

Education Vision and Design Brief

Haltwhistle Academy

This School-specific Brief is specific to Haltwhistle Academy.

This template document has been drafted for any school type and can be customised in order to reflect project-specific factors.

Note to schools

The text and paragraphs highlighted in red are to be completed by the school.

Background

This School-specific Brief sets out the specific requirements for the School known as Haltwhistle in Northumberland.

1. OVERARCHING REQUIREMENTS

1.1. Key Principles

The Contractor shall ensure that the design and construction of the School meets the five overarching outcomes listed:

- Health and Safety
- Functionality
- A standardised approach
- Future proofing
- Sustainable design and construction

The Contractor shall ensure that the School complies with the additional School requirements as set out in the paragraphs below.

Design and construction:

In relation to design/construction; the school is a key part of the community and a landmark building in the sense of the location it possesses and its visibility from the A69. It is also a key part of the NCC education proposals in the west of Northumberland – therefore this is a development of significant local interest. At the same time, the Trust is acutely aware of financial limitations linked to any redevelopment, and the need to prioritise providing suitable primary accommodation within the site. Therefore ideas linked to the internal design and related pedagogy have been shared throughout the document, and are based on meeting the needs of primary age pupils throughout. The main focus from a design/construction sense would be securing value for money and sustainability, while adhering to the latest building standards for the safety and functionality.

Future Proofing:

The 'school within a school' concept allows for flexible arrangements on each floor of the building. The needs of pupils can be met easily without compromising learning time. The majority of things a pupil can or may need are on the one floor; we require a space for lessons, for collective worship in their 'mini-school' and so on. Toilet facilities should be provided on the same floor. IT provision will be fluid, and can be used to meet the needs of the teacher or learner, rather than boxed away in an IT suite. Access to the internet is the same, wireless, and available wherever children need it; in the classroom, a shared space, or outside to enable their play. The rooms are fit for purpose; lots of natural light, ideally around 1000lux, room temperatures below 21c and ambient/background sound below 72 decibels - learning lessons from the past to improve the future.

Furniture is agile, storage built in where possible, allowing the framing and reframing throughout the day as the teacher demands. Toilet facilities are singular, with enclosed handbasins, allowing pupils of the privacy modern society demands. The needs for all pupils are met; rooms are accessible, user-friendly, disabled toilets will exist on each floor. Accessibility is important going forward: pupils needs are met on different floors. Children aged 5-7 can only have their needs met on floor 001, 8

and upwards on floor 002. The building needs to support this for all pupils, whatever their specific needs.

The 'adult' element of the building is separate as far as possible; multi-agency meetings of various forms can take place without impacting on the education of the children. The scope of this has changed dramatically over recent years, so making allowances for future changes in this area make sense. The necessary administrative functions of the building should all be concentrated on one area, allowing professionals and other adults to work together as required.

The needs of the community are considered too. The provision of playing fields with Sport England is supported through community changing facilities which can be accessed throughout the year as part of an existing tripartite agreement. Community use of the hall will be designed in, so it can continue to operate as the hub of the local community's drama or literary activities. Should the need of the community change, it would be good if the school can adapt to meet the needs of the community.

Entry points to the school:

The school would like to provide multiple entrance points to ease the burden on the main entrance. This is to be considered carefully; it is our intention to provide direct access for younger children and their families via separate entrances and exits directly into Early Years classes on the ground floor. The current doors to the south of each lobby space could be used by children being taught on the first and second floors. A congregation area needs to be developed at the front of school; access to the playground at the rear will not be possible for parents. The vast majority of the children will be brought to and collected from school by parents/carers, much different to the current usage. The entrance point to the site is proposed to be via one single entrance to the south of the driveway, adjacent to the caretaker's house.

1.2. Educational Drivers

1. Educational background and Context

The Contractor shall design the School to facilitate the provision of education in accordance with the Authority's Requirements to comply with the relevant needs of the cohort of Pupils and numbers of teaching and non-teaching staff to be funded and the unique ethos of the School as set out below.

School Ethos

School to describe their current/expected ethos

The 'schools within schools' concept has been discussed above. The school has an inclusive ethos as evidenced by a range of local authority officers, and key to that will be providing the appropriate facilities as near to classrooms as possible. Our curriculum and teaching approaches are designed to establish a love of learning, encourage creativity and develop young enquiring minds, we have therefore retained spaces for the arts, music and sporting participation. We equip our children with the essential skills to become successful learners for life. Reading is a priority and designated reading spaces will be created throughout school to raise literacy levels through both support and embedding a reading culture throughout our provision. Connection with our community is essential to make learning real, relevant and inspirational for our pupils. Communal spaces within each teaching hub will allow us to welcome visitors into school, in environments familiar to our children.

