

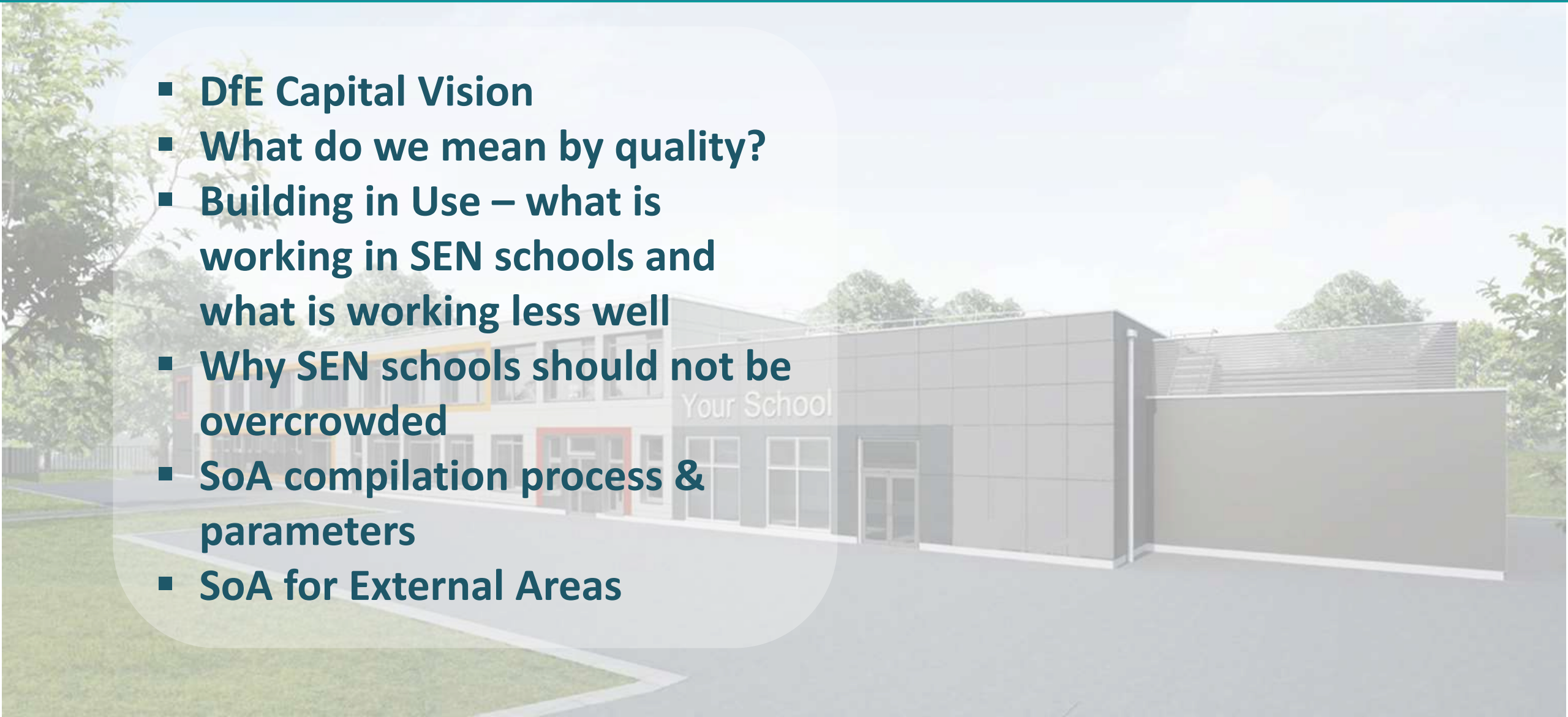
Special Educational Needs Schools Design Workshop – focus on Schedules of Accommodation

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SPACES Study Day 20 June 2019

- **DfE Capital Vision**
- **What do we mean by quality?**
- **Building in Use – what is working in SEN schools and what is working less well**
- **Why SEN schools should not be overcrowded**
- **SoA compilation process & parameters**
- **SoA for External Areas**



“To provide **quality places and spaces** to help schools deliver an excellent education for all children and young people”

What do we mean by *quality*?

Quality values



Quality measurements

6 principles (Output Specification)
+ 23 criteria (Design Quality Matrix)

Healthy and
productive
environment

At the
right size

Designed to be
safe, secure and
long lasting



Functionality
Healthy & safe
Standardised approach
Future proof
Minimum life expectancy
Sustainable design
& construction



Department
for Education

SEN Building in Use evaluations



Post Occupancy and Building Performance Evaluations complete the cycle of continual improvement as there is an emphasis on evidence based design and whole life performance of buildings

