



Delegated Decisions by Cabinet Member for Education

***Thursday, 15 December 2016 at 12.00 pm
County Hall, Oxford OX1 1ND***

Items for Decision

The items for decision under individual Cabinet Members' delegated powers are listed overleaf, with indicative timings, and the related reports are attached. Decisions taken will become effective at the end of the working day on 23 December 2016 unless called in by that date for review by the appropriate Scrutiny Committee.

Copies of the reports are circulated (by e-mail) to all members of the County Council.

These proceedings are open to the public

Peter G. Clark.

Peter G. Clark
County Solicitor

December 2016

Contact Officer: **Deborah Miller**
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Note: Date of next meeting: 24 January 2017

If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, but please give as much notice as possible before the meeting.

Items for Decision

1. Declarations of Interest

2. Questions from County Councillors

Any county councillor may, by giving notice to the Proper Officer by 9 am two working days before the meeting, ask a question on any matter in respect of the Cabinet Member's delegated powers.

The number of questions which may be asked by any councillor at any one meeting is limited to two (or one question with notice and a supplementary question at the meeting) and the time for questions will be limited to 30 minutes in total. As with questions at Council, any questions which remain unanswered at the end of this item will receive a written response.

Questions submitted prior to the agenda being despatched are shown below and will be the subject of a response from the appropriate Cabinet Member or such other councillor or officer as is determined by the Cabinet Member, and shall not be the subject of further debate at this meeting. Questions received after the despatch of the agenda, but before the deadline, will be shown on the Schedule of Addenda circulated at the meeting, together with any written response which is available at that time.

3. Petitions and Public Address

4. Space Standards for New Primary Schools in Oxfordshire - Proposed Changes (Early Years and SEN Provision) (Pages 1 - 34)

Forward Plan Ref: 2016/076

Contact: Kevin Griffin, Service Manager - School Organisation & Planning; Tel: (01865) 816457

Report by Director for Children's Services (**CMDED4**)

The report proposes revisions to the County Council's Primary and Secondary School space standards for the design and construction of new school buildings and subsequent amendments to policy documents.

The Cabinet Member for Education is RECOMMENDED to approve on behalf of Cabinet:

(a) ***adoption of the revised space standards for new Primary and Secondary Schools in Oxfordshire with increased provision for early years and SEN as shown in the following Annexes:***

Annex A: OCC Building and Site Area Guidelines for Primary School

Annex B: OCC Building and Site Area Guidelines for Secondary Schools

Annex C: OCC Model Primary School Schedules of Accommodation.

(b) ***Delegation of approval of further amendments to these standards on an exceptions basis to the Director Environment and Economy in consultation with the Director Children, Education & Families.***

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Division(s): N/A

CABINET MEMBER DELEGATED DECISION EDUCATION - 15 DECEMBER 2016

SPACE STANDARDS FOR NEW PRIMARY AND SECONDARY SCHOOLS IN OXFORDSHIRE – PROPOSED CHANGES (EARLY YEARS AND SEN PROVISION)

Report by the Director for Environment & Economy and the Director, Children,
Education and Families

Executive Summary

1. The County Council's current space standards for the design of new primary and secondary schools were adopted by Cabinet in 2013 in consideration of an anticipated reduction in government area guidance.
2. The council's standards have now undergone further review in light of:
 - The need to provide accommodation for a proportion of 2 year olds and the new 30 hour entitlement for eligible 3 and 4 yr. olds.*
 - The need to provide additional Special Educational Needs (SEN) places and the strategy to provide a proportion as resourced places within mainstream schools.*
 - The need to be able to demonstrate to planning authorities and developers that the councils requirements accord, where appropriate, with Department for Education (DfE) space standards, in particular; Building Bulletin 103 (BB103) *Area guidelines for mainstream schools* (June 2014), and BB104 - *Area guidelines for SEND and alternative provision* (December 2015).
3. The proposed revised space standards result in a reduction to the council's 2013 requirements. With the increased space now required for early years and the addition of SEN resourced places added there is an overall increase in area requirement for primary schools. The area for secondary schools is also reduced when compared to the 2013 requirement but overall remains approximately the same following the addition of SEN resourced places
4. The DfE Building Bulletins provide a minimum and a maximum area for new schools. A comparison against DfE guidelines (BB103 and BB104) for different sizes of primary schools show the proposed Oxfordshire standards are just above the recommended minimum for schools up to half form entry and at the

minimum standard for 2 forms of entry (2FE) and 3 forms of entry (3FE) schools.

5. A comparison against DfE guidelines (BB103 and BB104) for different sizes of secondary schools show the proposed standards are marginally above the minimum recommended size. This is due to the need to ensure that the core provision for a new secondary school is adequate. For a 600 place secondary school the OCC space standard is 4.6% above the BB103/BB104 minimum and 8.8% below the BB103/BB104 maximum. For a 1200 place secondary school the OCC space standard is 2.3% above the BB103/BB104 minimum and 10.2% below the BB103/BB104 maximum.

****NB Detailed requirements for Early Years Foundation Stage accommodation and/or SEN resourced places in a SRP/Unit within new schools will be based on CEF's assessment of the specific need for each project.***

Introduction

6. The County Council has a statutory duty to ensure a sufficiency of school places for all its' young children and young people¹. In addition to the need to provide for school places, in recent years, the County Council has new responsibilities (For legislative details see Appendix E) these include;

Early years (including child care)

7. The position regarding early year's provision is;
 - 2yr olds - From September 2014 local authorities have been required by legislation to secure early education places offering 570 hours a year over no fewer than 38 weeks of the year for every eligible child in their area.
 - 3 and 4yr olds - From September 2017, local authorities will be required by legislation to secure an additional 15 hours a week of free childcare for working parents of three and four-year-olds (on top of the current universal entitlement of 15 hours a week of free early education for all three and four year olds). In Oxfordshire, approximately 63% of children are expected to be eligible for the extended 30 hour entitlement.
8. Existing 2013 schedules for new primary nursery accommodation do not account for the additional accommodation required to meet this new requirement. An example of the impact the increased demand for nursery places will have on a 2FE Primary School is detailed in Appendix D.

SEN and Disabilities

9. The council has a duty to ensure sufficient provision for children and young people with SEN and Disabilities aged 2 to 25 years old. The council's strategy promotes a locality approach, ensuring that each local area has a range of specialist provision within mainstream schools where practicable and appropriate. The strategy identifies that for each locality there will be:

¹ Childcare Act 2006; The Childcare Act 2016; NPPF Para 72;

- Primary Behaviour, Emotional and Social Difficulties (BESD) resourced provision, serving children and young people with high needs, hosted by a primary school and serving the local area. To provide short-term and /or part-time provision, as well as full-time and /or longer term provision, and training opportunities for the area.
 - Primary resourced provision, serving children and young people with high needs, hosted by a primary school and serving the local area, primarily for children with Autistic Spectrum Continuum (ASC), but also serving those with complex/severe Speech, Language and Communication Needs (SLCN), Physical Difficulties (PD), Hearing Impairment (HI) and Visual Impairment (VI).
 - Provision for vulnerable young people in key stage 3 and 4, including those with BESD, who require an individualised/small group approach or alternative provision. Secondary schools/academies to grow the market for this, ensuring quality assurance and positive outcomes for young people in the local area.
 - Secondary resourced provision serving young people with high needs, hosted by one of the secondary schools/academies and serving the local area, primarily for children with ASC, but also serving those with complex/severe SLCN, PD HI and VI.
10. The proposed changes to the current space standards for new schools will ensure that the council is able to ensure a sufficient supply of places to meet its statutory requirements.

Methodology – reviewing our space standards

11. Given the requirement to incorporate additional space for 2 year old and SEN places within mainstream schools overall areas have been reviewed to establish whether further efficiencies could be achieved.
12. The DfE provide no-statutory guidelines for school buildings and school site areas in ‘Building bulletins’;
- BB103 - *Area guidelines for mainstream schools*, provides guidelines on minimum and maximum building and site areas for Primary and Secondary mainstream school provision.
 - BB104 - *Area guidelines for SEND and alternative provision*, provides guidance on special schools, alternative provision (AP), specially resourced provision (SRP) and Units.
13. A comparison of current OCC standards and these national standards has been carried out for both primary and secondary schools. .
14. Detailed accommodation schedules have been produced for new primary schools ranging in size from 1 form of entry (1FE) to 3 forms of entry (3FE) showing a possible model breakdown in individual spaces. The schedules include space allocated to support the inclusion of SEN resourced places and provision for funded 2 year olds and an increase in nursery capacity for 3 and 4 year olds. See Annex C.

Primary schools

15. The following assumptions were made when reviewing the council's primary space standards:
- Reduce OCC 2013 area requirements. Where appropriate, consideration should be given to reducing the area down to the national minimum standards as defined in BB103.
 - Continuation of requirement for classroom sizes being sufficient to support practical areas within the classroom space.
 - Continuation of the requirement for a dedicated food technology room to be provided. This would ideally be located off of a larger non-classroom space for increased group size and to facilitate extended use for breakfast and after school clubs.
 - Overall early years area standards to be reduced but with a consequential increase in area associated with the increase in early year's places required.
 - In addition to mainstream SEN an additional SEN area, for allocated places is to be provided. This will be based on the BB104 guidance for Specially Resourced Provision (SRP) which is the minimum area allocation for any SEN categorisation.
 - Generally 2 places in the Specially Resourced Provision (SRP) are to be provided per 0.5 Form of Entry (0.5FE) but a minimum of 6 SRP places in a school will be required to ensure viability.
 - Core ancillary area requirements (e.g. School Hall, Office, staffroom, stores etc.) are to be maintained to provide the infrastructure to support future expansion to the optimum size of 2FE, and in exceptional circumstance 2.5/3FE.
 - Attempt to derive overall area benefit from the collocation of all SEN areas provided to the school, with the SRP areas.
 - Current covered external areas requirements are to be maintained.
Note: this area is not identified within BB103.
16. Based on the above assumptions OCC's revised area schedules were produced and a comparison was undertaken with the DfE Building Bulletins (BB103 and BB104) for various sizes of school. The comparisons are shown in the appendices as follows:
- **Appendix A:** Primary School Area Comparison.
Shows the total overall proposed area requirement applicable to 1FE, 1.5FE, 2FE and 3FE primary schools with space for some 2 year olds, 30 hour 3 year old entitlement and SEN provision. These areas are then compared with various permutations of school area calculated using the formulae set out in BB103 and BB104.
17. The proposed new 2016 OCC area requirements and sample schedules of accommodation for primary schools are shown in the following Annexes:
- **Annex A** - OCC Building and Site Area Guidelines for Primary Schools
 - **Annex C** - OCC Model Primary Schedules of Accommodation.