2. Curriculum and Organisation

The Contractor shall design the School to enable the Curriculum to be delivered and the School to be organised to respond to the following specific School requirements:

Curriculum

Our curriculum is designed around a two year rolling programme, each unit including a character education focus in order to broaden horizons and raise aspirations through an understanding of culture, community, careers and personal challenge through first hand experiences. Wise literacy and numeracy strategies alongside Read, Write Inc ensure pupils are equipped with the essential skills for life. Opportunity to participate in wider enrichment opportunities is important to our school and our curriculum has been designed to engage learners in the arts (performance, art, music) alongside sporting participation.

School Day

Doors open at 8.45, with registration starting at 8.50, closing at 9am.

Morning lessons run from 9am – 12.10pm with a 15 minute staggered breaktime

We will operate a staggered lunchtime from 11.45-1.30, to allow all classes N-Y6 time to access and eat in the dining room.

Lessons continue in the afternoon, finishing at 3.15pm.

Our timetable is mirrored across the school each morning during ‘reading teaching’ to ensure any pupils who requires additional intervention and support to secure early reading skills are able to access this teaching at an appropriate level. Our refurbished school is designed to allow this flexibility for additional teaching groups during this time.

We offer a wide range of after school extra-curricular activities and our spaces are used by community groups, such as brownies and cubs into the evening.

Student Numbers

The school should be designed to accommodate 315 pupils/one and a half form per year group. In Nursery, a maximum of 39 children will attend either the morning or afternoon session. It is not anticipated that any year group will increase beyond 45.

Projected numbers for September 2019 are:

Nursery (age 3+)	36 (plus Spring & Summer intakes)		
Reception	30	Year 4	38
Year 1	31	Year 5	42
Year 2	42	Year 6	44
Year 3	28		

Teaching and Pedagogy

The Contractor shall ensure that the School is capable of meeting the following School-specific requirements in relation to Teaching and Pedagogy:

The school to describe the key objectives at a school level and classroom level

The school needs to be able to deliver the national curriculum. Pupils range from the age of 3 to 11. At school-level, teaching needs to meet various different requirements. There is the typical classroom requirement for children in KS1 and KS2, where lessons are teacher led, where children sit at tables and work collaboratively or independently to master skills in reading, writing, maths, or the wider curriculum. The school also needs to plan both space and curriculum provision for those children who need some personalisation – intervention, respite etc. The classrooms, or adjacent spaces, also need quiet spaces where groups of children can carry on a separate activity to the class, or to go and change reading books or practice their phonics one-to-one. Some ‘messy’ space would also be ideal; somewhere where art or DT lessons can be carried out, and mess easily cleaned up or cleared away – making the most of learning time in the traditional classroom.

There is also the need to provide facilities beyond the classroom – internal and external PE facilities for example.

Our youngest children have additional, different needs; they need greater space to be able to access continuous provision, and more ‘hands on’ learning activities. They also need access to the outdoors, where a large part of their curriculum is provided.

3. Behaviour and Pastoral Care

The Contractor shall ensure that the School is capable of meeting the following School-specific requirements in relation to Behaviour and Pastoral Care:

We have adopted Restorative Practice techniques in order to manage challenging behaviours at our school. Our designated Child and Family Worker takes the lead in this approach, however all members of staff in our new Primary will have received training and will be supported to implement these strategies. During less structured times of the day, the Child and Family Worker room becomes a reflection space, where children are able to reflect and learn from conflict situations or inappropriate decision-making. At other times of the day, this space is used to deliver a range of support for our children and their families: stay and play sessions, family / parenting workshops, support groups (eg LAC Carer support). Child Protection meetings and multi-agency meetings will also be held in this space.

4. SEN and Disabilities

The Contractor shall ensure that the School is capable of meeting any School-specific requirements in relation to SEN and Disabilities:

A team of four practitioners, led by an experienced SENDCo manage our provision for pupils with additional needs. Suitable accommodation for meetings with parents and professionals is required. We have a significant concentration of speech, language and communication needs in particular disordered speech patterns which require intensive speech therapy 3 times a week as recommended by SEND support service. In addition ASD, SEMH issues are prevalent which require quiet spaces offering a place for intervention with passive supervision. In addition, some pupils (mostly LAC) require calm, separate spaces for de-escalation and restorative intervention. Medical facilities are required to meet a range of current needs including oxygen storage and provision for children with epilepsy who require recovery space following seizures. In addition we have pupils with hearing, sight and mobility needs.