‘User-centred’ research





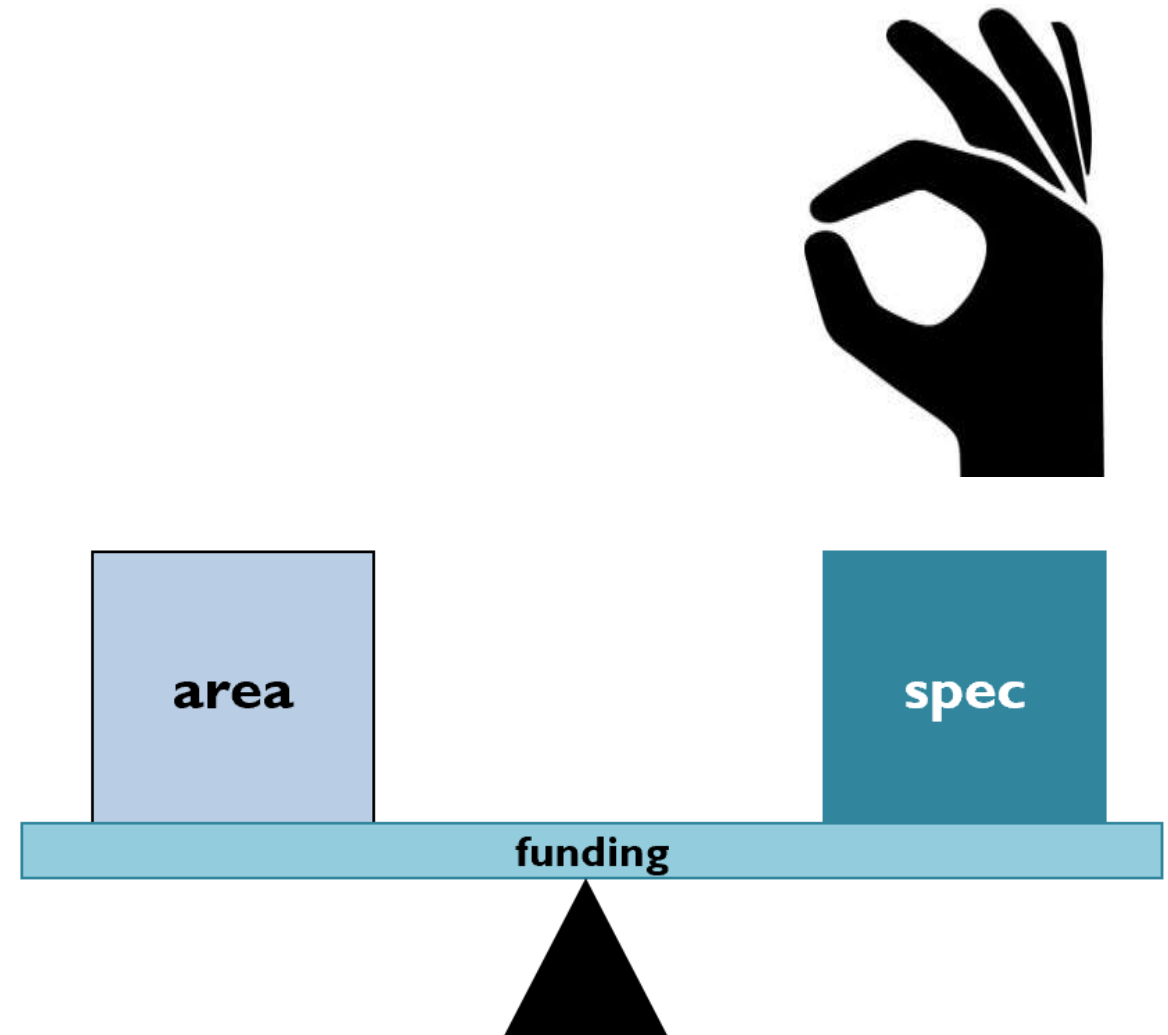
SEN Building in Use evaluations

- Over 85 special schools and AP projects completed
- 21 SEN Projects visited
- Challenges identified addressed in the revised Output Specification
- Continual improvement process



Criteria more consistently being met:

- Right size spaces
- Good adjacency of spaces
- Pupils feel safe & secure
- Good access to the outside
- Wide variety of support spaces and overall balance of space types
- Well daylit spaces



Why SEN schools should not be overcrowded

CLASSROOM

Reason for more space:

- Personal space (ASD / SEMH)
- Mobility aids (PMLD – up to 3/pupil)
- Classroom based pedagogy

CLASSROOM

Consequences of overcrowding:

- Conflict, meltdown, learning disruption, distraction
- Congestion, lack of flexibility, accessibility restriction
- Noise (with consequential attainment gap), lack of flexibility, stunted curriculum
- Thermal discomfort (consequential productivity gap)
- Poor ventilation

CIRCULATION

Reasons for increased width:

- Greater personal space
- Mobility aids
- Care assistants

CIRCULATION

Consequences of overcrowding:

- Conflict, meltdown, learning disruption, distraction
- Limit to accessibility
- Congestion, time pressure

STORAGE

Justification for increased need:

- SEN resources close at hand
- Mobility aids

STORAGE

Consequences of overcrowding:

- Conflict, meltdown, learning disruption, distraction
- Remote 1-to-1 teaching, staff resource pressure, time pressure
- Lack of space flexibility = timetabling pressure