Secondary schools

18. The assumptions made when reviewing the secondary space standards are as follows:
- The SEN area is based on a Unit area which is larger in size than the SRP area for the primary schools as defined within BB104. This is to allow additional area for life skills in the curriculum
 - 2 places in the SRP are to be provided per 1FE assuming a minimum school size of 4FE
 - To overcome the main deficiency within BB103, in particular for initially small schools (4FE and 5FE), the current OCC standard will remain above the minimum requirements in BB103. This will ensure that core areas and specialist spaces such as Sports Halls can be adequately sized at the outset.
 - Attempt to derive overall area benefit from collocation of SRP provision and main school SEN provision.
 - Current external covered areas requirements are to be maintained.
Note: this area is not identified within BB103
19. Based on the above assumptions a comparison was undertaken for various sizes of secondary school between OCC's current standards, BB103 and BB104, and the Education Funding Agency's (EFA) BB103 *Accommodation Tool*. This generated the proposed revised area shown in the appendices;
- **Appendix B- Secondary School Area Comparison.**
Compares the proposed revised OCC formula with BB103/BB104 and the OCC 2013 area formula.
20. The proposed new area formulae are shown in Annex B:
- **Annex B – OCC Building and Site Area Formulae for Secondary Schools**

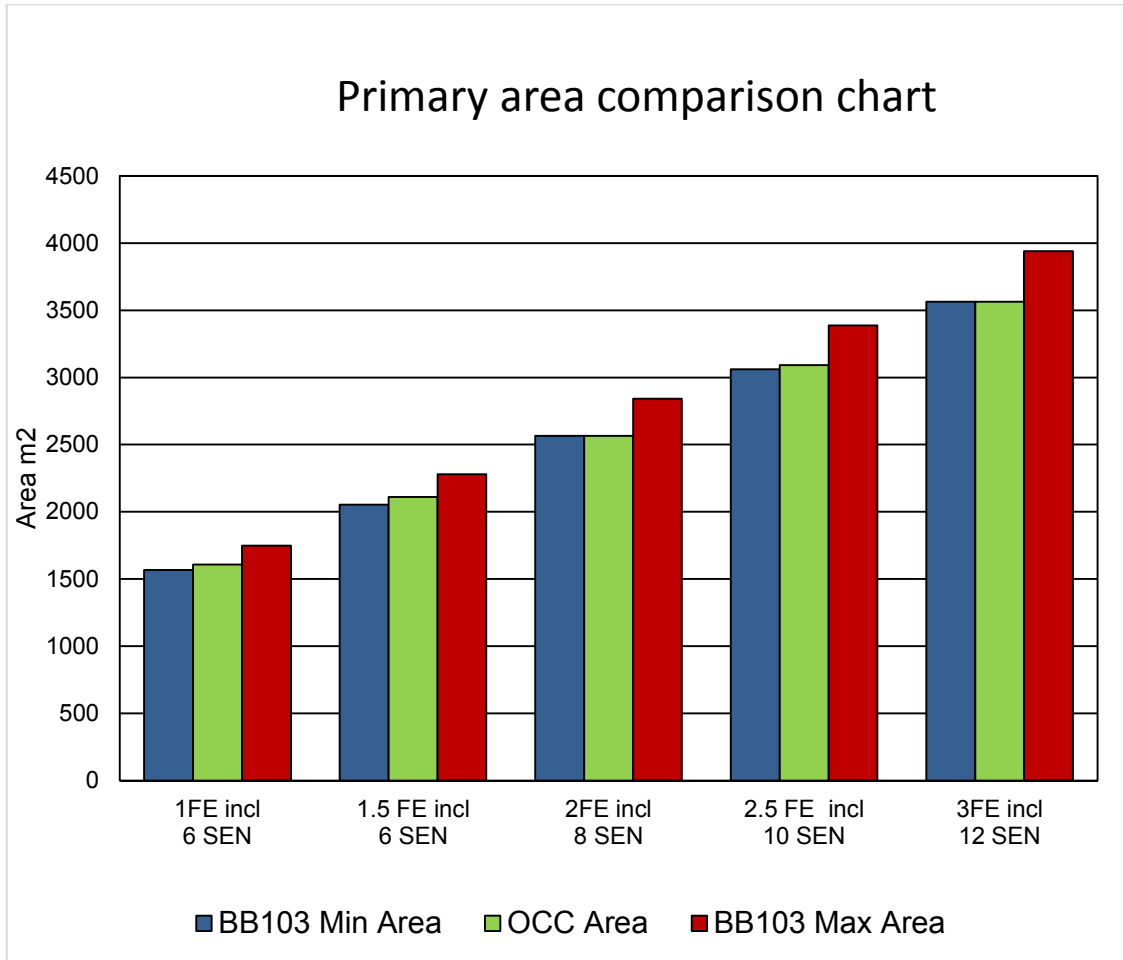
SEN provision

21. The comparisons of areas for various alternative SEN provisions are shown in the appendices as follows:
- **Appendix C - SEN school building and external area comparison**

Comparison of School Space Standards

Primary Schools

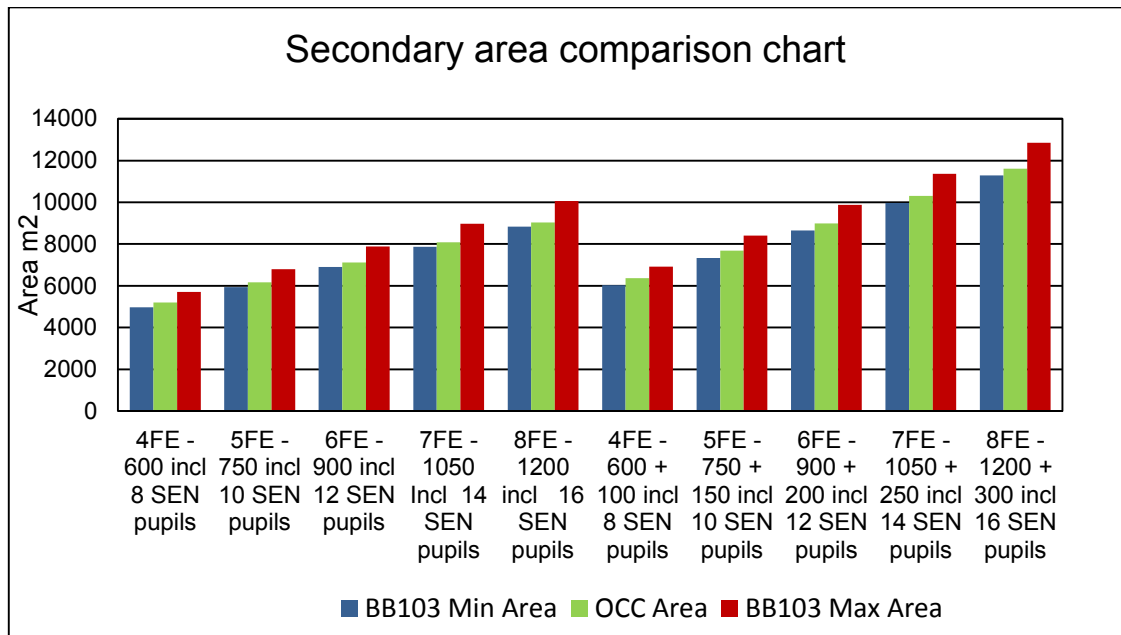
22. The following graphs give an overview of the differences between the BB103 and BB104 national standards for minimum and maximum area and the proposed revised standards;



23. The above table demonstrates that the area for both a 2FE and a 3FE primary school would be equivalent to the national minimum standard, with a 1FE and half form entry schools requiring additional accommodation to facilitate expansion to their optimum size.

Secondary Schools

24. The overall proposed OCC space standards compared with BB103 and BB104 result in the following:



25. The above table demonstrates that the proposed OCC secondary school area is marginally above the national minimum standard. This is due to the need to ensure that the core provision for a new school is adequate for future expansion.

Community Space Provision

26. The County Council’s historic space standards for primary schools included an allowance for ‘extended school’ provision. The intention was to utilise this space to provide facilities for community use outside of school hours that could also be utilised by schools for breakfast clubs and the like. This space has been omitted from the proposed revised standards.
27. The revised standards will look to rely upon core spaces such as Hall, Studio and food/ practical spaces to be designed flexibly to facilitate community use / breakfast clubs where appropriate

Primary and Secondary School External Space Standards

28. The minimum site area for new primary schools is to remain at 2.22ha to allow for a 2FE primary school, or expansion to 2FE. This area is directly comparable with the DfE maximum area guidelines for a 2FE site area with the inclusion of additional requirements for the SEN provision. It also ensures some potential for further expansion and the impact of minor site anomalies e.g. Sustainable Urban Drainage System (SUDS), ground levels, site shape, features etc. It is proposed that the area of secondary school sites should also reflect the maximum BB103 area guidelines for the reasons above.

Financial and staff implications

29. New housing development will create a demand for additional mainstream school places and the need for early years and SEN provision. It is critical that developers make a financial contribution towards any new provision identified, proportionate to its impact. Without it the County Council will be unable to meet its duty, to its residents, to provide a sufficiency of places. Equally, it is incumbent on the County Council to be able to demonstrate its space standards for new schools accord with national standards.
30. The proposed adjustment to the council's standards and the way that the space standards are presented will help demonstrate that the space standards accord with national benchmarking.

Primary schools

31. The primary school building area recommendation adopted in 2013 was 2.96% above the area being used by the DfE for new schools at the time, which later became the minimum primary school building area in BB103. The proposed revised space standards in this report reduce the mainstream primary school area to that of the BB103 minimum area guidelines for a 2FE school.

