEPEND ON WHETHER IT IS A HYDROTHERAPY POOL OR HYDROTHERAPY/SMALL SWIMMING POOL</p> <p>3 Pupils and minimum of 4 adults (12 pupils and 12 adults?) with identified need for hydrotherapy re mobility, physical development and physiological requirements. Pupils with identified emotional need for relaxation, interactive communication etc. Inclusion sessions with mainstream pupils.</p>	
ACTIVITIES	<p>FUN Parent / Child groups</p> <p>Therapeutic activities re physical, medical & emotional needs. Inclusive activities with mainstream – swimming and PHSE. All curriculum areas for educational activities, communication, music, ICT, science etc.</p>	
ESSENTIAL REQUIREMENTS	<p>1 Pool of reasonable size to allow group of pupils and staff to move and work comfortably (see above).</p> <p>2 Interactive – lights, sound, switches for control etc.</p> <p>3 Separate changing facility for staff.</p> <p>4 Separate changing facility for pupils.</p> <p>5 Shower facility.</p> <p>6 Hygiene area, adjacent (toilet / changing bed and sluice facilities).</p> <p>7 Access into pool via several options – ramp, steps, overhead tracking.</p> <p>8 Play / holding area.</p> <p>9 Panic alarm system.</p> <p>10 Security doors.</p> <p>11 Storage for all equipment.</p> <p>12 Pool designed with graded depth (and ‘separate’ small pool area).</p> <p>13 Separate spa pool.</p> <p>14 Facility for disposal of incontinence pads etc.</p> <p>15 Water cooler.</p> <p>16 Storage / plant area for pool operation.</p>	

ROOM / AREA:	Hydrotherapy Pool (Need to re-visit this specification)	(15) Cont'd
FLOOR FINISHES	Non-slip flooring but "comfortable" to touch with feet. Easily cleaned. Tactile floor trail for VI pupils.	
WALL AND CEILING FINISHES	Durable, light, waterproof. Tactile trail on wall for VI pupils, acoustically friendly.	
FIXTURES, FURNITURE AND EQUIPMENT	Overhead tracking and hoists. Special lights, sound system, computer etc to control special effects. Specialist floating switches. Shelving for storage. Blinds to block daylight.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Ventilation, humidity, temperature control for water and air. Survival equipment.	

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ROOM / AREA:	Caretaker's Room(s) (Spec would need to change if position was site manager)	(17)
SPATIAL RELATIONSHIPS	Easy access for deliveries.	
USAGE	Room for 1 adult, storage primarily cleaning equipment and materials (secure storage for dangerous materials).	
ACTIVITIES	As above.	
ESSENTIAL REQUIREMENTS	Workbench; wash basin with draining board; phone; sockets; lockable cupboards; tool-kit wall mounted; key cupboard (nb separate cleaning cupboards throughout the school for cleaning materials / equipment).	
FLOOR FINISHES	Non-slip vinyl hard wearing.	
WALL AND CEILING FINISHES	Adequate lighting; vinyl painted walls; splash tiles.	
FIXTURES, FURNITURE AND EQUIPMENT	Whiteboard / pin board; first aid box.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Health and Safety notices displayed in office and C.O.S.H. regulations manual; lockable key cupboard.	