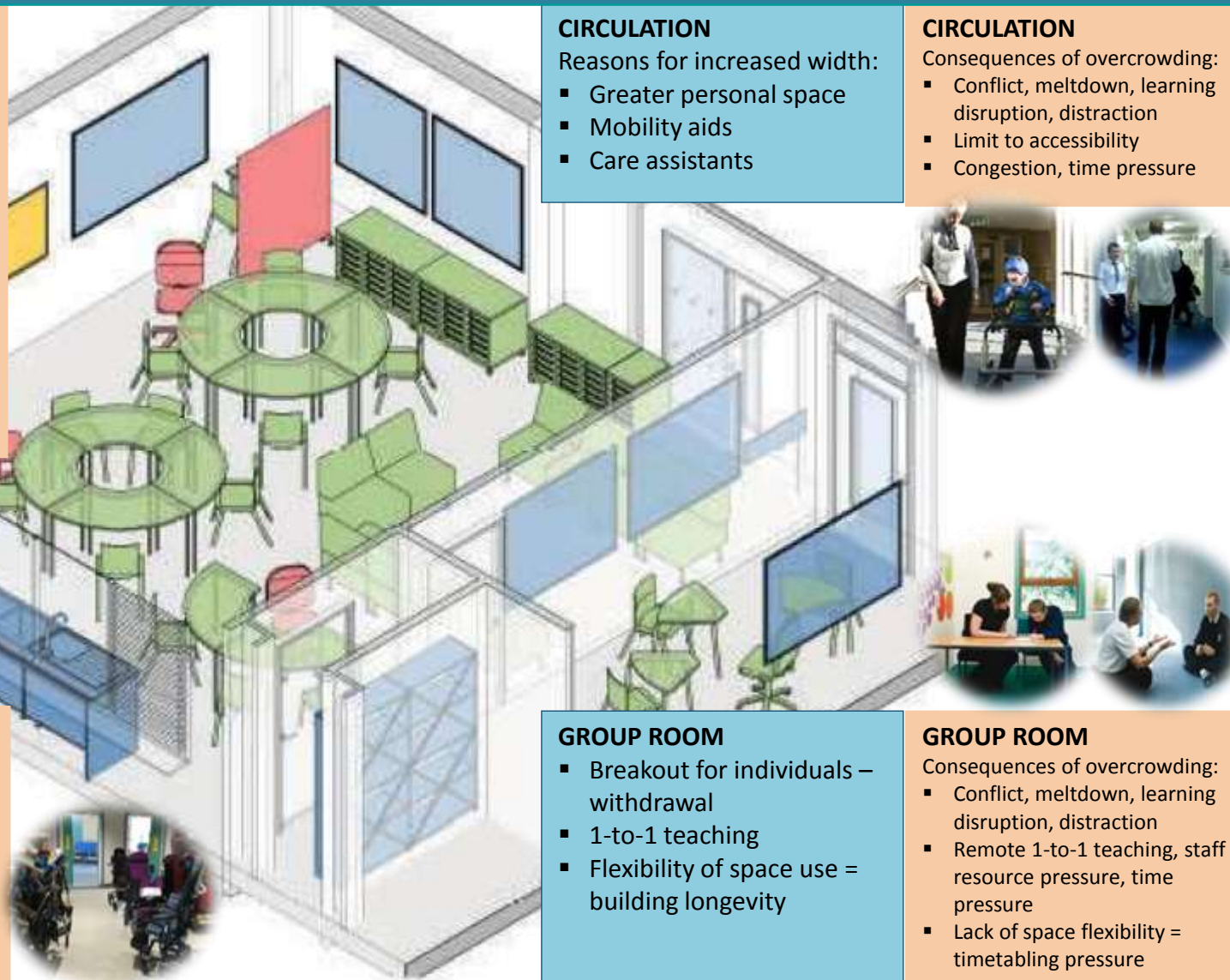
GROUP ROOM

- Breakout for individuals – withdrawal
- 1-to-1 teaching
- Flexibility of space use = building longevity