5. Health and Well-being

The Contractor shall ensure that the School is capable of meeting any School-specific requirements in relation to Health and Well-being:

Our intent is to implement a holistic whole school approach to delivering physical activity in line with the Chief Medical Officer's (CMO) recommendation of a minimum of 60 active minutes a day. Access to a dedicated sports hall and the facility to section part of the main hall for sports will help us to deliver this commitment during inclement conditions. Outside, our space needs to provide for the physical, social and emotional needs of our pupils.

We intend to develop the woodland which borders our site for a variety of uses. Designated areas to provide explorative and challenging physical play, alongside quieter spaces, offering Forest Schools teaching (with its well documented impact on SEMH, Speech and language and environmental/cultural development). Our play spaces should be refreshed to facilitate active play suitable for Primary provision. A secure, accessible school field, enclosed within a boundary space (ie without a public footpath running through) would allow our pupils open access to large scale physical play. A designated early years play space is necessary to meet the curriculum requirements for this key stage. Pupils will need access to the Family Support Worker's reflection space during social times for pastoral support.

A large school kitchen is necessary, with sufficient storage and dining space to allow children the time to make healthy eating choices and enjoy this daily social event with friends without the need to rush our youngest children in order to deliver a full lunchtime service. The connectivity between this dining space and the playground is crucial to ensure safe lunchtimes and the maintenance of supervision ratios as pupils move between play and dining.

A medical space is required, close to the dining room as an accessible location during lunchtime when the majority of incidents occur. Toilet provision is needed close to teaching areas and play areas.

2. BUILDINGS AND GROUNDS

2.1 Site Layout

The Contractor shall ensure that the following specific School requirements are taken into account in organising the design and layout of the site.

The school to describe their specific requirements for the layout of the site

The site layout will remain largely unchanged. It would be preferable to make adjustments to the location of the site access from the public highway, removing the need for families to walk the steep hill to the school entrance. Or to ensure the public footpath doesn't affect the safety of pupils using the school site. Given both of these are fixed, it makes sense to retain the site as it is.

There will be an additional provision for an Early Years outdoor play area to be added to the site. The preferred location for this would be to the west elevation of the middle school, as this seems the most likely location for the Early Years classrooms.

The change of use to a primary setting also has implications for the external layout, and children being collected at the end of the school day. This needs to be to the south of the main building, as typically children would be collected from the school yard, which won't be accessible to parents/families.

The safety and welfare of all users is our primary driver. The need to provide security both inside and outside for our pupils wherever possible. The requirement to control access to the indoor environment through varying thresholds. The main entrance needs to be the focal point for visitors to the site, with necessary facilities adjacent as far as possible – a secure meeting room, holding area, toilet facilities.

2.2 Site Access

The school to describe their specific requirements for parking, visitor arrival, drop-offs

Parking; current provision is adequate?

The school staffing profile will consist of 13 teachers and 31 non-teaching staff. Current parking provision would not be deemed adequate. This does not include disabled or visitor parking. The location of the existing car parking spaces is suitable.

Early Years children require secure access via the front of school. Accessible, and a point of handover between families and their very young children. Access directly into classrooms for all pupils would be our preference, while we are aware this is unlikely to be possible given the nature of the three storey site.

Community facilities: able to be separated from the rest of the building to allow secure access outside of school hours, without risk to the school.

The site in general is accessed from the south by a main access road which leads up the hill to the main entrance. There will be a significant change compared to the current use: the majority of pupils will walk with their families, greatly increasing the pedestrian traffic using the footpath up to school. Some families will use the public footpath joining the main road from the east – provision for this needs to be made too. The school also require the site to be secure; perimeter fencing locations need to be agreed to match the proposed revisions to the red line drawing.

The potential increase in traffic needs consideration; the site was designed for pupils to walk to school alone. Families dropping children off/collecting from school could add traffic; a travel plan needs to be developed to manage the associated risk. The road in is single track, with a turning loop nearest the school entrance. This could be explored to provide a drop off point to reduce the amount of time traffic is on the school site and to provide safe access to the building for children being brought to school by bus for example.