ROOM / AREA:	Interactive Therapy Room (White Room)	(18)
SPATIAL RELATIONSHIPS	Location not critical but near to teaching bases. Level of sound-proofing required will depend on location. Needs to be accessed from a wide corridor / area, (see * below).	
USAGE	6 pupils and up to 6 adults; (wheelchair users, ambulant pupils and pupils with challenging behaviours).	
ACTIVITIES	Variety of 'sensory' activities; tactile / auditory / aromatherapy / visual / relaxation sessions..	
ESSENTIAL REQUIREMENTS	<p>* Non-hazardous wheelchair storage outside the room.</p> <p>Overhead tracking system around the room and up to the entrance. Climate control (essential because of heat emission of equipment). Major control and door handles at 'adult height'. Large flat screen (or built-in) display, remotely controlled, not on equipment. Built-in multi speaker sound system – control as above. Underfloor heating and low surface temperature radiators for heating. Ceiling hoist / floor standing mobile hoist?</p>	
FLOOR FINISHES	White, padded flooring. Laid in sections to enable removal / cleaning / and reconfiguring. Consider a variety of 'tactile' surfaces under the padded sections.	
WALL AND CEILING FINISHES	White, padded walls. Applied in sections. Sections to be easily 'removable' by staff to reveal variety of tactile / stimulating wall surfaces. Ceiling to have 'grid' assembly to facilitate hanging displays.	
FIXTURES, FURNITURE AND EQUIPMENT	Multiple, flexible power sockets for electrical equipment. Built-in switch input sockets, colour coded to output sockets (for cause / effect work). Variety of spotlights, rotating lights and projector all above head height. Consider fitted water bed, bubble tubes.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Sensory rooms are prone to being soiled by students, sterilising / cleaning needs to be straightforward. In case of fire there needs to be immediate access to a secure or outside location.	

ROOM / AREA:	Sensory Room – Dark Room	(18)
SPATIAL RELATIONSHIPS	Location not critical but as close as possible to teaching bases.	
USAGE	2 pupils and 2 adults (wheelchair users, ambulant pupils and pupils with challenging behaviours).	
ACTIVITIES	Variety of visual sessions and assessments. Variety of auditory sessions and assessments.	
ESSENTIAL REQUIREMENTS	Climate control. Major controls and door handles at 'adult height'. Large flat screen (or built-in) display, remotely controlled, not on equipment. Built-in multi speaker sound system - control as above. Underfloor heating and low surface temperature radiators for heating.	
FLOOR FINISHES	Dark matting, sound absorbent.	
WALL AND CEILING FINISHES	Dark / black finishes. Sound absorbent as necessary.	
FIXTURES, FURNITURE AND EQUIPMENT	Variety of visual tracking skills equipment, (built-in 'infinite tube', cable / sequence lights and floor lights.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Sensory rooms are prone to being soiled by students, sterilising / cleaning needs to be straightforward. In case of fire there needs to be immediate access to a secure or outside location.	

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ROOM / AREA:	Hygiene Room	(20)
SPATIAL RELATIONSHIPS	Adjoining or between two teaching areas, with direct access. To enable the discrete disposal of used continence materials, have a secure entry / exit to outside – avoiding the need to travel through the interior of the school.	
USAGE	A ration of 1 pupil to 2 adults or 2 pupils to 3 adults. Intimate personal care for pupils who are incontinent and for promoting personal independence. Area must be discrete to maintain privacy and dignity.	
ACTIVITIES	Intimate personal care for pupils who are incontinent and for promoting personal independence. Showering, bathing and changing. Area must be discrete to maintain privacy and dignity.	
ESSENTIAL REQUIREMENTS	Floor area sufficient to allow wheelchair turning circle and floor standing mobile hoists. Stand-alone toilets positioned to allow easy access either side for transfers – also require drop-down support rails – with means to adjust height. Doorways to conform to SENDA dimensions also extended in height to allow ceiling hoist tracking to be extended to teaching area(s). Doors with high handles. Hygienic storage for disposal of used continence products, also storage for cleansing agents, continence products, spare clothes and equipment. Discrete area for disposal containers. Panic alarm / internal telephone. Odour control via extractor fans. Under-floor heating and low surface temperature radiators for heating. Sink and hand basin.	
FLOOR FINISHES	Non-slip sheet vinyl (cushioned), fused to walls to allow thorough cleaning and no debris traps. Colour contrasting with adjoining rooms to highlight different purpose.	
WALL AND CEILING FINISHES	Smooth plaster finish finished in washable vinyl paint – in pastel shades two colours separated with a border. Tiled splash areas around washbasins. Ceiling – suspended with integral up lighting units (prevent glare when children are lying on changing plinths). Walls and roof structure capable of weight bearing installation of hoisting tracking.	