GROUP ROOM

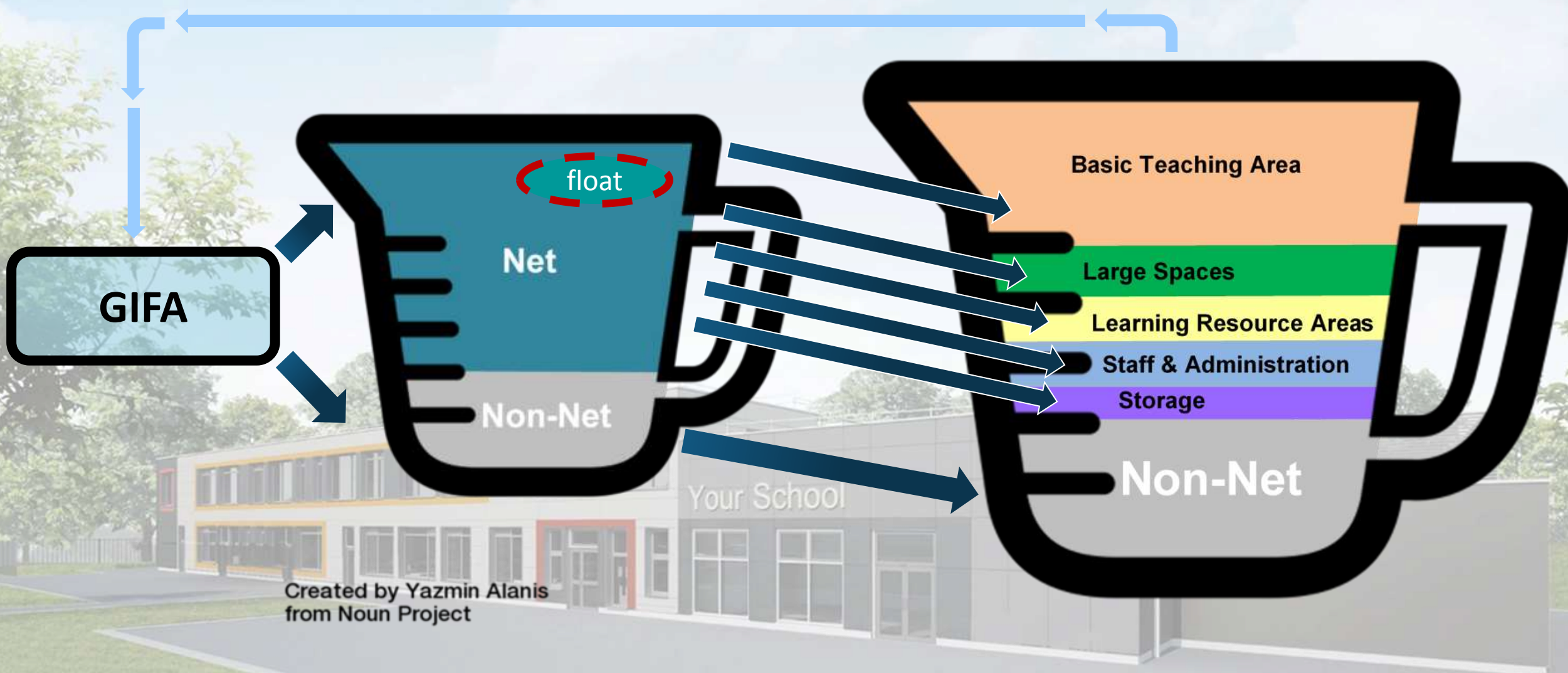
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SoA compilation process and parameters [BB104]



Setting the target GIFA



The gross internal floor area is established by high level BB104 calculation to provide an area range for the specific school



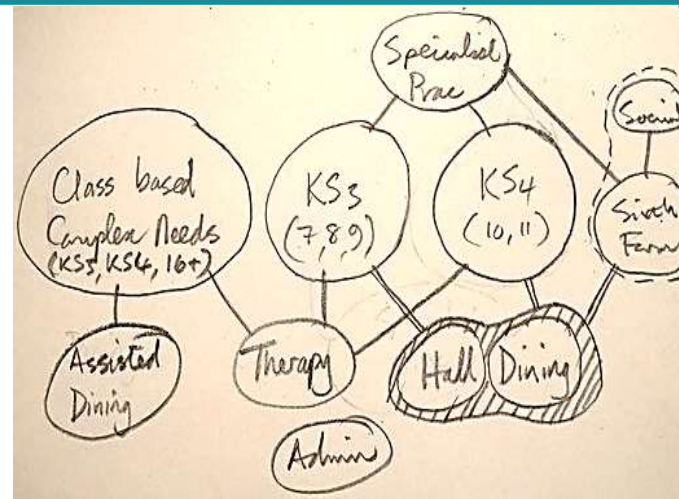
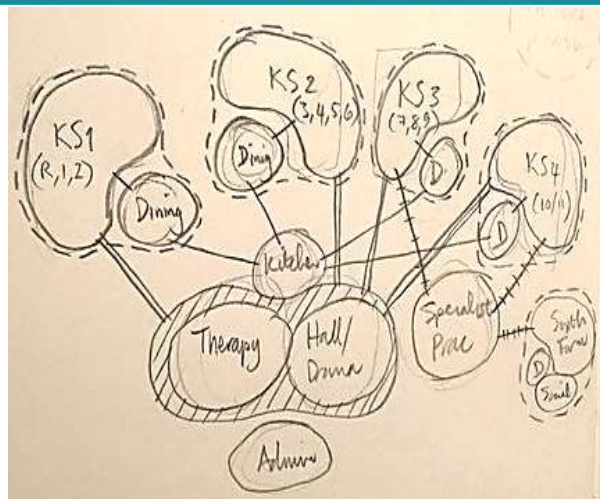
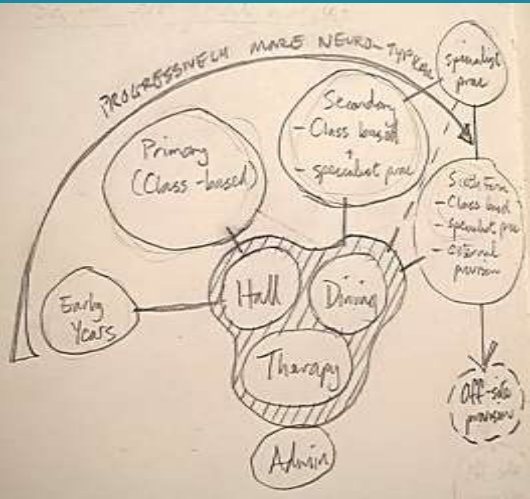
max
min