One proposal for site access would be to locate vehicular gate and pedestrian gate adjacent to the current pedestrian crossing/caretakers house. This would allow access to the site at safe times by vehicle, and would allow pedestrian access as required. It would also allow continuous use of the public footpath nearby. All users would access the site via these gates, restricting access and reducing any risk to site users. The proposed fence to the EY front area would need to be extended to also include the doors at the base of stairwell 002 to secure the building itself.

2.3 Organisation and Layout

The school to describe their specific requirements for the organisation of teaching spaces, break-out areas, specialist spaces, office and admin, staff facilities, toilet locations, ICT locations

The school's preferred solution would be to organise the main teaching functions into the multi-storey area of the building. This would enable the school to provide a primary facility based on the 'schools within schools' approach. The ground floor would house the Early Years children. Both Nursery and Reception would have dedicated entrances to their cloakrooms and to intervention space. Both year groups would have direct access to a dedicated EY outdoor space, which would flow from the cloak and adjacent toilet facilities. Within the EY space would also be breakout spaces and kitchen facilities, enabling them to meet the needs of the EY framework.

Key Stage 1 would be housed on the first floor. This would access from the stairwells 001 and 002. There would be classrooms for younger pupils which would provide sufficient space for continuous provision to be provided. All classrooms would have access to a small multi-purpose/library space which would allow the classes on this floor to gather for collective worship/phase celebration assemblies etc. Providing toilet facilities on each lobby, and mobile coat racks to be then stored away would increase the amount of learning time and reduce any anti-social behaviour. There would also be provision for art/messy learning in the existing art room which the school would like to retain.

Key Stage 2 classes would be located on the top floor. These are the oldest children who should be able to cope with the transition up and down staircases frequently. On the top floor there will be classes for children from Y3-6, with the classrooms having the same features as on 001. Toilet facilities and cloaks etc will all be provided in the same manner as level 001. Again, this will maximise learning time through the use of nearby breakout spaces, toilets etc. Accessible toilets will be provided on each floor.

The ground floor lobby spaces will contain toilet facilities for the older children to access during break and lunchtimes. Also on the ground floor will be the staffroom and, if possible, attached PPA/work space. This can be within the secure zone or beyond. The secure zone should begin to the east of staircase 2.

Close to the main entrance, but outside the inner security, would be meeting rooms for parents, a room for any Family Support Worker to be based, and toilet facilities for school staff/visitors. This would enable the vast majority of visitors to be retained in the first secure zone in school. Toilet provision within the main entrance area would also be an advantage as it would reduce the need for people to enter the main school building, increasing security. One inconvenience is the location of the hall, and its proximity to the main entrance. It would be preferable if the children did not have to go through the corridor near the entrance to go to PE/assemblies etc where visitors may be waiting. There are also existing changing rooms near to the sportshall. These need to be maintained as they provide part of the agreement with Sport England for community use of the playing field. Kitchen facilities are ideally located where they are presently, and it would be the school's preference for this to be retained.

2.4 Adjacencies

The Contractor shall design the Building to adhere to the School's relationships between different suites.

The school to describe their specific requirements for the relationships between spaces

There would be four major areas:

- 1 – entrances to school
- 2 – separation of visitors and school children wherever possible
- 3 – hall connectivity
- 4 – EY and the outside area

1. Children need to be able to directly access their classrooms from the relevant entrance where possible. This is particularly important for EY children. This enables effective handover at the beginning and end of the school day. This handover between parents and children at the beginning and end of the school day is critical from a safeguarding perspective, and in building relationships with families. Trying to handover hundreds of pupils from one door at the end of the school day to the correct responsible adult is particularly difficult.

2 – Provision of facilities for visiting adults as near to the main entrance as possible would be beneficial from a safeguarding perspective.

3 – The hall is, in many ways, the hub of the school. Children will access it daily – for lunch, for PE, for assemblies. It's connectivity with the rest of school is really important – at the moment all 315 children would need to access the hall via one double door, adjacent to the main entrance. Access via some form of covered canopy/walkway across the yard could serve the dual purpose of being a walkway when weather conditions allowed, while also being some form of shelter for children outside at breaktime and lunch?

4 – It is necessary for the EY children to have free-flow access to the outdoors. The sensible location for this would be to the western boundary of the school building. There needs to be thought given to how the reception children could then access the area. This could be from the front of the building providing the area is secured, or from the rear (though this also provides design challenges due to the stairwell sending children out onto the playground in this direction.