ROOM / AREA:	Hygiene Room	(20) cont'd
FIXTURES, FURNITURE AND EQUIPMENT	Hoist which covers the whole floor area and tracking extended into classrooms. Height adjustable changing plinths – electrically powered. Height adjustable washbasins fitted with flip handled taps. Wheelchair scuff plates on doors. Shower point and drain – to accommodate wither a shower trolley or chair. Storage cupboards – wall mounted.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Manual handling, personal safety. Communicable disease control. Falls – from wheelchairs, hoisting slings, changing plinths. Child protection – adults working in pairs.	

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ROOM / AREA:	Parental Involvement Officer - Parents' meeting room	(26)
SPATIAL RELATIONSHIPS	Not critical but needs to be an integral part of school, (i.e. <u>not</u> a Portacabin). Away from main teaching area so parents / children are not distracted by each other.	
USAGE	Based on usage at Wedgwood there could be around 20 / 25 adults at a session. Separate 'office' for computer / phone / files etc.	
ACTIVITIES	'Involvement' meetings with parents. Teaching / courses.	
ESSENTIAL REQUIREMENTS	<p>Welcoming environment (parents won't turn up if it's just an area in the corner). Adult furniture / facilities. Secure storage for 'personal' details. NOTE: - for the P.I.O. to be successful there will need to be a 'crèche-type' facility available occasionally.</p>	
FLOOR FINISHES	Carpet	
WALL AND CEILING FINISHES	Welcoming	
FIXTURES, FURNITURE AND EQUIPMENT	Water / sink, computer / network point Tea / coffee facilities, filing cabinet Display boards, teaching aids flipchart etc.	
ANY PARTICULAR HEALTH AND SAFETY ISSUES		

ROOM / AREA: Teaching Rooms – SLD / PMLD

(Primary 1)

SPATIAL RELATIONSHIPS	Hygiene facilities; forming hub of school; not a thoroughfare, access to secure outdoor play, cloak area.
USAGE	Working assumption is: 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.
ACTIVITIES	Teaching and learning, water, sand, 'messy', physio, creative, self-help, academic, free play, extra-curricular, meetings, ICT, community
ESSENTIAL REQUIREMENTS	Large. Communal main area with smaller rooms / bays around it e.g. soft-play, time out, 1-1. Walk-in storage; low level display boards; high level for staff. Carpet area, wet area. Natural bright light. Low level sinks. Low level shelving / display for artefacts. Space for multi-purpose themed corner. Ample sized cloak area immediately adjacent to class. Controlled sound system. Sufficient sockets and network points. Sockets on walls, floor and from ceiling. Screen / screen wall. Water cooler / filter. Hoist and tracking.
FLOOR FINISHES	Durable, hard wearing. Washable, durable carpet. Wet area with drainage. Non-slip, easy clean.
WALL AND CEILING FINISHES	Calm. Multi-sensory trails, acoustics, lighting, floor trails, durable. Opportunity to 'personalise' decoration for class group.
FIXTURES, FURNITURE AND EQUIPMENT	Adjustable height furniture. Notice boards, magnetic boards, white board ICT interactive and ordinary notice / teaching whiteboard, vertical blinds, dimmer switches. Double-glazed high opening windows. Directional lights. Sinks – child and adult height. Home corner equipment. DVD / music / Computers, chairs – range of sizes. Specialist seating for individuals. Aquarium
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Telephone – contact and emergency. Panic alarm, tracking and hoist, low surface temperature radiators etc, temperature control, circulation / movement of people including wheelchair users. Doors.