Secondary schools

32. The 2013 secondary school building area recommendation was also above the area being used by the EFA which likewise became the minimum secondary school building area in BB103. The table below shows that the area of secondary school building (m²) has been reduced by 0.13% compared to the council's current space standards but this now includes additional area for SEN provision. If the new area for SEN provision were not included the overall reduction would be 2.2% for a model 8FE 11 to 16 secondary school.

	A	B	C	A-B	C-A
Size of school	2013 pupil numbers for a 8FE 11-16 secondary school	Revised 2016 pupil numbers for a 8FE 11-16 secondary school	Revised 2016 pupil numbers for a 8FE 11-16 secondary school with SEN included	Direct Comparison between 2013 area schedules and 2016 area schedules (m²)	Comparison between 2013 area schedules and 2016 area schedules with SEN included (m²)
Pupils numbers	1200 pupils	1200 pupils	1200 pupils Incl.16 SRP SEN	0	0+16 SRP SEN
Area (m²)	9050	8852	9038	-198 (-2.2%)	-12 (-0.13%)

Increase in early years places and provision of SEN resourced places within mainstream schools

33. The proposed increase in early years and SEN provision, based upon the delivery of a new 2FE primary school, is a 13.5% increase on the council's current space standards as demonstrated by the table below.

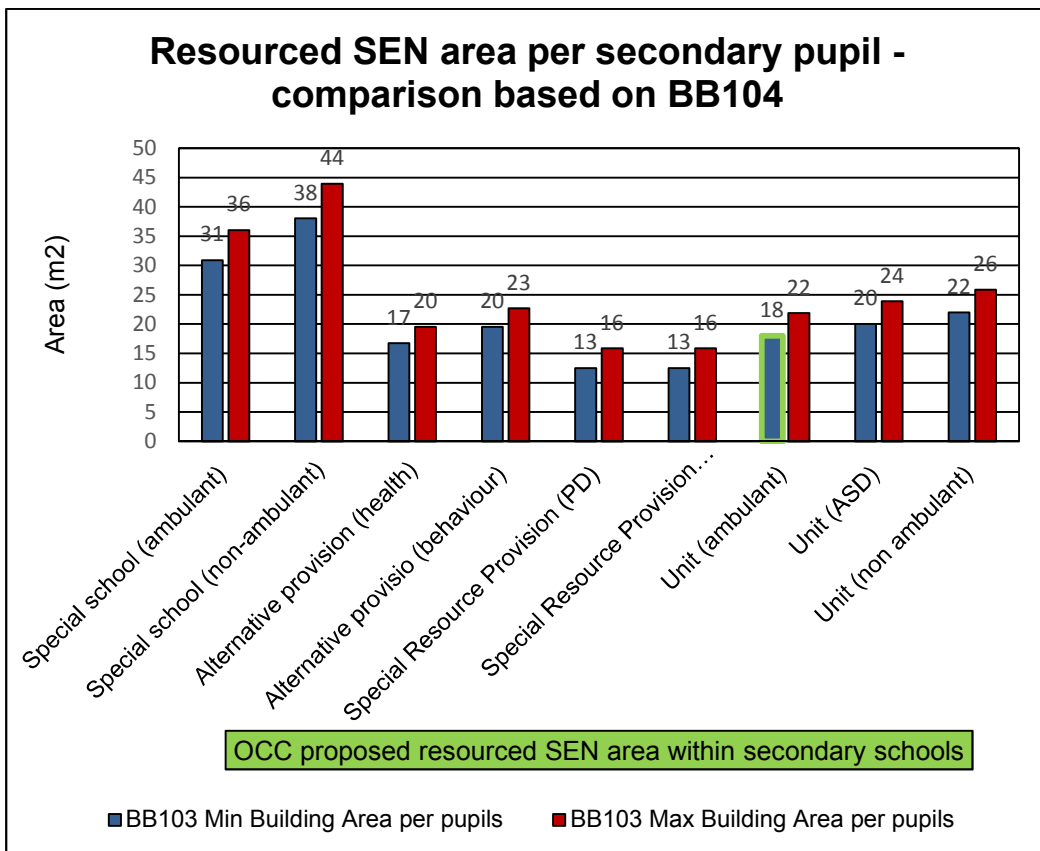
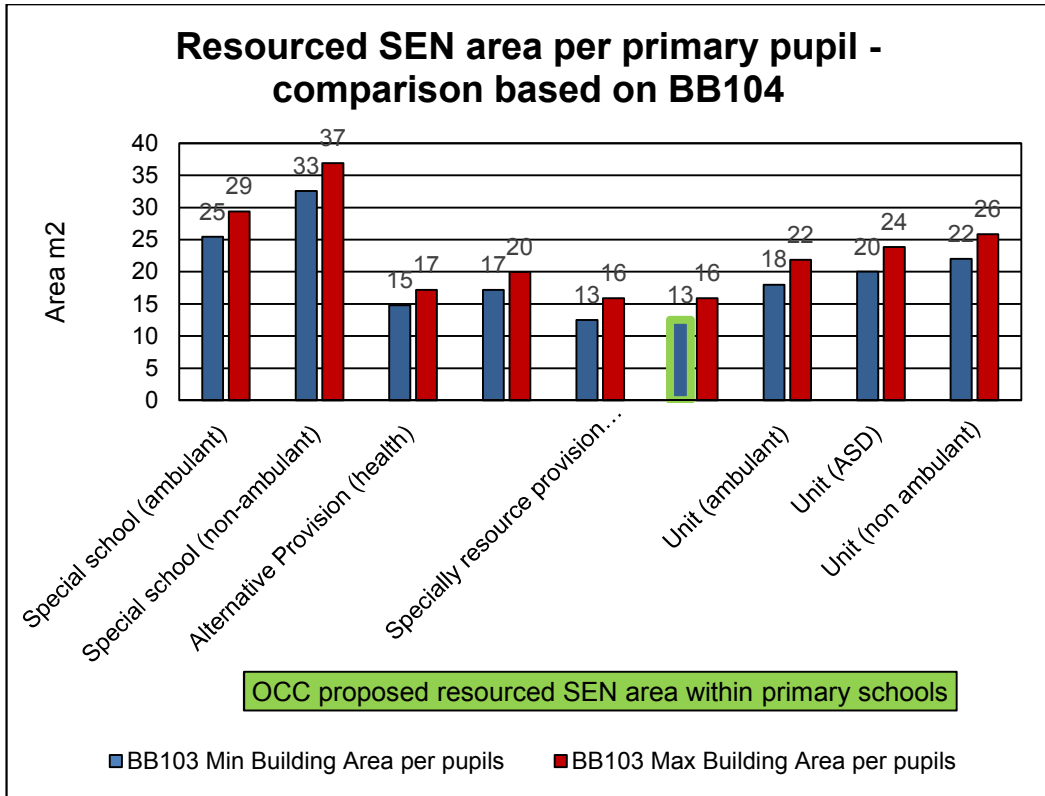
34. This accounts for the 48 additional 3 year olds pupils, provision for 12 additional 2 year olds and 8 additional resourced SEN spaces. Overall the area proposed for the number of pupils to be accommodated accords with national minimum area standards.

	A	B	B-A
	2013 pupil numbers for a 2FE primary school	Revised 2016 pupils numbers for a 2FE primary school	Comparison between 2013 and 2016 area schedules
No. Pupils	420 + 30FS2 = 450 pupils	420+78FS2 +12FS3 = 510 pupils Incl. 8 SRP SEN	+48FS2 + 12FS3 +8 SRP SEN
Building Area	2260m ²	2565m ²	+305m ² (13.5%)

35. Whilst providing SEN places increases the overall area of the mainstream school, this is a cost effective way of providing SEN places. Whilst it is not envisaged that all types of provision can be collocated within mainstream schools, where it is possible there should be overall saving in both building and site area requirements compared to meeting this need in other ways.

Appendix C provides a comparison between building areas for various types of SEN provision.

36. This is further demonstrated on the following graphs which show the BB104 recommended area per pupil for different types of SEN provision and the proposed SEN area to be included in mainstream schools in Oxfordshire.
37. Given the comparison of area between how special school places are provided it is expected that overall area requirements and related capital costs will be reduced.



38. Operational premises costs, such as utilities and maintenance, faced by new mainstream schools will be slightly increased as a consequence of the changes in space standards. Schools are responsible for the revenue costs associated with the operation of new schools; this is funded from the school's delegated school budget which will increase in proportion to increases in pupil numbers.

Consultation

39. The proposed changes arise from an officer assessment with support from the council's consultant Carillion, in light of analysis of the national standards issued by the EFA.
40. Consultation has taken place with officers in CEF Education Sufficiency & Access, SEN and Early Years teams.

RECOMMENDATIONS

41. **The Cabinet Member for Education is RECOMMENDED to approve on behalf of Cabinet:**
- (a) **adoption of the revised space standards for new Primary and Secondary Schools in Oxfordshire with increased provision for early years and SEN as shown in the following Annexes:**
- Annex A: OCC Building and Site Area Guidelines for Primary School**
Annex B: OCC Building and Site Area Guidelines for Secondary Schools
Annex C: OCC Model Primary School Schedules of Accommodation.
- (b) **Delegation of approval of further amendments to these standards on an exceptions basis to the Director Environment and Economy in consultation with the Director Children, Education & Families.**

BEV HINDLE

Director for Environment & Economy

LUCY BUTLER

Director for Children, Education & Families

Contact Officers: Nigel Cunning, Corporate Landlord Manager, Environment & Economy.
Kevin Griffin, Service Manager, Education Sufficiency & Access, Children Education & Families.

December 2016

Annex A: OCC Building and Site Area Guidelines for Primary Schools
Annex B: OCC Building and Site Area Guidelines for Secondary Schools
Annex C: OCC Model Primary School Schedules of Accommodation.

