Design & Access Statement for: St Mary the Virgin Church in Wales Primary School

Project: St Mary the Virgin Primary School Band B

Project No: EDUC 1648

Name of site /address: Site next to St Mary the Virgin Church, Bute St, Cardiff, CF10 5HB.

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1.0 Background

1.1 This project forms part of Education’s 21st Century Schools Programme, which is a part Welsh Government funded programme. The programme aims to address issues of suitability and sufficiency.

Following consultations of the ‘Four Wards’ (Butetown, Canton, Grangetown and Riverside), additional capacity was identified as a requirement for St Mary the Virgin CW Primary School. This outlines the need for expansion of the existing school from 1FE to 2FE, to provide English-medium places in a faith setting resulting in an additional 30 English-medium places at Reception. St Mary the Virgin CW Primary School has also been selected as an optimum location to provide onsite Specialist Resource Base.

1.2 The Brief

To create a replacement and expansion of St Mary the Virgin Church in Wales primary school, providing an inspirational learning environment within the Butetown community. The school will include:
• A new 2FE primary intake (420 pupils)
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• 48 FTE nursery
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The proposed building will also provide opportunities for the community to use parts of the facility namely the halls, kitchen, WCs/Changing Place and a community room. This will endeavour to create a learning environment of high expectations with a diverse range of spaces, underpinned by strong community involvement and local collaboration. The school’s design will support the changing and developing needs of both learners and teachers as curricular requirements change and provide integration of learning and working environments with a visible ‘public face’.

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Recognising the school’s Christian foundation, the importance of its ethos and character as well as its Core Values, St Mary the Virgin Church in Wales Primary School maintains faith at the heart of the school’s life, alongside a commitment to provide a setting where people of all faiths and none are valued equally. It is in this context that the human journey of faith is seen as something to be celebrated as part of the rich and diverse heritage of Butetown, Cardiff and contemporary Wales.

St Mary the Virgin Church in Wales Primary School Prospectus 2017-2018.
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3.0 Inclusive Design

3.1 All aspects of the design have been considered to ensure that there are no barriers created and that the building can cater for and be enjoyed by all sections of society.

3.2 An Equality Impact Assessment has been completed by Cardiff Council Education section in accordance with the requirements of Cardiff Council as a service provider. This is included within the Statutory Screening Tool document.

3.3 A pivotal aspect of the design is the inclusivity of Special Resource Base (SRB) provision within the school. A drop off area is located within the car park within close proximity to the SRB entrance. A Changing Place is located centrally on the ground floor so as to be accessible by all early years and near the main circulation routes.
A lift is provided to all levels including the roof top play and an accessible WC located centrally on each floor next to the lift.
4.0 Character

4.1 Site

Butetown, Welsh: Tre-Biwt

The proposed site for St Mary the Virgin Church in Wales school is St Mary’s Church Park which lies South of St Mary the Virgin Church. The site is currently accessed via North Church St and the site is flanked on both West and East sides by Canal Parade and Bute St respectively.

The western end of the site near Canal Parade is currently used as gardens for the existing school. There is a timber fence securing this area from the sports pitch on the eastern side of the site.

To the north of the site is the existing school, with a variety of buildings to the east of the school (refer page 10). Canal Parade links the site to Dumballs Rd to the west which provides access to Callaghan Square and the city centre. Canal Parade extends to an undeveloped land to the north of the school site, meaning this results in a dead end.

Bute St runs parallel with the railway line and Lloyd George Avenue, providing a link to the city centre and Cardiff Bay.

The site identified for redevelopment for the new school (as shown in red) is approx. 8500m².

National Grid Reference ST 18651 75568

Refer drawing 1648-CCC-XX-ZZ-DR-A-0001 Site Location Plan.
4.2 Site easements

- Dŵr Cymru Welsh Water (DCWW) mains water pipe: 3m easement each side
- Medium pressure gas pipe: no legal easement but a safe distance of 2m is advised
- DCWW have confirmed that the combined sewer running across the site is redundant.
4.3 Layout and Scale

Being a Church in Wales school, the intention is for the school and Church to sit side by side, to complement each other without dominating the Church. The new building will sit in line with the Church building providing a frontage to Bute St set back from the nearby residential dwellings, so as not to restrict views of the Church. This allows for landscaping provision at the front to soften the main elevation as well as opportunity to retain some of the existing trees.