ROOM / AREA: Teaching Rooms – ASD (Primary)

(Primary 2)

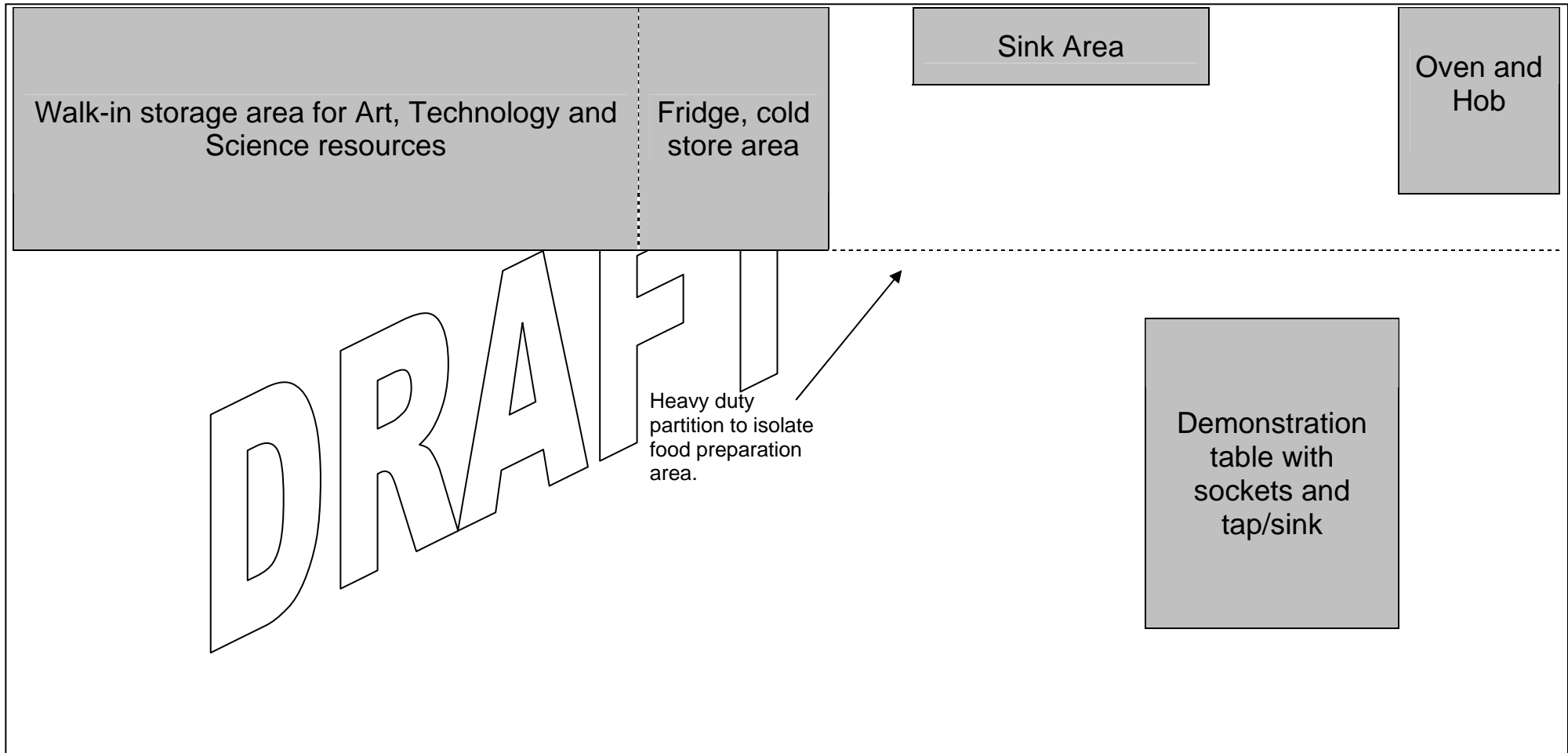
SPATIAL RELATIONSHIPS	Discrete within school – own facilities including dining and secure outdoor space
USAGE	Working assumption is 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.
ACTIVITIES	Teaching and learning. Dining. Hygiene
ESSENTIAL REQUIREMENTS	Large. Communal main area with smaller rooms / bays around it e.g. soft-play, time out, 1-1. Walk-in storage; low level display boards; high level for staff. Carpet area, wet area. Natural bright light. Low level sinks. Low level shelving / display for artefacts. Space for multi-purpose themed corner. Ample sized cloak area immediately adjacent to class. Controlled sound system. Sufficient sockets and network points. Sockets on walls, floor and from ceiling. Screen / screen wall. Water cooler / filter. Hoist and tracking. Plus climbing wall with soft area underneath. Doors to smaller rooms off – glass. Additional use - TEACCH
FLOOR FINISHES	Durable, hard wearing. Washable, durable carpet. Wet area with drainage. Non-slip, easy clean. Plus soft area below climbing wall
WALL AND CEILING FINISHES	Calm. Multi-sensory trails, acoustics, lighting, floor trails, durable. Opportunity to 'personalise' decoration for class group.
FIXTURES, FURNITURE AND EQUIPMENT	Adjustable height furniture. Notice boards, magnetic boards, white board ICT interactive and ordinary notice / teaching whiteboard, vertical blinds, dimmer switches. Double-glazed high opening windows. Directional lights. Sinks – child and adult height. Home corner equipment. DVD / music / Computers, chairs – range of sizes. Specialist seating for individuals. Aquarium Plus hammocks and netting to climb down, bean bag chairs. Outdoor integral to the classroom, secure perimeter, range of climbing equipment
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Doors locked with keys (electronic?). Technical specification of glass