2.5 Internal Space

Suites of Space

1. Classroom Suites (Primary and Special Schools)

The school to describe their specific requirements for the layout and specific details for each classroom

Each classroom will be flexibly designed to allow multiple points of focus. This might be an interactive screen on one wall, or a large dry-wipe board/writable paint on another surface. These form the teaching points when a teacher is 'teaching from the front'. Built in storage would maximise the floorspace available for teaching. Due to the lack of room for cloakrooms, mobile storage solutions would also need to be 'parked' away behind some form of partition wall/false wall/cupboard front). Providing writable surfaces to the cupboard fronts would increase flexibility and enable the storage to double up as one of the focus walls. Network/power points within the storage/teaching wall would again increase flexibility and allow hardwiring of a teaching device. Power and data in the ceiling spaces would enable to school to make decisions as the project progresses around the decision to use interactive screens vs projectors as the main teaching focus.

2. The Hall, Performance and Dining Suite

The dining and kitchen facilities shall be suitable for the School's dining arrangements and dietary needs, as described in Educational Drivers.

The school to describe their specific requirements for the layout and design of these spaces

The hall has three primary foci: a place for dining, for whole school gatherings and collective worship, and for community use. For dining, it needs to accommodate up to 150 children for 30 mins, three times in the middle of the day. Folding curtains create a fire barrier between the kitchen and main hall as well as a separate access corridor when the hall is in use. The folding curtains creating this divide require replacement. The bleacher seating and stage should be retained, for the added value they provide to both the school and the local community. Access directly into and out of

the hall via the playground would be a significant improvement as it would reduce the pressure on the door directly opposite the main entrance at key periods. On occasions, the hall will be used as a low intensity space for PE – the floor would require some refurbishment to make this a safe space suitable for physical activity. Spaces currently utilised as PE storage should be re-purposed as peripatetic music teaching spaces (new doors required).

The Administration Suite

The school to describe their specific requirements for the administration accommodation

The administrative area of the building needs to accommodate two members of staff. These need to be able to be the 'meet and greet' element of their role for visitors accessing the school. They also need to be able to control the security into the school, enabling people to cross the visitor thresholds. It's typical then for this to be located adjacent to the school's main entrance.

When not welcoming visitors, these staff need to be able to carry out their administrative role, some of which may be of a confidential nature. Therefore, they need a secure, space in which to work, once which provides desktop facilities, has secure access to the internet and to facilities such as photocopying. This can be a networked solution, but then consideration needs to be given to the location of the office in relation to the copier/printer central locations.

3. SEN and medical spaces

The school to describe their specific requirements for SEN and medical spaces

The school has children has 5 children with EHCP's who require low stimulus environments away from main teaching space, yet within a familiar and inclusive space. In addition we have a high number of pupils LAC whose SEMH needs also need to be met through pastoral spaces which provide a nurturing feel. Children with a range of needs are within school who may require more specialist facilities, such as provision for oxygen, changing facilities and epilepsy and asthma management.

4. Storage

The school to describe their specific requirements for storage within the school

Much of the school's requirements can be met through the existing elements of the building. There will need to be a 'storage wall' within each classroom. This could form one 'teaching wall' within each classroom, should the door coverings be made from a writable material as described above. This will allow the storage of all classroom materials, children's books etc. One section of this could also be where mobile cloakrooms are stored when not in use. This would enable the school to maximise the available floorspace for teaching and learning.

5. Toilets

The school to describe their specific requirements for staff and pupil toilets

The school is happy to work within the appropriate building regulations. On Level 002, provision for 8 toilets would be required for the max 180 children using top floor at any one time. These need to be distributed on each landing to prevent children having to cross through any classroom. Any remaining (1/2no) would be located on the ground floor, adjacent to the school playground. The same solution is preferred for Level 001 – the difference here is that the typical number of pupils would be 90 with 120 maximum (30 older children using the art room for example). On the ground floor it would be preferable to have toilet facilities for the youngest children near their entrance and cloaks. This would ease transition into classrooms for both nursery and reception pupils, and would mean they can also access these toilets on their way in and out from the outdoor provision.

Staff toilets would be ideally placed between the teaching spaces and the administrative facilities.

Visitor toilet provision would be conveniently located between the different security thresholds – this would reduce the need to allow site access. Similarly, toilet facilities within the changing rooms would enable community use out of school operating hours without compromising security. Other community use would be typically centered around the hall, using whatever adult toilet facilities can be offered there.