Area **formula** choice dependent on provision:

- Ambulant school
- Non-ambulant school
- Alternative Provision (AP)
- Primary
- Secondary
- All-through

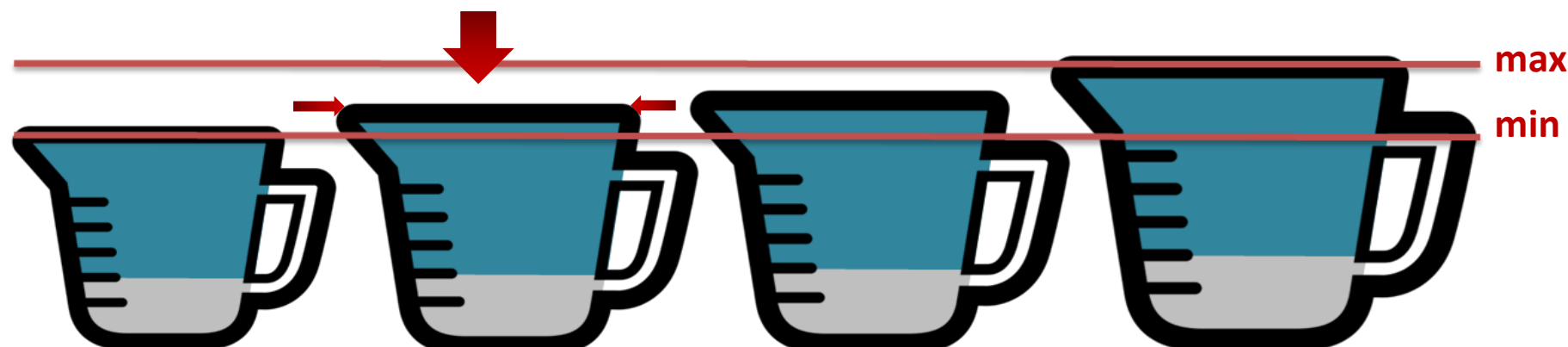


Setting the target GIFA



Within the range the **TARGET GIFA** is dependent on:

- Type of needs
- Severity of needs
- Curriculum
- Pedagogy
- School structure
- Tutor group sizes
- Staff : pupil ratio