ROOM / AREA: CDT / Art / Food Technology (and Science) Primary School

(Primary 5)

SPATIAL RELATIONSHIPS	Location not critical but needs good ventilation, (CDT, Food and Science). Needs lots of natural light, (Art). Potentially hazardous activities so consider emergency exits into safe area.
USAGE	Working assumption is: 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.
ACTIVITIES	All aspects of KS1 and KS 2 Technology, Art and Science. (Note this assumes pupil participation in Science experiments, Technology work and Art projects but experience only of food preparation techniques.)
ESSENTIAL REQUIREMENTS	A fixed/ permanent 'demonstration' table with power sockets and tap / sink. Lots of power supply sockets on walls. Good ventilation and natural light (see above). Electrical cut-out buttons around the room at 'adult height'. Substantial, secure walk-in storage. (For possible room layout see attached sketch)
FLOOR FINISHES	Hard easy wipe floor. None slip as far as practical.
WALL AND CEILING FINISHES	Smooth finishes with a minimum of nooks and crannies which only act as dirt / grease / oil traps.
FIXTURES, FURNITURE AND EQUIPMENT	Moveable, individual, height-adjustable worktables for numbers above. Fixed / permanent demonstration table, height adjustable if possible.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Ventilation / climate control system required. Extraction system. Emergency exits to safe area. Ensure adequate supply for fire blankets and correct range of fire extinguishers (paper, wood, oil, electrical).

Possible room layout for
CDT / Art / Food Technology (and Science) Primary



ROOM / AREA:	Careers Library (Come back to – relationship to library and sixth form space?) (Secondary 4)
SPATIAL RELATIONSHIPS	Library plus space for small group discussions, close proximity to sixth form area.
USAGE	4 students (?) and 3 adults (?). Teaching; library activities; career interviews; meetings; small group meetings and work; discussion groups; use of internet; tv/video use.
ACTIVITIES	Small group work, personal discussions.
ESSENTIAL REQUIREMENTS	Comfortable, spacious, light, climate control; tables and chairs; easy chairs; display area; whiteboard/noticeboard; filing cabinets; wheelchair access to computer/tv/video/phone. Connexions Access Point network link and student access to electronic communications (Careers Service).
FLOOR FINISHES	Suitable carpeting throughout all areas.
WALL AND CEILING FINISHES	Soft lighting, dimmer switches (daylight effect); pastel painted walls, noticeboards; acoustically friendly
FIXTURES, FURNITURE AND EQUIPMENT	Shelving; book display stands; book trolley; wall mounted tv; storage area; low level book access for wheelchair users.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Lockable doors? Climate control, low surface temperature radiators?