6. Entrances and Circulation

The school to describe their specific requirements for all entrances, exits and circulation spaces

Accessibility and safeguarding two main considerations.

Stairwell externals to be Y1-6 Pupil entrances: directly into school via the staircase doors (staircase 1&2). Exit at the end of the day is the same.

Nursery/Reception: new entrances, directly into EY spaces, either side of staircase 1. Same exit points.

All other users (staff, visitors, late pupils, parents/carers etc) via the main entrance.

Only exception; community use of changing facilities. Direct access to circulation space behind main hall where changing provided.

Fire exits not considered – architect decision. Required from areas such as hall, sportshall.

Circulation spaces; the school would like to minimise these in order to maximise usable floorspace. Critical therefore is the location of toilets adjacent to classrooms/stairwells. Other key consideration is the ground floor, and moving the existing circulation corridor to either the north or south of the building. This will enable the central space on Level 000 to be used for Reception classrooms, while also providing access to Nursery, located to the west elevation.

2.6 External Space: Grounds

Schedule of External Space

The school to describe their specific requirements for any external spaces. Learning and therapy areas such as horticulture should be included

Security. Separation from site and public footpath. Consideration given to access via shared space to the site entrance, and the care home access required within the current boundary red line drawing. The Trust would also prefer the site not to be compromised by any relocation of the public footpath.

Outdoor provision for EY. One key building change is the extended age range of 3-5YO pupils. This demands secure outdoor provision adjacent to the EY classrooms. There should be provision for fine and gross motor skills; mud kitchen, bike tracks, areas to promote physical activity such as slides, mounds and climbing apparatus, with surrounding safe floor surfaces. Awe and wonder/exploration – opportunities for this can be provided through caves, waterfalls, sand areas etc. Access to the natural environment should be made to facilitate the school's Forest School provision.

Allotment/green space for other pupils. Their needs are already largely met through the existing facilities to the north-west of the site. There does need to be some form of green space to relocate

the existing allotment facility (which is anticipated will be the new location of the Early Years external space)

Congregation point/collection arrangements for families to the south of school. Another significant change in site use; families accessing the site to drop off/collect children. This will need to be managed very carefully, considering the families will be unable to access the rear of the north playgrounds. Appropriate congregation/collection space therefore needs to be provided near the south elevation -

Sport England facility: there is a tri-partite agreement between NCC, WISE and Sport England in relation to the playing field on site. Access to/from this needs to be allowed.

1. Informal and Social Areas

The school to describe their specific requirements for informal and social areas

A playground space, where children can relax/congregate with their peers throughout the day. Otherwise limited to landscaping to the south elevation, primarily for users other than children (safe drop off/collection).

2. Sports facilities

The school to describe their specific requirements for soft and hard surface sports facilities

The current middle school facilities are fit for purpose. The MUGA to the north playground provides appropriate outdoor PE provision, as does the yard in the event the MUGA is being used for invasion games such as hockey. The playing field provides the necessary soft surface for football/rugby/athletics. None of these facilities are available on the lower school site for example.

3. Drop-off and bus turn-around provision (Special Schools)

See earlier sections

4. Parking and Cycle Storage

The school to describe their specific requirements

The school has 13 full time teachers, 13 teaching assistants and 18 further support staff. The architect and NCC will determine the appropriate number of spaces required. The siting of the current car park is suitable. There is currently a cycle shelter at the front of the school although this requires replacement; the location/re-location of this needs to be considered with the required changes to the front of the building.

2.7 Safety and Security

The school to describe their specific requirements in the context of the local circumstances, to include:

- Any requirements for additional security measures to be considered.
- An indication of where the secure lines between learners and the general public are expected to be

This has been covered in the previous sections. The school requires site security around it's perimeter. This needs to be discussed with NCC in relation to the proposed boundary changes. The Trust is unable to fence the existing red line boundary due to shared use of the driveway at it's southern-most point, the location of the Children's Centre and the public footpath which runs to the south of the site.

There needs to be a solution which secures the main school and the playing field, while at the same time allowing access to the main entrance for visitors and for the mid-day changeover of pupils attending AM/PM Nursery.

Within the building, thresholds have been discussed with the architect. There needs to be access to the main entrance, and to the professional/visitor facilities beyond. There needs to be pupil security to the hall, and to the entire three storey building. Similarly, for EY pupils, there needs to be secure entry and connectivity to the EY outdoor area located on the western boundary.

Parent access at the end of the day needs to be facilitated via the pupil entrance/exits to the south elevation.