(Refer page 16 for SAB underground layout for further information on positioning of the development).

4.3.1 Community facilities such as the Hall and Community Room (along with Kitchen, WC, storage facilities) are located at the front of the building close to the main entrance with the allowance for out of hours use. The MUGA (Multi Use Games Area) is located off Canal Parade where it can also be used out of hours. No floodlighting is proposed for the MUGA.

4.3.2 The existing site is fenced off due to high levels of anti social behaviour and is only used for play during school hours. There is currently no loss of open space in terms of leisure amenity value as the site is inaccessible to the public. The proposal enables the site back into community use with school, community facilities and MUGA. The design has been developed from the original brief through a series of engagement sessions with the client, stakeholders, school, diocese, and building professionals.
4.3.3 Site context

The setting in which the school sits is particularly important within the community in its multi faith, varying landscape of scale and materiality. Positioning the new school next to the Church, rather than hidden behind, attempts to create a surrounding that includes the identified listed assets so that they are understood, experienced and appreciated.

4.3.4 Butetown (Tiger Bay/ The Docks)
Originally built by John Crichton Stuart, the second Marquess of Bute, became one of the UK’s first multicultural communities due to people from over 50 countries settling here by the outbreak of World War 1, looking for work opportunities at the docks and associated industries. The 1960s saw the majority of the original housing demolished and replaced with low rise housing blocks and two high rise blocks. The 1980s saw the development of Atlantic Wharf on the reclaimed West Bute Dock.

- **St Mary the Virgin Primary School**
- **St Nicholas' Greek Orthodox Church**
  - Built in 1904, grade II listed
- **Noor-El-Islam Maria Street Mosque**
  - Built in the 1980s.
- **New Testament Church of God**
  - Established in the eighteenth century by Cardiff’s protestant Huguenot exiles from France, it was rebuilt in the 1960s.
- **St Mary the Virgin Church in Wales**
  - Parish of Cardiff; The Diocese of Llandaff. Grade II listed building, inc. forecourt wall and railings
4.3.5 Historical context

Parish Church of St Mary the Virgin and St Stephen the Martyr, including the forecourt wall and railings. Listed as an interesting and well preserved example of this style, for its dominant location, and for its historic interest.

4.3.6 Description from CADW:

Built in 1843 by John Foster, architect of Liverpool, in 'Round-arched Style'; cost £5,724. Replaces destroyed medieval church. Funded mainly by Second Marquis of Bute and funds also partly raised by a sonnet written by William Wordsworth - "When Severn's sweeping flood had overthrown St Mary's Church...". Enlarged with added vestries in 1907 by G E Halliday, Diocesan Architect in memory of Rev Griffith Arthur Jones. To preserve traditional liturgical orientation, the apparent main front of the church facing Bute Street is actually the rear of the church, with entrance front facing West.

Exterior
Rubble with freestone dressings and belfries; asbestos tile roofs. Twin towered, 4-window front to Bute Street, disguising the fact that the main entrance is in fact at the West end beside the Vicarage. Pyramidal fishscale caps to tower roofs with grotesque carved corbel table and narrow louvered belfry openings; pilaster buttresses. Central rose window with broadly scalloped band below and lower bands to the towers. Diamond leaded glazing with colonettes and scalloped capitals. Broad central entrance with intersecting chevron and hatched ornament to arch mouldings; plain tymanum and trumeau; twin doorways. Narrow arched recesses to either side. Similar chevron ornament to shouldered outer doorways. Aisle set back to left hand side. 1907 snecked rubble vestry range to right, the gable end of which has crucifix finial and 3-light central window with granite columns and round headed lights. Parapet along right hand side with recessed panelling and small round arched lights. 5-bay side elevations with plain round arched fenestration and buttressing between bays. Lean-to aisles with similar detail. Continuous impost band. Westwerk-like elevation to W with square turrets and pinnacles; central rose window to gable with bracketed band to base. 2-tiers below of 3-round arched windows with sill bands and coloured glass. Octagonal stair turrets at ends of aisle. Tripartite entrance on 3 storeys composed of high central arch spanning twin main doorways and with lower flanking doorways; cushion capitals.
4.3.7 Setting of a historical asset

The Church was once set amongst terraced housing, shops, schools, pubs and clubs. The proposed school site was once a grid of terraced housing and school but due the bulldozing of Butetown in the 1960s, the Church now seems lost in the much changed landscape.