ROOM / AREA: Secondary Teaching Rooms – SLD / PMLD.

(Secondary 5)

<p>SPATIAL RELATIONSHIPS</p>	<p>Sufficient provision within the schools, as an integral part of a key stage area. Hygiene facilities nearby. Small withdrawal room to side, with access from classroom. Storage area for large equipment (e.g. walking frames, wheelchairs) nearby. Able to access outdoors easily.</p>
<p>USAGE</p>	<p>Working assumption is 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.</p>
<p>ACTIVITIES</p>	<p>Teaching, assessment, personal and social activities.</p>
<p>ESSENTIAL REQUIREMENTS</p>	<p>Entrance / lobby area into classroom with tidy storage for pupils personal belongings. Safe relaxing withdrawal room to side, with access from main classroom. Built in sink area for snacks. ICT & AV facilities. Interactive whiteboard. Storage – built in and moveable (must be lockable). Identifiable teaching areas (e.g. for sensory work, for literacy work). Group work area. Group social area.</p>
<p>FLOOR FINISHES</p>	<p>Durable, robust, washable, non-slip – possibly cushion flooring type. Social area – carpet.</p>
<p>WALL AND CEILING FINISHES</p>	<p>Calming colour scheme, washable, non-toxic / non-scratch paint. Investigate laminated panels – as Branshaw.</p>
<p>FIXTURES, FURNITURE AND EQUIPMENT</p>	<p>Secure storage, ICT & AV equipment, appropriate fixtures and fittings – recessed where necessary. Variety of tables & chairs. Listening station and other activity area equipment. Notice boards & whiteboards. Display areas.</p>
<p>ANY PARTICULAR HEALTH AND SAFETY ISSUES</p>	<p>Acoustics, lighting, ventilation, recessed fittings, overhead tracking, panic buttons, colour scheme, security for any external exits.</p>

ROOM / AREA: Secondary Teaching Rooms – ASD.

(Secondary 6)

SPATIAL RELATIONSHIPS	Discrete provision within the schools, but as an integral part of a key stage area. Hygiene facilities nearby (Should this be hygiene & toilets?) . Small withdrawal room to side, with access from classroom. Easy access to outdoors.
USAGE	Working assumption is 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.
ACTIVITIES	Teaching, personal and social activities. It may be necessary for some pupils to eat their lunch in the classroom.
ESSENTIAL REQUIREMENTS	Entrance / lobby area into classroom with tidy storage for pupils personal belongings. Safe, secure withdrawal room to side, with access from main classroom. Built in kitchen area for snacks and lunchtime activities. ICT & AV facilities. Storage – built in and moveable (must be lockable). Individual workstations. Group work area. Group social area.
FLOOR FINISHES	Durable, robust, washable, non-slip – possibly cushion flooring type.
WALL AND CEILING FINISHES	Calming colour scheme, washable, non-toxic / non-scratch paint. Investigate laminated panels – as Branshaw.
FIXTURES, FURNITURE AND EQUIPMENT	Secure storage, ICT & AV equipment, appropriate fixtures and fittings – recessed where necessary. Variety of tables & chairs. Listening station.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Acoustics, lighting, ventilation, recessed fittings, overhead tracking, panic buttons, colour scheme, security for access to outdoors.