Appendix A: Primary School Area Comparison
Appendix B: Secondary School Area Comparison
Appendix C: SEN Building and External Areas Comparison
Appendix D: Example Nursery Demand – 2FE Primary School
Appendix E: Legislative Details

Glossary

ASC	Autistic Spectrum Continuum
BB	Building Bulletin
BESD	Behaviour, Emotional and Social Difficulties
DfE	Department for Education
EFA	Education Funding Agency
FS	Foundation Stage
FS1	FS reception pupils aged 4 years plus
FS2	FS nursery pupils aged 3 years plus
FS3	FS nursery pupils aged 2 years plus
FE	Form of Entry
HI	Hearing Impairment
PD	Physical Difficulties
SEN	Special Education Needs
SLCN	Speech, Language and Communication Needs
SRP	Specially Resourced Provision - for SEN reserved places
SUDS	Sustainable Urban Drainage Systems
VI	Visual Impairment

Annex A

OCC Building and Site Area Guidelines for Primary Schools

December 2016

OCC Primary School Area Guidelines					
FS	Denotes Foundation Stage				
FS1	Denotes Foundation Stage aged 4 years plus				
FS2	Denotes Foundation Stage nursery pupils aged 3 years plus				
FS3	Denotes Foundation Stage nursery pupils aged 2 years plus				
SEN	Denotes Special Education Needs - reserved places within Specially Resourced Provision				
Forms of Entry (FE)	1FE (m2)	1.5FE (m2)	2FE (m2)	2.5FE (m2)	3FE (m2)
Number of Pupils	270 pupils incl. 6 SEN	390 pupils incl. 6 SEN	510 pupils incl. 8 SEN	630 pupils incl. 10 SEN	750 pupils incl. 12 SEN
Areas (m²)	210 +52 FS2 +8FS3	315 +65 FS2 + 10FS3	420 +78 FS2 + 12 FS3	525 +91 FS2 + 14 FS3	630 +104 FS2 + 16 FS3
Building	1608m ²	2109.5m ²	2565m ²	3092m ²	3563m ²
Site	2.22ha	2.22ha	2.22ha	3.01ha	3.01ha

Existing Primary Schools

The above schedules define space standards for new school accommodation. Where the capacity of an existing school is being increased the new accommodation will be based on the need for additional pupil places and supporting infrastructure (where identified) but not to rectify existing shortcomings within the school. Should reorganisation of ancillary accommodation within the existing buildings be considered necessary by the school, this will need to be carried out by the school and not form part of the expansion project.

The following principles will be applied

- Existing Spaces: Where rooms of 48m² and above are already satisfactorily used as teaching spaces within the existing school, use of other existing rooms of

equivalent size should be considered as classroom accommodation unless other factors specifically arise.

- New Build Classrooms: To match those of the existing school in general size and arrangement up to a maximum area of 62m²
- Reception and Nursery Accommodation: 2.3m² per pupil of clear floor space for 3 year olds and 2.5m² for 2 year olds. Where a 'half class' is required the area is to be based upon 15 pupils and adjoin the Early Years classroom.
- Basic Needs: Existing shortcomings/shortfall in school accommodation will not be addressed unless specifically briefed by the OCC Education. The only additional space required over and above classroom space will be
 - Circulation
 - Toilets
 - Staff room
 - Storage
- Ancillary Accommodation: Where a substantial short fall is identified by OCC Education some additional accommodation maybe considered but where the overall space within the school is considered sufficient the school will be expected to carry out internal adjustments to provide such accommodation.
- Access: Access to the rear of a school site should be maintained to both sides of an existing school site where practicable. Where a new building is proposed it must not compromise the existing access routes and should never reduce any existing access to less than 6m clear width.
- Future Expansion: Consideration should be given to ensuring that any new build or re-locatable building doesn't impinge on the future expansion/ flexibility of the school site
- Covered Areas: Will only be provided for new Early Years Foundation Stage accommodation but not for general teaching classrooms.

Annex B

Building and Site Area Guidelines for Secondary Schools

December 2016

BUILDING AND SITE AREA FORMULAE FOR SECONDARY SCHOOLS

OCC New Secondary School Area Requirements	
<p>The secondary school gross building area requirements (m²) are calculated using the following formulae where N = the total number of pupils, N* = the number of 11-16 year old pupils, N** = the number of post 16 pupils, S = the number of reserved places for SEN pupils within a SEN Unit.</p> <p>A formula is included to determine additional area requirements for external covered areas (m²)</p>	
School Type	Formulae (m2)
<p>Secondary School for 11 to 16 age range: Number of 11 to 16 year old pupils = (N*) Gross Floor area (m²)</p>	$1310 + (6.25 \times N^*)$
<p>Covered Area Provision (m²)</p>	$0.1 \times N^*$
<p>Secondary School for 11 to 18 age range: Number of 11 to 16 year old pupils = (N*) Number of post 16 pupils = (N**) Gross Floor area (m²)</p>	$[1310 + (6.25 \times N^*)]$ + $[470 + (7 \times N^{**})]$
<p>Covered Area Provision (m²)</p>	$0.1 \times N^*$
<p>Secondary School with SEN for 11 to 16 age range: Number of 11 to 16 year old pupils = (N*) Number of SEN pupils = S Gross Floor area (m²)</p>	$[1310 + (6.25 \times N^*)]$ + $[60 + (10.5 \times S)]$
<p>Covered Area Provision (m²)</p>	$0.1 \times N^*$

<p>Secondary School with SEN for 11 to 18 age range: Number of 11 to 16 year old pupils = (N*) Number of post 16 pupils = (N**) Number of SEN pupils = S Gross Floor area (m²)</p>	$[1310 + (6.25 \times N^*)]$ $+$ $[470 + (7 \times N^{**})]$ $+$ $[60 + (10.5 \times S)]$
<p>Covered Area Provision (m²)</p>	$0.1 \times N^*$
<p>Site Area - All New Secondary Schools Number of all pupils (11 – 18) = N Site area requirements (m²):</p>	$11000 + 63 \times N$ <p>(Equivalent to maximum BB103 area)</p>

Existing Secondary Schools

The above formulae defines standards for new school accommodation. Where the capacity of an existing school is being increased the new accommodation will be based on the need for additional pupil places and supporting infrastructure (where identified) but not to rectify existing shortcomings within the school. Should reorganisation of ancillary accommodation within the existing buildings be considered necessary by the school, this will need to be carried out by the school and not form part of the expansion project.

Annex C

OCC Primary School Model Schedules of Accommodation 2016 space standards with 2 year olds and SEN reserved places

This area schedule and notes are to take precedence over the Area Data Sheets
Any area variations to be agreed with Strategy Officers

KEY	
SEN	Special Education Needs
SRP	Specially Resourced Provision for SEN - reserved places
FS	Foundation Stage
FS1	FS reception pupils aged 4 years plus
FS2	FS nursery pupils aged 3 years plus
FS3	FS nursery pupils aged 2 years plus
	Denotes nursery accommodation
	Denotes remaining foundation stage (FS) accommodation
	Denotes additional Specially Resourced Provision (SRP) accommodation

ADS Code	Max Group size	TEACHING ACCOMMODATION	Number of forms of entry (FE)	Number of pupils	1FE New revised (m2)	1.5FE New revised (m2)	2FE New revised (m2)	2.5FE New revised (m2)	3FE New revised (m2)
					270 pupils incl. 6 SEN 210+ 52 FS2 + 8FS3	390 pupils incl. 6 SEN 315+ 65 FS2 + 10FS3	510 pupils incl. 8 SEN 420+ 78 FS2 + 12 FS3	630 pupils incl. 10 SEN 525+ 91 FS2 + 14 FS3	750 pupils incl. 12 SEN 630+ 104 FS2 + 16 FS3
				Notes					
PRI03/ PRI04	30	Foundation Stage(FS) – @70m ² Nursery (typically class of 26N° 3 year olds & 4N° 2 year olds)	(A)(E)(L)(M)(P)(R)(e)		140	175	210	245	280
PRI13		Foundation Stage (FS) – @70m ² Reception (30N° 4 year olds)	(A)(E)(L)(M)(P)(R)(e)		70	105	140	175	210
PRI23	30	General Teaching – @ 62m ² Key Stage 1 (FS1) including Resource Area and Cloaks	(B)(K)(Q)(a)(e)(f)(K)		124	186	248	310	372
PRI33	30	General Teaching – @ 62m ² Key Stage 2 (FS2) including Resource Area and Cloaks	(B)(K)(Q)(a)(e)(f)(K)		248	372	496	620	744
PRA11	6	Food Technology Room/Specialist Practical	(C)(F)(g)(d)		15	15	15	15	15
PR123/ SEN01 Discuss	13	SEN Classroom situated within Specially Resourced Provision (SRP)	(T)(e)(U)		27	27	32	37	42
PRI36/ PRI26		Flexible Teaching Space / Usable Circulation Space	(f)		0	0	0	0	0
		Basic Teaching Sub-Total			624	880	1141	1402	1663
HAL13	350	School Hall	(D)(F)(G)(N)(S)(b)		180	180	180	180	180
HAL11	30	Studio	(C)(F)(S)(b)(e)		0	55	55	55	55
HAL12	30	Small Hall			0	0	0	55	80
		Large Spaces Sub-Total			180	235	235	290	315
LIB01	20	Library Resource Learning Area	(O)(b)(f)		27	27	33	41	41
RES00	4	Small Group Rooms	(M)(T)(b)(d)		8	16	24	32	40
RES00	4	Small Group Room FS	(M)(b)(d)		9	12	15	18	21
RES00	5	SEN Resource Room	(T)(b)(d)		0	8	12	12	12
SEN01	4	SEN Resource / Group (9m ² Rooms for SRP)	(T)(d)		9	9	11	13	15
SEN01	5	Multi agency meeting/Large group room (SRP)	(T)(d)		12	12	12	12	12
SEN11	4	Medical Inspection Room (MIR) / SEN & SRP	(T)(b)(d)		12	12	12	12	12
		Learning Resource Areas including SRP Sub-Total			77	96	119	140	153
		TEACHING SUB-TOTAL incl MIR Room			881	1211	1495	1832	2131