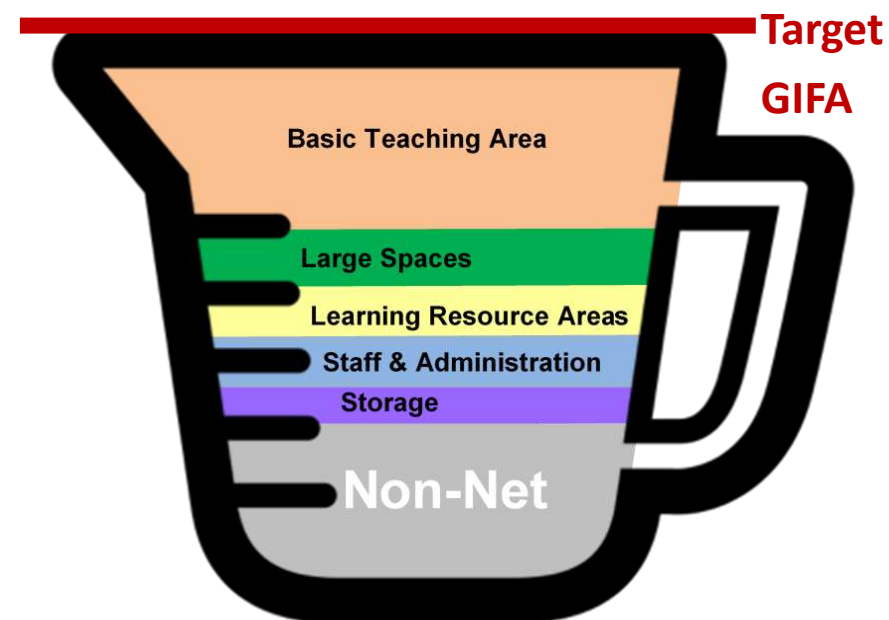


$$\text{GIFA} = \text{Net} + \text{Non-net}$$

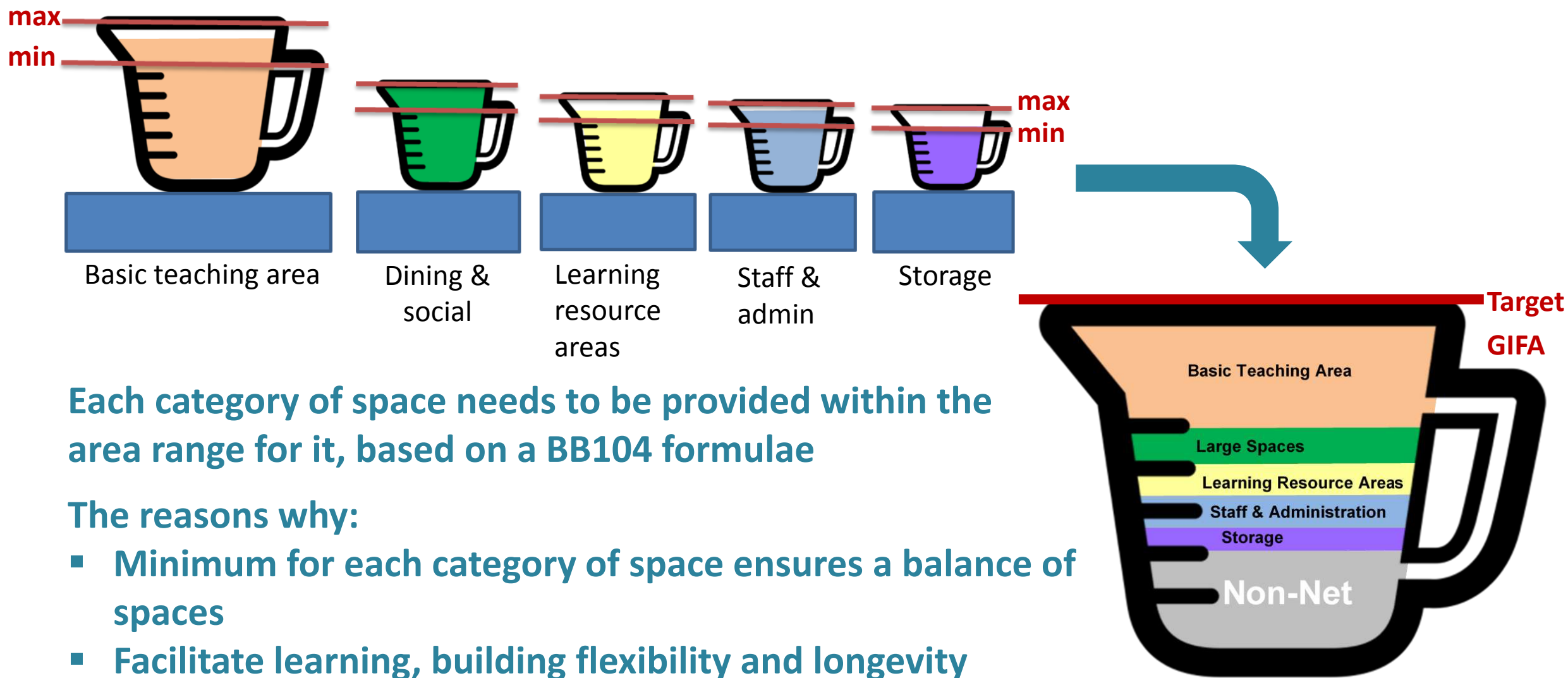


More area than mainstream (3-4 times GIFA):

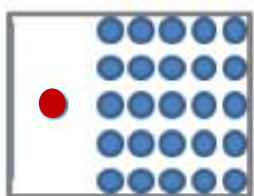
- smaller groups
- higher staff ratio
- therapy
- medical
- equipment storage
- circulation



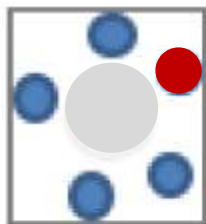
Net areas



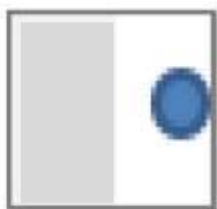
Net areas – teaching & learning activities