ROOM / AREA: Secondary withdrawal / quiet / individual & small group teaching room – used by all in key stage)
(Secondary 7)

SPATIAL RELATIONSHIPS	As an integral part of a key stage area. Hygiene facilities nearby. Easy access to outdoors.
USAGE	Maximum of 3 pupils & 3 staff.
ACTIVITIES	Individual & small group teaching, assessment & observation. (Could be used as a withdrawal room for behaviour issues if class withdrawal room in use).
ESSENTIAL REQUIREMENTS	ICT & AV facilities. Storage – built in (must be lockable). Minimum of furniture. Notice board / whiteboard. Recessed video recording facility or observation area with one-way mirror to side.
FLOOR FINISHES	Durable, robust, washable, non-slip – possibly cushion flooring type.
WALL AND CEILING FINISHES	Calming colour scheme, washable, non-toxic / non-scratch paint. Investigate laminated panels – as Branshaw.
FIXTURES, FURNITURE AND EQUIPMENT	Secure storage, ICT & AV equipment, appropriate fixtures and fittings – recessed where necessary. Minimal furniture.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Acoustics, lighting, ventilation, recessed fittings, overhead tracking, panic buttons, colour scheme, security for access to outdoors.

ROOM / AREA: Technology / Science (Secondary)

(Secondary 8)

SPATIAL RELATIONSHIPS	Close to food tech room / sensory room / hygiene suite. Access to outside garden area / sensory garden. Easy access for deliveries and to mainstream technology department / greenhouse.
USAGE	Working assumption is 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.
ACTIVITIES	Teaching room / practical activities involving everyday chemicals / equipment; garden area for plants / sensory garden.
ESSENTIAL REQUIREMENTS	Handwashing and drainage facilities, separate lockable storage area, preparation area, benches for 10 pupils, sturdy chairs / breakfast bar stools, computer mini-suite (cad.cam) with internet access, interactive whiteboard / data projector, adequate space, easy access to resources, potential to use local mainstream school for wood / metal work.
FLOOR FINISHES	Non-slip vinyl and carpeted area for computer suite.
WALL AND CEILING FINISHES	Wide window sills for potted plants (accessible to pupils), adequate lighting / ventilation, blinds.
FIXTURES, FURNITURE AND EQUIPMENT	Height adjustable wooden / laminated benches that can be moved around, PA sound system, cupboards (varying sizes) wall / floor mounted, trolleys.
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Liaise with mainstream technician, safe electrical fittings, safe – lockable storage area, adequate disposal facilities.

ROOM / AREA: Technology Food (Secondary)

(Secondary 9)

SPATIAL RELATIONSHIPS	Close to Tech / Science room and hygiene suite.
USAGE	Working assumption is: 6 to 12 pupils, 3 to 6 staff and up to 3 other adults.
ACTIVITIES	Teaching room / practical activities, shared access to computer mini-suite.
ESSENTIAL REQUIREMENTS	Handwashing / washing-up facilities, drainage space, room accessible for wheelchair users, appropriate kitchen-type benches, gas (electric?) cookers, hobs, microwaves, storage area with fridge-freezer, preparation area, washing machine, dryer, dishwasher, extractor fan, cooker hoods, small seating area, interactive whiteboard and data projector, space for drying tea towels / towels, DDA compliant taps / knobs.
FLOOR FINISHES	Non-slip vinyl.
WALL AND CEILING FINISHES	Adequate lighting / blinds / ventilation.
FIXTURES, FURNITURE AND EQUIPMENT	Accessible kitchen cupboards with pull out drawers (wall / floor)
ANY PARTICULAR HEALTH AND SAFETY ISSUES	Easy clean, safe electrical fittings, safe – lockable storage area, easy supervision of pupils, peninsular bench design.

Room Requirements Feedback From Health Professionals

Room: Medical Room

Comments From: Dr Sue Ilett – on behalf of audiologist

- Our audiologist does not think this room would be suitable for testing in free field. There would be too much reverberation.
- If in a quiet location it would be suitable for screening audiometry with head phones, but few special school children can manage this.
- At present there are no audiology clinics held in Braithwaite or Branshaw and there are no plans for this to change.