ADM01	-	Main Entrance / Reception	(n)	5	5	5	5	5
ADM05/ ADM04	3	School Admin Office + Sick Bay	(b)(d)(m)	17	24	24	24	24
ADM08	-	Reprographics	(b)(d)	6	8	10	12	14
ADM02	4	Interview / Social Services / Meeting	(b)(d)	6	6	6	6	6
OFF10	3	Office / Meeting / Work Room	(b)(d)	9	9	9	12	12
ADM11	6	Head's Office / Meeting Room	(b)(d)	16	16	16	16	16
OFF33	4	Staff Work Room / Social	(b)(d)(o)	6	6	12	12	12
OFF31	22	Staff Room / Workroom	(b)(d)	34	39	41	55	62
OFF33	2	Staff Work Room (SRP) to be added to Main Staff Work Room	(b)(d)(o)	3	3	6	6	9
OFF35	2	FS Staff / Workroom / Kitchen	(b)(c)(d)	10	12	14	16	18
OFF42	-	FS Utility / Laundry Room	(b)(c)(d)	4	4	4	4	4
		Staff and Admin Sub-Total		116	132	147	168	182
STT10	-	Central Store / Stockroom	(i)	8	8	8	10	10
STT10	-	General Teaching Stores (1.5m ²)	(a)(i)	9	13.5	18	22.5	27
STH 00	-	Physical Education Stores incl. 8m ² external Store	(D)(i)	18	18	18	18	18
STH10	-	Dining Furniture Store	(i)	16	16	16	16	16
STT10	-	School / Community store	(i)(l)	4	4	4	4	4
STT10	-	Caretakers Room / Utilities, Material & Equipment Store	(i)	7	7	8	9	10
STN31	-	Cleaner's cupboards @ 1.5m ²	(J)(i)	3	3	3	4	5
STT10	-	FS Nursery Stores	(E)(i)	12	15	18	21	24
STT10	-	FS Reception Stores	(E)(i)	5	7.5	10	12.5	15
STT05	-	Multi-Purpose / Specialist Stores	(i)	2.5	4	5	6	7
STT05	-	Multi-Purpose / Specialist Stores (1 for SRP)	(T)(i)	2.5	2.5	5	5	7.5
(CIR01)	-	Wheelchair and Appliance Bay	(T)(i)	3	3	4.5	4.5	4.5
STN01	-	FS Nursery Cloak Provision	(L)	12	15	18	21	24
STN01	-	FS Cloak Provision	(L)	6	9	12	15	18
See relevant ADS	-	SEN Cloaks located within SRP Classroom	(T)	0	0	0	0	0
See relevant ADS	-	Pupils' Cloak Area Provision - 2.5m ² located within Classroom.	(K)	0	0	0	0	0
		Storage Sub Total		108	125.5	147.5	168.5	190
		TOTAL NET AREA		1105	1468.5	1789.5	2168.5	2503
		Circulation / Partition / Coms / Plant %		(32%)	(32%)	(32%)	(32%)	(32%)
		Circulation / Partition / Coms / Plant Area	(Q)(f)	354	470	573	694	801
PLA02		Server	(h)(i)	6	6	6	0	0
TOC21		Additional Toilet Provision for SRP	(T)	2	2	3.5	3.5	3.5
TOC21/ TOC22		Adult Toilet Provision incl. Accessible Toilet Provision	(G)(m)	16	16	16	20	24
TOC11		FS Nursery Toilet Provision	(L)	18	22.5	27	31.5	36
TOC11		FS Reception Toilet Provision	(L)	9	13.5	18	22.5	27
		FS Adult Toilet Provision		0	0	0	0	3.5
TOC13/ TOC 15		Pupils Toilet Provision	(H)	29	42	54	68	81
TOC04		Hygiene Room (two doors <u>with</u> WC)	(j)(k)	9	9	9	9	9
KIT01 to KIT09		Production Kitchen *NB area may need to increase to cope with number of meals required	(N)	60	60	60	75	75
		Boiler Room (incl. in circulation etc)		0	0	0	0	0
		Float		0	0	9	0	0
				503	641			
		TOTAL NON NET AREA		503	641	775.5	923.5	1060
		TOTAL GROSS AREA		1608	2109.5	2565	3092	3563
		Total Nursery Building Area (incl. Circulation)		253	314.5	375	436.5	498
		Nursery Covered Areas	(P)(R)	60	75	90	105	120
		Remaining FS covered area		30	45	60	75	90
		FS Secure Garden		810	1080	1350	1620	1890
		Total SRP Building Area (incl. Circulation)		77	77	107	106	122.5

	SRP Covered Area (within Secure Play Area)	(T)	30	30	30	30	30
	SRP Secure Play Area	(U)	175	175	200	225	250
	General Teaching Covered Areas	(Q)	90	135	180	225	270
	Total Covered Area		210	285	360	435	510
	The site area requirement allows for 2FE/3FE. Layout shall demonstrate how future expansion / temporary classrooms can be accommodated.		2.22ha	2.22ha	2.22ha	3.01ha	3.01ha

Specifications / Notes

- A -** The Foundation Stage (FS) classrooms are to act as one unit with interlinked spaces, which must be capable of being acoustically separated. The FS accommodation should be located without the need to enter the main school.
All spaces prefixed with FS should be located together and associated with a secure external play area. Safeguarding needs to be fully considered and the FS unit and garden should be located at the front of the site to enable Nursery pupils to be picked up at lunch time without the need to enter the main school building or grounds. Where only Reception classes are provided, they should be located at the front of the site with space for future Nursery provision fully considered.
Direct and secure access to each FS classroom is required from the main body of the school.
Toilets and cloaks shall be accessible directly from the FS classrooms and should also have easy access from the external play area. Classrooms should have direct access to the external play area.
Space must be identified within each Nursery classroom for children who wish to relax, play quietly or sleep, and be equipped with appropriate furniture.
The age range will be between 2 years and 5 years and the exact age breakdown should be checked at the commencement of the project; but a likely split for a 2FE school would be 60N° 4 year olds, 78N° Full Time Equivalent (FTE) 3 year olds and 12N° FTE 2 year olds.
- B -** Key Stage 1 (KS1) classrooms will ideally be situated adjacent to the Foundation Stage Unit with a clear progression through the school to the Key Stage 2 (KS2) accommodation.
All KS1 and KS2 classrooms are to be situated together and grouped in years. Grouped teaching is a requirement for each year group and this should be reflected in the adjacencies of the classrooms and access to those classrooms.
NB. An adult height sink will be required for each Key Stage to ensure staff do not need to use low, child height sinks.
Supervision of circulation space / flexible teaching space from within the classroom should be via a glazed screen that would be in addition to the door vision panels.
Maximisation of wall display areas to all classrooms should be carefully considered.
All ground floor classrooms should have direct access to the outside. All KS1 classrooms should have direct access to the outside.
Ideally all classrooms should face either north or south to enable satisfactory control of sunlight and glare.
Within classrooms any junctions between vinyl and carpet should be smooth to allow chairs to slide easily across and to avoid the vinyl areas effectively reducing the teaching area.
- C -** The Food Technology Room: should serve both KS1 and KS2. Ideally this space should open into a larger space such as the studio, to allow for groups of 15 pupils. It would also enable the Studio to use it for After School and Breakfast Clubs and other extended schools and community activities.
- D -** Physical Education Stores: Internal = 10m² to be accessible from the hall. External = 8m² to be accessible from the outside hard play area.
- E -** FS Stores: 4m² for each nursery and reception classroom to be accessible from the classrooms, with a shared external store @ 2m² per nursery class and 1m² per reception class to be accessible from the secure play area. Consider providing shallow storage with a depth of 750mm for the internal stores.
- F -** The Studio: should be situated adjacent to or in the vicinity of the hall for potential community use. In the long term the Studio could be used as overflow classroom accommodation to allow for flexibility to cope with variations in pupil intake whilst additional accommodation is being constructed.
- G -** Adult Toilet Provision: to be located appropriate for evening use (adjacent to the hall) as well as for staff. The area allocation should be adequate for a suite of 3 female WC's and 2 unisex accessible WC's for a 2FE Primary. NB an accessible toilet will be required close to the main entrance for both visitors and proximity to the sick bay.
- H -** Pupils Toilet Provision: For a 2FE school, KS1 = 2 areas of 9m² maximum, KS2 = 4 areas of 9m² maximum or 2 areas of 18m² maximum. For all primary schools the overall number of toilets for KS1 and KS2 should be provided at a ratio of 1 to 20 pupils. Provision shall include direct access to some toilet provision during outside play.
KS2 pupils require separate male and female toilet provision.
KS1 toilets should be directly adjacent to KS1 classrooms or accessed from those classrooms
- I -** Not used see (I) in notes below.
- J -** Cleaners store of 1.5m² to be provided on each floor or either end of the building to allow shortest distances for cleaners to travel.
- K -** Cloaks areas: Cloaks are located within the classroom space to facilitate effective management, supervision and security along with increasing the size of the classrooms. The design and location of the cloakroom areas within the classrooms should be carefully considered.
For 30 pupils it is assumed that a 4.5m length of wall space will be required – calculated at 150mm between each peg all with associated benching / shelving.
- L -** FS Pupils Toilet / Cloak Provision: areas of 9m² (toilets) + 6m² (cloaks) required for each classroom. These should ideally be located, to enable direct access to external play.
The cloaks area could be included within the classroom area but this would require the classroom area to increase to accommodate the additional area.

For FS toilets, the Statutory Framework for the Early Years Foundation Stage guidance, states that there should be adequate provision. For the purposes of this document this is considered to usually be one toilet and one washbasin for every ten children within the FS.