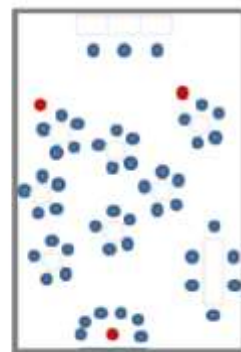
Presentation



Group



Individual

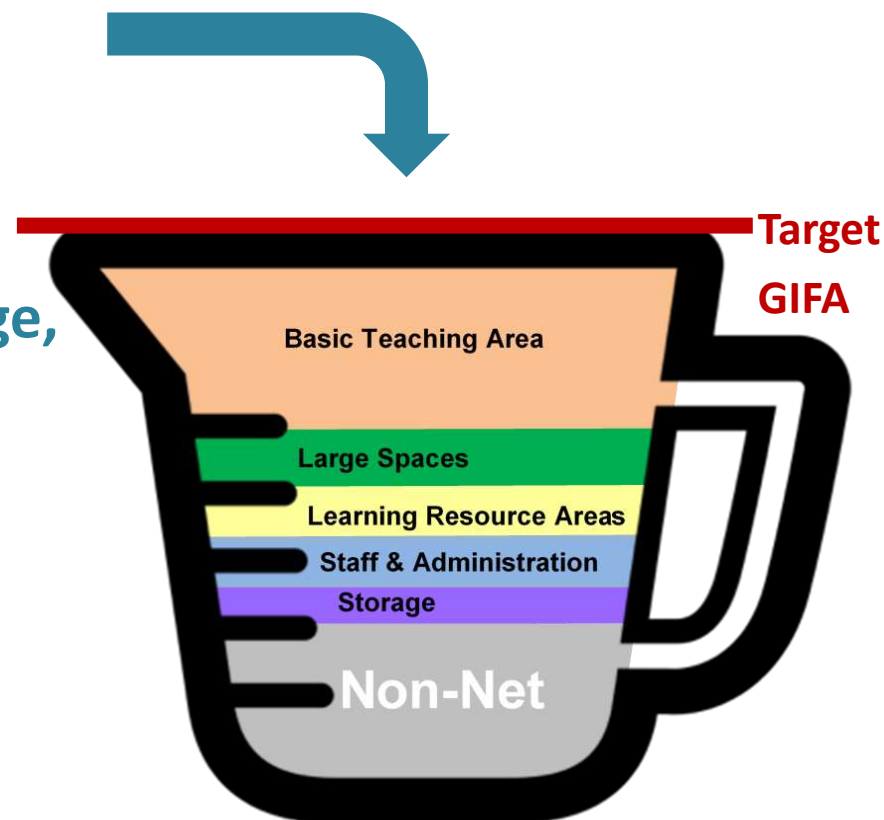


Team teaching

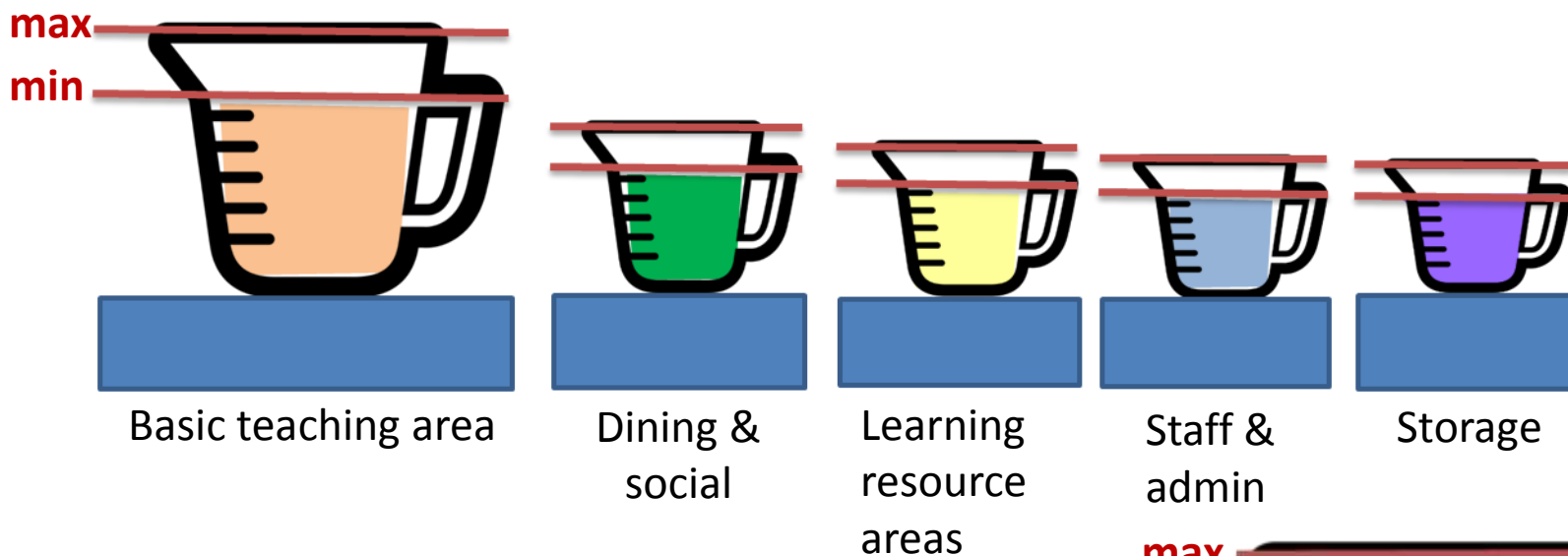
By providing each category of space within the area range, different types of teaching and learning are facilitated

*Space does not need to be defined by walls, but its provision needs to be noted and depicted