Comments From: Dr Sue Ilett

A proper medical room would be heaven. However, what is described looks like a suite. My comments are:

- A lockable secure drugs cabinet is essential. However, it is disruptive of consultations if it has to be accessed during a clinic.
- I don't need a bed and an examining couch - only the latter. Children who are unwell and needing a bed can't be in the room at the same time as a clinic. Same comment applies to the rest area.
- Bathroom and toilet need to be separate from medical room.
- I need a wash basin with mixer taps, not a sink and draining board and certainly not both.
- I've asked the orthoptists to comment re eye testing facilities.
- Fridge and tea-making facilities need to be separate - presumably with the sink. Fridges are surprisingly noisy.
- A hoist would be useful.
- Need sitting scales for children with physical disabilities.
- Not sure about the computer. I doubt I would use it - presumably it would not be networked to health systems.

Comments From: Dr N Symons

I have forwarded this letter and the attachment to the Child Development Centre Doctors and to the Children's Team (Special School Nurses) and asked them to respond direct to you.

- We assume there will be separate rooms for the therapist which we think is essential.
- From the spec it appears that the medical room is doubling up as a sick bay for unwell children we do not think this is a good idea. There needs to be a separate room otherwise a medical will not be able to proceed if a child is sick.
- We also think the room should be supplied with a child appropriate sphygmometer (blood pressure measuring equipment) Hoping this is useful

Room: Therapy Room

Comments From: Jean Racktoo on behalf of Occupational Therapists

- The Therapy room must be large enough to accommodate wheelchair clinics.
- There will need to be adequate storage space for equipment.
- Telephone, desk and chair.

Comments From: Jean Racktoo

- Therapists / Clinicians will need access to a "group" room for activities with child / parent groups. The room must accommodate up to 12 children / adults at a time.
- Dieticians will require access to equipment appropriate for weighing children who are wheelchair users.
- An adjustable height table / trolley will be needed.

Room: Speech and Language Therapy Room

Comments From: Jean Racktoo

- Room must be large enough to accommodate up to 3-4 children and 2 speech and language therapists at a time
- Access to "group" room as outlined in Therapy Room specification.
- Telephone and large mirror mounted on the wall required.
- Computer – space + network connections required.
- Appropriate shelving, multi-height adjustable table / trolley and large secure storage cupboard required for AAC equipment, which is valuable and can be large.

Comments From:

Sue Craig

Specialist Speech and Language Therapist
Paediatric Complex Needs Team Leader

Essential requirements:

- space large enough for small group work or access to a suitable room with appropriate facilities for group therapy.
- Storage must be lockable for case notes and equipment.

Comments From: SLT Department

Accommodation for SLT therapy staff in special schools / special provision

- Allocated therapy room
- Quiet and non-distracting environment
- Appropriate furniture eg adults and child chairs
- Large enough for small group work or access to room for this
- Lockable storage for case notes and equipment
- This room should be available for every SLT session in the establishment.

Ways of working for Speech Therapy staff in special schools / special provision:

- Each establishment should have a named link person for SLT liaison
- Each establishment will have a named link SLT
- A member of staff should be available to accompany child to session if requested, this will facilitate daily carry over of intervention and help with school staff training and experience.
- Time should be allocated for SLT carryover activities, possibly as part of the child's IEP.
- Half termly / termly designated IEP discussion times between teachers and SLTs to be allocated and covered.
- Teachers to inform SLTs of topics / curriculum planning to help joint approach to working.
- Flexibility of SLT time between individual and group work, and joint working. Time should be made for planning, observation etc.
- Training needs of the staff and SLTs to be assessed and supported.
- Innovative ways of engaging parents, through school eg coffee mornings etc.

Comments From: Dr S Ilett

Orthoptic requirements for visual assessment room

- Variable level of room lighting (dimmer switch and window blinds)
- Consistent level of lighting throughout the room
- Six meter length
- Adequate electrical sockets
- Sink
- Desk space (area for writing up)
- Child and adult size chairs
- No glass doors
- Storage (equipment needs to be placed out of the way).

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