- M** - Small Group Rooms: Approx. 8m² each. One to be located within the FS accommodation.
- N** - The Kitchen: should be directly accessible from a service area adjacent to the parking area at the front side of the school. The kitchen accommodation shall include a store for cleaning materials at 1m² and a cloakroom at 2m². The kitchen servery should be located following consideration of how pupils will queue in the hall for meals and to ensure free flow of pupils
Access to nearby toilet provision should be considered for kitchen staff or included within the kitchen accommodation if it is a requirements to do so.
For a 2FE school, a maximum of 2 sittings are required and the size of the kitchen and quantity of equipment should be increased, as necessary, to accommodate this requirement assuming 350 meals per day.
- O** - It is assumed that the Library area will form part of the main circulation route to ensure easy everyday access and overflow capacity.
- P** - Covered Areas: of 30m² (per FS class) should be linked to each FS classroom with access to an outside tap. They should open out into the FS garden (which should have an area of 270m² per FS classroom).
- Q** - A total covered area of 180m² has been assumed based on 15m² for each class (based on 12 KS1 / KS2 classrooms). One of the main purposes of this provision is to provide an alternative circulation route to minimise congestion. The area can also be used for storage of outside equipment such as boots for wet weather and extend the possibility of outdoors play on wet days. They should provide wind and rain shelter. Avoid designing covered areas that are shielded from view and are recessed.
- R** - Safeguarding needs to be carefully considered to ensure that the FS accommodation can be accessed within school hours without entering the main school buildings or main school grounds.
- S** - The Hall: should be located to enable a variety of routes for pupils so that they don't all converge on one entrance. The Studio and Hall may require access to a nearby accessible toilet and adjacent food room to allow them to be used for extended schools provision. Consideration should also be given to how these areas can be utilised for Breakfast and After School Clubs. NB Access will also be required via the main entrance. Details are to be discussed once the design commences as the Studio and Hall could potentially be used for community use.
- T** - The needs of SEN/higher needs pupils shall be fully explored. In particular the needs of the reserved pupil places within the SRP should be fully explored. Full consultation with the OCC SEN Manager for the Children, Education and Families Directorate, shall take place at the earliest stage to ensure that the location/design of the SRP teaching and group rooms etc. takes full account of SEN/higher needs pupil. NB Good natural daylight and good sound absorption to reduce noise levels are required. A secure outside space accessed directly from the main SRP room is also required. Cloaks will be located within the SRP classroom with pegs (150mm centres) and benching for 10 pupils or more required. Other main stream SEN may be located with the SRP accommodation following consultation with the school to establish the best scenario.
- U** - SRP: classroom to have direct access to a secure play area with covered area. The requirement is for one third of this area to be hard play. This area must be separated from other areas by a secure boundary incorporating a gate for pedestrians and double gates for maintenance equipment.
- a** - A classroom store of 1.5m² for each of the general teaching spaces. Ideally shallow storage should be provided with a max depth of 750mm.
- b** - Exclusive of circulation areas.
- c** - The Laundry and Work Room / Kitchen should each be connected to the Nursery. The Work Room / Kitchen shall provide facilities for cooking, meeting parents, work space and administration. The Laundry should provide an adult height sink along with washing machine and tumble drier.
- d** - Inclusive of storage space.
- e** - All classrooms are to be orthogonal. 6.5m should be considered as the minimum width for a 54m² classroom with 6.8m being the minimum width for a 62m² classrooms. NB head heights of windows to be positioned, ideally, at ceiling level to ensure sufficient daylight penetration to the rear of the room.
- f** - Circulation, library area and any flexible teaching areas produced by creative planning should be considered together to maximise the amount of usable space that can be achieved. This joint area should be used to create flexible areas to include group work or one to one. No level change will be acceptable within circulation areas or any area of the school building.
- g** - Where the Food Technology room is not included as part of the scheme the provision is to be allowed for within a flexible teaching area adjacent to the Studio following consultation with fire officer/building control.
- h** - Room to be located appropriate to incoming cables.
- i** - Storage dimensions should take account of the items to be stored i.e. 2.5m high doors or higher to allow for stacked tables and chairs. All storage areas are to be fully thought through to ensure that they are maximised to make full use of the available spaces. Where possible the stacking of stored materials or equipment in front of each other is to be avoided. Circulation to access stored materials within the storage to be minimised. Access to all storage (eg from another room or from the corridor) is to be carefully considered.
- j** - Accessible toilet/hygiene of approximately 9m² to be located within FS but to be situated so it is available for use by the remainder of the school without circulating through the FS accommodation.

- k** - The FS accessible / hygiene area can double up as a staff toilet.
- l** - Community store provided adjacent to extended school area or Hall.
- m** - An accessible WC should be close to the sick bay and main entrance.
- n** - The main entrance lobby should be secured from the main school. There should be a secure access hatch (suitable for ambulant and non-ambulant visitors) to the main admin office to enable staff to establish contact along with space for visitors to wait. The main entrance should be clearly visible for visitors approaching the school site from all directions.
- o** - These two room areas should be amalgamated.

External areas

Pupil drop-off

A variety of access routes into the school site should be provided to help spread congestion both within the school and on the pavement/road outside the school site.

An offsite layby for 2 coaches for drop off/pick up should be provided by the developer and access to the school site should be provided adjacent to this area.

Early discussion should take place with OCC Highways to establish any requirements for safety barriers, yellow zigzag lines etc. Consideration should be given to the drop off of pupils within the SRP.

Pupil Access

Pupils will enter their classrooms from the outside having arrived via the various entry points into the school grounds. The surfaces both externally and internally should be designed to accommodate this and limit the potential for the transfer of mud in and around the school.

Car Park

The car park shall be fully secured from the main school site play area. It shall have a pedestrian gate with a pathway to the main entrance that is separated from the schools secure areas. The position of the car park shall be such that it can link via double gates directly to the hard play area for possible use as an overflow parking facility, when required, for evening events etc.

Generic parking provision for Primary Schools is 1.5 spaces per classroom (4-11 year olds), 3 spaces per nursery classroom, 0.5 spaces per number of SRP SEN pupils; plus 2 disabled and 2 visitors over 0.5FE and 3 disabled and 2 visitors over 2FE..

Service Area

A service area should be provided adjacent to the kitchen and parking area. It should allow for an adequate turning area for delivery vehicles and refuse collection. The refuse storage area, should be located at least 6m from buildings, should be hygienic, enclosed, secure and landscaped to ensure there is no unsightly outlook.

Vehicular Access

A minimum of two 6m wide vehicular access routes should be designed to ensure access on either side of the school building and to the rear of the site. All 6m wide vehicular access routes should have 2m wide pavements on both sides of the access road and be accessed via the same width of adopted highway. Provide tarmac footpaths from all entrances to hard play areas minimising intrusion on playing field.

Temporary Accommodation (Future Proofing)

Consideration should be demonstrated for the future position of 3N^o temporary classrooms that wouldn't impinge on future permanent expansion of the school (by an additional 1FE) and that would be accessible from a main circulation route.

Gradients/Circulation Routes

External circulation routes throughout the school site shall be level. Where changes in levels are unavoidable, the gradients of approaches to doorways, ramps, paths and grassed areas across the whole site should be designed to be as gentle as possible with landing/resting places where pupils with limited strength can pause when having to ascend/ descend a ramped approach. The width of all footpaths should not be less than 2m wide. Across the site the external circulation shall be in accordance with Part M Section1: Access to buildings other than dwellings.

Security

The site is to be fully secured with fencing and lockable gates to match the fencing type. The position of gates and fencing shall be fully considered within the site to ensure that safeguarding is taken fully into account.

Play Area Requirements for a 2FE School

- Pitches – 8400m²
- Hard outdoor PE - 1030m²
- Hard informal and social area – 620m²

The above hard play areas do not include the additional area requirements for paths, parking etc.

- Foundation Stage(FS) play area – 1350m²

For the FS garden the requirement is for a learning and play area of which not less than half and not more than two thirds must be hard paved. This area must be separated from other areas by a secure boundary incorporating a gate for pedestrians and double gates for maintenance equipment. An area for future climbing play equipment must be identified.

For the habitat and the informal and social area remaining, an imaginative and creative design of the informal area shall include attractive features such as grassed play mounds, amphitheatres, earth shaping to create different contours, paths leading to 'secret places' for quiet reflection and reading, geometric designs and markings for street games. The location of these areas should be carefully considered to ensure that future expansion is not compromised.

Playing Field

Where predicted outdoor ambient noise levels on the boundary of the school playing field exceed 50 dB LAeq, 30min, the design and construction of an acoustic screening such as bunding, fencing or wall may be required.

Noise barriers are to be warranted to remain serviceable for 40 years and not require maintenance for 20 years. Where acoustic bunds are proposed along the boundary of the site, consideration of the location will need to take place. Ideally the boundary of the site is to be central to that mound and a fence installed along the top.

Other fencing to be designed and installed to fully conform to play fence standards in BS EN 1176

Playing Field boundary

2.1m high proprietary welded mesh systems (200 x 50mm) constructed from min 5mm steel wire zinc alloy and powder coated to BS EN 13438 with min 80- mm x 40mm steel posts galvanized and powder coated to BS EN13438 and set in concrete a minimum of 300 x 300 x 800mm deep or more (to meet ground conditions) at maximum 3 metre centres. NB Tops to all fencing shall be smooth and have no protruding wire. All with lockable gates as required to match and to suit the width of incoming vehicular and pedestrian access route.

Main school frontage

1.8m high steel Anti Trap Bow Top fencing constructed from min 19mm diameter tubes with min 60mm diameter posts galvanized to BS EN 1561 and powder coated to BS EN 13438 and set in concrete min 600mm deep at maximum 2.775 metre centres with matching gates

Playing field construction

The playing field shall be fully drained, club standard in accordance with Sport England and SAPCA (sports and Play Construction association) guidelines. At this stage Type 4: Pipe drained with sand grooves as described in Sport England Guidance Note Natural Turf for sports shall be the minimum requirement. Layout to be agreed to enable movement of various pitch/pitches with a uniform fall of about 1:100 across the full playing field area to enable them to be moved to avoid wear and tear.

The playing field shall be constructed to ensure year round play. It is to be completed, mown and maintained for a full year prior to the handover of the school site.

Foundation Stage Play

The Foundation Stage garden shall be fully secured from the street by a 1.8m high bow top fence and from the main school by a 1.5m high bow top fence all to conform to play fence standards in BS EN 1176. An area of 9m² is required per pupil with the number of pupils per classroom space being 30. For a 2 FE school the area will be 1350m² and should be capable of being extended by 270m². Access to an external tap is required.

SRP Play

An assumed minimum area of 150m² is required or as shown on schedule above. Fencing to match Foundation Stage play area above

Site areas not specifically identified within the briefs

For the avoidance of doubt all remaining site areas are to be fully cultivated and laid to grass.

- Strip topsoil and remove to temporary stockpile for re-use where appropriate.
- Rip / loosen the formation surface to alleviate excessive compaction and smear.
- Replace topsoil / import additional topsoil as required.
- All areas are to have a minimum of 150 mm firmed free draining topsoil. Top soil to be de-stoned such that no stone >20 mm remains
- All perennial weeds are to be removed.
- To ensure a free draining topsoil, depending on the quality of the topsoil (CLAY content), it is assumed that an application of a medium/fine sand at a depth of between 25 and 50 mm will be required.
- Following the sand amelioration undertake the final cultivations, fertilisation and seeding.