**However – spaces need to meet DfE Output Specification requirements

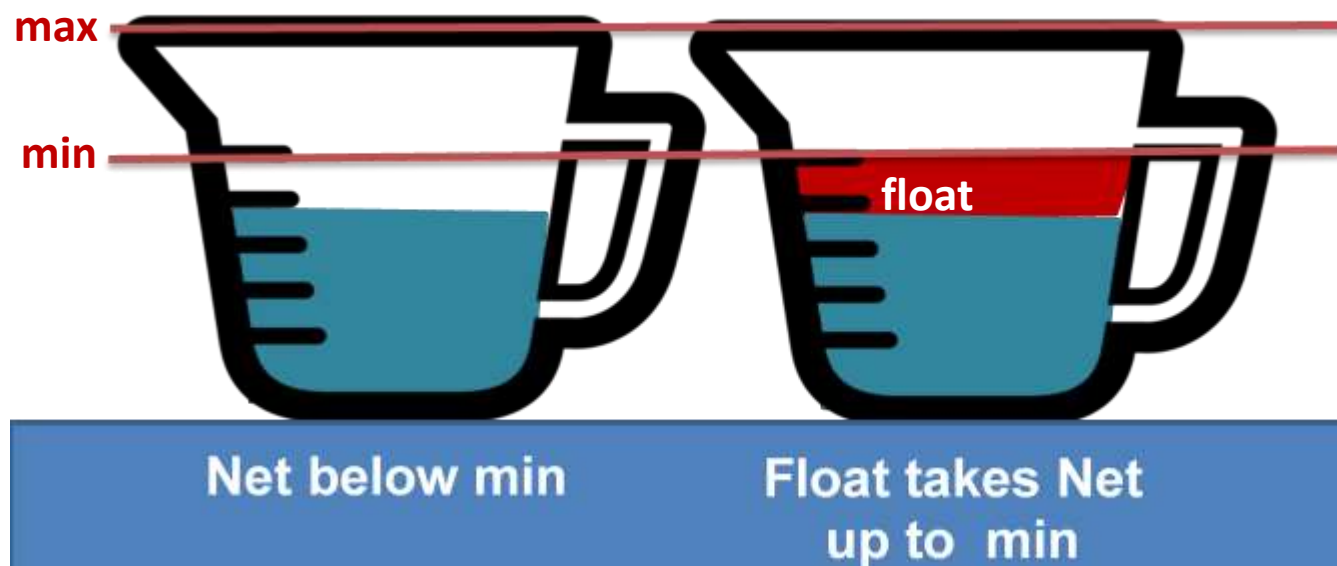


The concept of 'float'



Minimum for each category
of space does not add up to
minimum Net

- The aim is for float to be zero
- Maximum float = minimum Net minus the sum of the minima
- Area needs to be assigned to a category of space until float = zero



Non-net spaces



There is a minimum, but no maximum Non-net area

What is included in Non-net?

- Kitchen & ancillary spaces
- Sanitary provision
- Circulation
- Plant
- Partitions





SoA Parameters – Why have them?



- **Balance of spaces** results in longer lasting school buildings
- **Flexibility** is facilitated through the provision of **standard sized spaces**
- **Quality** measures are met
- Freedom for designers to drive **innovation** within clear parameters
- Each space has an **Area Data Sheet** code:
Finishes, Fittings, Environmental comfort



SoA for External Areas



Net

Non-Net

Soft Outdoor PE
Hard Outdoor PE
Soft Informal
Hard Informal
Habitat



Bdg footprint
Car park
Footpaths
Other

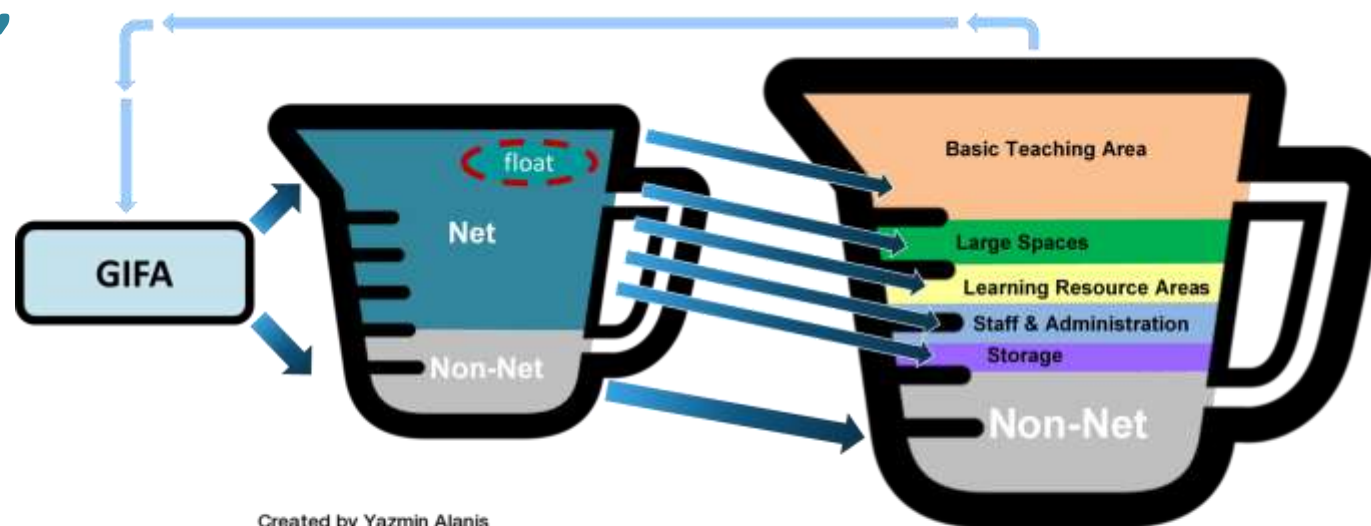


Net below min

Float takes Net
up to min

Summary overview

- Quality places and spaces
- Building in Use evaluations provide the evidence for the guidance the DfE publishes
- Why SEN schools should not be overcrowded
- SoA compilation process and parameters
 - Net area categories of space
 - The concept of 'float'
 - Non-net area
- SoA for Externals



ANY QUESTIONS?

THANK YOU

Please contact the Design Team for support on the quality of school buildings

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BUILDING GOOD SCHOOLS

For more information and access to BB104 see

www.gov.uk/guidance/school-design-and-construction