NB Where any grassed areas have not been fully established for 12 months they are to be temporarily fenced (chestnut pale fencing or similar) at handover with an access gate for maintenance. All temporary fencing is to be removed at the end of the defects period.

Existing Primary Schools

The above schedule and notes define space standards for new school accommodation. Where the capacity of an existing school is being increased the new accommodation will be based on the need for additional pupil places and supporting infrastructure (where identified) but not to rectify existing shortcomings within the school. Should reorganisation of ancillary accommodation within the existing buildings be considered necessary by the school, this will need to be carried out by the school and not form part of the expansion project.

The following principals will be applied

- Existing spaces: where rooms of 48m² and above are already satisfactorily used as teaching spaces within the existing school, use of other existing rooms of equivalent size should be considered as classroom accommodation unless other factors specifically arise.
- New build classrooms: to match those of the existing school in general size and arrangement up to a maximum area of 62m²
- Reception and nursery accommodation: 2.3m² per pupil. Where a 'half class' is required the area is to be based upon 15 pupils and adjoin the Early Years classroom.
- Basic needs: existing shortcomings/shortfall in school accommodation will not be addressed unless specifically briefed by the education authority. The only additional space required over and above classroom space will be
 - Circulation
 - Toilets
 - Staff room
 - Storage
- Ancillary Accommodation: Where a substantial short fall is identified by the education authority some additional accommodation maybe considered but where the overall space within the school is considered sufficient the school will be expected to carry out internal adjustments to provide such accommodation.
- External Areas: Access to the rear of a school site should be maintained to both sides of an existing school site where practicable. Where a new building is proposed it must not compromise the existing access routes and should never reduce any existing access to less than 6m clear. Any expansion must ensure that the site areas requirements of the school premises regulations are met.
- Future Expansion: Consideration should be given to ensuring that any new build or re-locatable building doesn't impinge on the future expansion/ flexibility of the school site

- Covered areas: will only be provided for new Early Years accommodation but not for general teaching classrooms.

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Appendix A – Primary School Area Comparison Table

Table demonstrates the difference between national standards and proposed OCC standards

	0.5FE 105	a 0.5FE 120 area for 105 +13 FS2 +2 FS3	b 0.5FE 120 OCC area for 105 +13 FS2 +2 FS3	b-a Difference between national and OCC standard	1FE 210	1FE 270 area for 210 +52 FS2 +8 FS3	A 1FE 270 area for 210 +52 FS2 +8 FS3 incl.6 SRP SEN	B 1FE 270 OCC area for 210 +52 FS2 +8 FS3 incl.6 SRP SEN	B-A Difference between national and OCC standard	1.5FE 315	1.5FE 390 area for 315 +65 FS2 +10 FS3	C 1.5FE 390 area for 315 +65 FS2 +10 FS3 incl. 6 SRP SEN	D 1.5FE 390 OCC area for 315 +65 FS2 +10 FS3 incl. 6 SRP SEN	D-C Difference between national and OCC standard	2FE 420	2FE 510 area for 420 +78 FS2 +12 FS3	E 2FE 510 area for 420 +78 FS2 +12 FS3 incl 8 SRP SEN	F 2FE 510 OCC area for 420 +78 FS2 +12 FS3 incl 8 SRP SEN	F-E Difference between national and OCC standard	2.5FE 525	2.5FE 630 area for 525 +91 FS2 +14 FS3	F 2.5FE 630 area for 525 +91 FS2 +14 FS3 incl.10 SRP SEN	G 2.5FE 630 OCC area for 525 +91 FS2 +14 FS3 incl.10 SRP SEN	G-F Difference between national and OCC standard	3FE 630	3FE 750 area for 630 +104 FS2 +16 FS3 incl.12 SRP SEN	H 3FE 750 area for 630 +104 FS2 +16 FS3 incl.12 SRP SEN	I 3FE 750 OCC area for 630 +104 FS2 +16 FS3 incl.12 SRP SEN	I-H Difference between national and OCC standard
Pupil numbers	(m2)	(m2)	(m2)		(m2)	(m2)	(m2)	(m2)		(m2)	(m2)	(m2)	(m2)		(m2)	(m2)	(m2)	(m2)		(m2)	(m2)	(m2)	(m2)		(m2)	(m2)	(m2)	(m2)	
4-10+ years - numbers	105	105	105		210	210	210	210	210	315	315	315	315		420	420	420	420		525	525	525	525		630	630	630	630	
4-10+ years - area (4.1N+350) (min BB103)	780.5	780.5			1211	1211	1211			1641.5	1641.5	1641.5			2072	2072	2072			2502.5	2502.5	2502.5			2933	2933	2933		
3+years - FS2 numbers		13	13			52	52	52	52		65	65	65			78	78	78			91	91	91			104	104	104	
3+years - FS2 area (4.1N)(min BB103)		53.3	53.3			213.2	213.2				266.5	266.5				319.8	319.8				373.1	373.1				426.4	426.4		
2+years- FS3 numbers		2	2			8	8	8	8		10	10	10			12	12	12			14	14	14			16	16	16	
2+years - FS3 area (EFA tool)		35	35			54	54				55	55				73	73				76	76				84	84		
SRP SEN - numbers						6	6	6	6		6	6				8	8				10	10				12	12		
SRP SEN area (5N+60)(min BB104)						90					90					100					110					120			
Total BB103 & BB104 Minimum Building Area •BB103 min pupil area (4.1N+350) •FS3 pupils based on EFA SoA tool •SEN ambulant SRP BB104 min pupil area (5N+60)	781	869	869		1211	1478	1568	1608	40	1641.5	1963	2053	2109.5	57	2072	2464.8	2565	2565	0	2502.5	2951.6	3061.6	3092	30	2933	3443.4	3563	3563	0
Total BB103 & BB104 Maximum Building Area •BB103 max pupil area (4.5N+400) •FS3 pupils based on EFA SoA tool •SEN ambulant SRP BB104 max pupil area (6.5N+75)	873	966			1345	1633	1747			1817.5	2165	2279			2290	2714	2841			2762.5	3248	3388			3235	3787	3940		
Minimum BB103 Site Area 33.3N+2000 plus SEN,SRP say 900m2															15,985	16,985	16,985												
Maximum BB103 Site Area 42N+2400 plus 900m2			2.22 ha*					2.22 ha*							20,040	21,300	22,200	2.22 ha					3.01 ha*				3.01 ha		

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KEY	
*	Core area required for 2FE or 3FE
**	Benefit derived from colocation of Nursery, 2 year olds and SEN provision.
SEN	Special Education Needs – reserved places
FS1	Foundation stage reception pupils aged 4 years plus
FS2	Foundation stage nursery pupils aged 3 years plus
FS3	Foundation stage nursery pupils aged 2 years plus
SRP	Specially resourced provision for SEN reserved places
N	Number of pupils

Assumptions
OCC's requirement for full size classrooms, in all cases, has been continued.
Foundation Stage is defined as F1, F2 and F3 as shown in key.
F3 (2 year olds) areas are generated using Primary Schedule of Accommodation (SoA) EFA tool version 6.2.
Main stream areas are generated using BB103 formula
SEN SRP areas are generated using BB104 SEND formula
The SEN area is based on a Specially Resourced Provision (SRP) for ambulant pupils. This is the minimum area for any SEN categorisation. If the SEN places were categorised as a unit instead of SRP it would generate an additional area of between 45m ² and 87m ² , depending on the number of pupils.
The minimum number of SEN pupils in any SRP is 6N ⁰ to generate enough revenue to make a SRP viable.
The total area shown within the OCC columns reflects OCC's breakdown of accommodation to provide appropriate educational requirements.
Additional site area for SEN provision of 900m2 based on drop off (530m2), parking (120m2), external play (150m2) and building area (100m2).
Core ancillary area requirements (e.g. Hall, Office, Staffroom, Stores etc.) are maintained to support school to expand in the future to optimum size of 2FE and in exceptional circumstances 2.5/3FE
Maximum BB103 site area required for 2 FE or 3FE school to ensure some potential for expansion, temporary accommodation, minor site anomalies e.g. SUDS, contours, shape, features etc.

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APPENDIX B
OCC New secondary school area comparison
with national standards (BB103 & BB104) and OCC 2013 standard

The secondary school gross building area requirements (m2) are calculated using the following formulae where N = the total number of pupils, N* = the number of 11-16 year old pupils, N** = the number of post 16 pupils, S = the number of reserved places for SEN pupils within SEN unit.

Age range	11 to 16	11 to 16	11 to 16	11 to 16	11 to 16	11 to 18	11 to 18	11 to 18	11 to 18	11 to 18	
Size of school	4FE - 600 incl 8 SEN pupils	5FE - 750 incl 10 SEN pupils	6FE - 900 incl 12 SEN pupils	7FE - 1050 incl 14 SEN pupils	8FE - 1200 incl 16 SEN pupils	4FE - 600 + 100 incl 8 SEN pupils	5FE - 750 + 150 incl 10 SEN pupils	6FE - 900 + 200 incl 12 SEN pupils	7FE - 1050 + 250 incl 14 SEN pupils	8FE - 1200 + 300 incl 16 SEN pupils	
No. of 11-16 pupils (N)	600	750	900	1050	1200	600	750	900	1050	1200	
No. of 6th form pupils(n)	0	0	0	0	0	100	150	200	250	300	
No of SEN pupils (s)	8	10	12	14	16	8	10	12	14	16	
No. of total pupils	600	750	900	1050	1200	700	900	1100	1300	1500	
FORMULAE											
A	BB103 min - $(1050+[6.3 \times N^*]) + (350+[7 \times N^{**}])$ with SEN unit BB104 min - $(60+[10.5 \times S])$	4974	5940	6906	7872	8838	6024	7340	8656	9972	11288
Page 27	BB103 max - $(1270+[7.1 \times N^*]) + (430+[7.85 \times N^{**}])$ with SEN unit BB104 max - $(75+[12.5 \times S])$	5705	6795	7885	8975	10065	6920	8402.5	9885	11367.5	12850
	OCC current (2013) area formula with no SEN resourced places	5210	6170	7130	8090	9050	6380	7690	9000	10310	11620
D	OCC proposed (2016) new secondary school building area fromulae with BB104 min unit area for SEN resourced places $(1310 + [6.25 \times N]) + (470 + [7 \times n]) + (60 + [10.5 \times s])$	5204	6163	7121	8080	9038	6374	7683	8991	10300	11608
D-A	m2 difference between BB103/104 min and OCC area	230	223	215	208	200	350	343	335	328	320
D-B	% difference between BB103/104 min and OCC area	4.6	3.7	3.1	2.6	2.3	5.8	4.7	3.9	3.3	2.8
E-D	m2 difference between BB103/104 max and OCC area	-501	-633	-764	-896	-1027	-546	-720	-894	-1068	-1242
E-D	% difference between BB103/104 max and OCC area	-8.8	-9.3	-9.7	-10.0	-10.2	-7.9	-8.6	-9.0	-9.4	-9.7
a	BB103 Minimum Site Area - $50N+9000$	39000	46500	54000	61500	69000	44000	54000	64000	74000	84000
b	OCC required and BB103 Maximum Site Area - $63N+11,000$	48800	58250	67700	77150	86600	55100	67700	80300	92900	105500

Assumptions

SEN area based on the BB104 Unit area. This allows area for life skills.	Attempt to derive overall area benefit from colocation of SEN provision by inclusion of SEN within OCC's current area standard
A Unit is larger than the SRP area for primary schools, as defined within BB104, but is well below the area	Current external covered areas requirements are to be maintained NB this area is not identified within BB103
2 SEN places are to be provided per 1FE assuming a minimum school size of 4FE	Maximum BB103 site area required to ensure some potential for expansion, temporary accommodation, minor site anomalies eg SUDS, contours, shape, features etc
To overcome the deficiencies of the minimum area within BB103, in particular for initially small schools (4FE and 5FE), the current OCC standard will remain above these minimum requirements	Additional site area for SEN provision (for up to 16 pupils) - say 1300m2.
Ensure that initial specialist spaces such as Sports Halls can be adequately sized at the outset.	This is based on drop off (532m2), parking (240m2), external play (300m2) and building area (228m2). This area is assumed to be included within the overall maximum site area
Area formula should allow for core areas to be provided to support future expansion.	

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Appendix C - SEN Building and External Areas Comparison

Key

Special Educational Needs	SEN	Building Bulletin 104	BB104
Specially Resourced Provision	SPR	Alternative Provision	AP
Physical disability	PD	Autistic spectrum disorder	ASD

SEN building areas - 64 pupils in Special Schools/AP or 8 pupils in SRPs/Units

Type of provision school/pupil numbers	BB104 min building area formula	BB104 max building area formula	Pupil No	Min Building Area (m2)	Min Building Area per pupils	Max Building Area (m2)	Max Building Area per pupils	Site area 48N + 15000
Special school (ambulant) primary	14.5N+700	16.5N+825	64	1628	25	1881	29	18072
Special school (non-ambulant) primary	18.5N+900	20.5N+1050	64	2084	33	2362	37	18072
Special school (ambulant) secondary	14.5N+1050	16.5N+1250	64	1978	31	2306	36	18072
Special school (non-ambulant) secondary	18.5N+1250	20.5N+1500	64	2434	38	2812	44	18072
Alternative Provision (health) primary	10.5N+275	12.5N + 300	64	947	15	1100	17	18072
Alternative Provision (behaviour) primary	12.5N+300	14.5N + 350	64	1100	17	1278	20	18072
Alternative Provision (health) secondary	10.5N+400	12.5N + 450	64	1072	17	1250	20	18072
Alternative Provision (behaviour) secondary	12.5N+450	14.5N + 520	64	1250	20	1453	23	18072
Specially resource provision (PD)	5N + 60	6.5N + 75	8	100	13	127	16	See below
Specially resource provision (ambulant) primary/secondary	5N + 60	6.5N + 75	8	100	13	127	16	See below
Unit (ambulant) primary/secondary	10.5N + 60	12.5N + 75	8	144	18	175	22	See below
Unit (ASD) primary/secondary	12.5N +60	14.5N + 75	8	160	20	191	24	See below
Unit (non ambulant) primary/secondary	14.5N + 60	16.5N + 75	8	176	22	207	26	See below

SEN building areas - 100 pupils in Special Schools/AP or 12 pupils in SRPs/Units

Type of provision school/pupil numbers	BB104 min building area formula	BB104 max building area formula	Pupil No	Min Building Area (m2)	Min Building Area per pupils	Max Building Area (m2)	Max Building Area per pupils	Site area 48N + 15000
Special school (ambulant) primary	14.5N + 700	16.5N+825	100	2150	21.5	2475	24.75	19800
Special school (non-ambulant) primary	18.5N + 900	20.5N+1050	100	2750	27.5	3100	31	19800
Special school (ambulant) secondary	14.5N +1050	16.5N+1250	100	2500	25	2900	29	19800
Special school (non-ambulant) secondary	18.5N + 1250	20.5N+1500	100	3100	31	3550	35.5	19800
Alternative Provision (health) primary	10.5N + 275	12.5N + 300	100	1325	13.25	1550	15.5	19800
Alternative Provision (behaviour) primary	12.5N + 300	14.5N + 350	100	1550	15.5	1800	18	19800
Alternative Provision (health) secondary	10.5N + 400	12.5N + 450	100	1450	14.5	1700	17	19800
Alternative Provision (behaviour) secondary	12.5N + 450	14.5N + 520	100	1700	17	1975	19.75	19800
Specially resource provision (ambulant)	5N + 60	6.5N + 75	12	120	10	153	12.75	See below
Specially resource provision (ambulant) primary/secondary	5N + 60	6.5N + 75	12	120	10	153	12.75	See below
Unit (ambulant) primary/secondary	10.5N + 60	12.5N + 75	16	228	14.25	275	17.1875	See below
Unit (ASD) primary/secondary	12.5N +60	14.5N + 75	16	260	16.25	307	19.1875	See below
Unit (non ambulant) primary/secondary	14.5N + 60	16.5N + 75	16	292	18.25	339	21.1875	See below

Additional land for SEN on mainstream sites

On site drop off	532
Additional parking for staff and visiting professionals (5/6 spaces)	240
External play associated with separate protected area for secondary pupils	300
Footprint of additional building	228
Total	1300

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2FE Nursery Demand

2FE (PAN 60)

Eligibility	
Age	Number of population eligible
2 Yr Olds 15 hr eligibility	40%
3 yr olds 15 hr eligibility	37%
30 hr eligibility	63%

Eligible cohorts	Eligible pupils		Term's cohort
	1/2 day	Full day	
	15 hrs	30 hrs	
Born			
Autumn term			
3a Sept - Dec (4 months)	7	13	20
3b Jan - March (3 months)	6	9	15
3c April - August (5 months)	9	16	25
2a Sept - Dec (4 months)	8	0	20
2b Jan - March (3 months)	6	0	15
2c April - August (5 months)	10	0	25
	46	38	

Demand **122 PTE**
61 FTE (23 + 38)

Eligible cohorts	Eligible pupils		Term's cohort
	15 hrs	30 hrs	
	Spring Tem		
3a Sept - Dec (4 months)	7	13	20
3b Jan - March (3 months)	6	9	15
3c April - August (5 months)	9	16	25
see note 1 2a Sept - Dec (4 months) Just turned 3yrs old	7	13	20
2b Jan - March (3 months)	6	0	15
2c April - August (5 months)	10	0	25
see note 2 1a Sept - Dec (4 months)	8	0	20
	54	50	

Demand **154 PTE**
77 FTE (27 + 50)

Eligible cohorts	Eligible pupils		Term's cohort
	15 hrs	30 hrs	
	Summer Term		
3a Sept - Dec (4 months)	7	13	20
3b Jan - March (3 months)	6	9	15
3c April - August (5 months)	9	16	25
2a Sept - Dec (4 months)	7	13	20
see note 3 2b Jan - March (3 months) Just turned 3yrs old	6	9	15
2c April - August (5 months)	10	0	25
1a Sept - Dec (4 months)	8	0	20
see note 4 1b Jan - March (3 months)	6	0	15
	59	60	

Demand **179 PTE**
89.4 FTE (29.5 + 60)

Notes/Key

PTE	Part Time Equivalent
FTE	Full Time Equivalent
1	1. By the Spring term, the eldest group of 2 year olds have become 3 and 100% are now eligible for a funded place. 63% will be eligible for Full time provision.
2	2. By the Spring term a new cohort of children have become eligible for a funded 2 year old place (40% of the group)
3	3. By the Summer Term, a further cohort of 2 year olds have become 3 and 100% are now eligible for a funded place. 63% will be eligible for Full time provision.
4	4. By the Summer term a new cohort of children have become eligible for a funded 2 year old place (40% of the group)

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Appendix E

Legislative requirements

School Places

Education authorities have statutory duties to:

- Ensure sufficient school places (*Education Act 1996* Section 14).
- Increase opportunities for parental choice (Section 2 of the *Education and Inspections Act 2006*, which inserts sub-section 3A into S14 of the *Education Act 1996*).
- Comply with any preference expressed by parents provided compliance with the preference would not prejudice the provision of efficient education or the efficient use of resources (*School Standards and Framework Act 1998* Section 86).
- Ensure fair access to educational opportunity (Section 1 of the *Education and Inspections Act 2006* inserts sub-section 1(b) into S13 of the *Education Act 1996*).

SEN

The Children and Families Act 2014 gives local authorities a number of statutory responsibilities relating to special educational needs (SEN), which are set out in the SEND Code of Practice and which include a role in securing suitable educational provision for children and young people with SEN who live in their area.

Early Years

Local Authorities are required to secure sufficient early years and childcare provision (*Childcare Act 2016, Childcare Act 2006, Children and Families Act 2014, The Local Authority (Duty to Secure Early Years Provision Free of Charge) Regulations 2014*):

- Sufficient childcare means securing the right type and volume of provision, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (up to 18 for a disabled child).
- Sufficient early years provision means families being able to access their free early education entitlement of 570 hours over a minimum of 38 weeks per year for some 2 year old and all 3 and 4 year old children. The Childcare Act 2016 extends the future entitlement to free early education, doubling it to 1,140 hours for children, aged 3 and 4, of eligible working parents from September 2017.

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