Potential future development of the whole area will once again change the face of Bute St with the aim of it developing into a vibrant high street, creating a strong link to the city centre and embracing present and past relationships in the landscape. This proposal is an opportunity to bring a lively and welcoming face to the future high street, whilst maintaining a sympathetic relationship with the Grade II listed Church. The contemporary treatment of the school finish aims to contribute subtly to how the Church is appreciated and experienced, heightening its significance on the streetscape.

School, later named St. Mary’s Mission School
Church
Public house
School (image on left)
Police station
4.4 Appearance

4.4.1 The school’s main elevation sits proud in line with the Church, providing a striking 3 storey elevation to Bute St. The contemporary nature of the main façade with its heightened features aims to subtly complement the adjacent Church, without detracting from the Grade II listed Church and its setting.

The scale and height of the front elevation creates a progression in scale, from the residential dwellings up to the Church, providing a link within the community and celebrates the school as a Church in Wales school. Detailing opportunities allow for reveals and shadows in line with the language of the Church without imitating, and colours (shown indicative) used so that the building is better recognised as a school and community facility.

Maintaining the front boundary in line with the Church boundary wall enables a widened footpath linking through in front of the Church. The height and materiality are considered so as to provide a secure school site whilst maintaining a sensitive response next to the listed Church wall and railings.

Historical maps show that the original South Church St School was located on this area between circa 1900-1970, which would have stood proud amongst the then 2 story terraced housing. The new primary school will once again become an integral part of the community and endeavours to create a strong visual impact on the Bute St streetscape.
4.4.2 The school building diminishes in scale behind the high façade to allow for a primary school setting scale with bursts of colours as wayfinding moments to each year base. Small canopy entrances are proposed with colour to mark each entrance, bringing a playful and child friendly scale to the early years part of the school and ties in with the surrounding residential area.

4.4.3 The step in levels allow for a rooftop play, pivotal for a school on a constrained site and further allows opportunity for appreciation of surrounding listed monuments. The year bases progress up through the school’s levels so that the eldest are housed on the highest (second) floor. The stepped sections provide outdoor play and learning environments on each level with a smaller, terrace available for Years 5 & 6 on the second floor.
4.5 Landscaping

4.5.1 Cardiff Council’s Tree Officer has been consulted and his recommendations for compensation of inevitable loss of trees to construct the new school development and car park are considered within the design.

4.5.2 Sustainable Urban Drainage

This development is subject to Sustainable Urban Drainage Approval Body (SAB).

Welsh Government’s Statutory Standards for Sustainable Systems 2018 provides 6 standards for consideration, each including a hierarchical system that gives criteria for prioritisation:

• S1. Surface water runoff destination
• S2. Surface water runoff hydraulic control
• S3. Water quality
• S4. Amenity
• S5. Biodiversity
• S6. Design of drainage for construction, operation and maintenance

Benefits of SUDS:
• Ensure enhanced biodiversity and resilience of ecosystems
• Add social, economic and environmental value by enhanced amenity space, providing wildlife habitats and improve the quality of urban design
• Contribute to health and wellbeing via access to green space, reduced urban temperatures, improved air quality and noise buffering
• Environmental education; opportunity to collaborate with and include the school
• Improve adaptability of the drainage system
• Supports development resilience to climate change, reduce risk of localised surface water flooding, mitigating pollution that may arise from surface water runoff and helping to safeguard water supplies.
4.5.3 SUDS concept

The requirement for underground tanks are further constraints on the site, however provide a SUDS solution which enables improvement of the localised drainage system.

A mix of tank, permeable surfacing, rain gardens and shallow swales are an educational value as well as enhancing the biodiversity and habitats.

The scheme will include features such as planters, bespoke downpipes and ground features to channel water away from the building and into the tanks and swales.
4.5.4 Landscaping

The Landscape design approach for this scheme is aimed at creating a stimulating, aesthetically pleasing and biodiverse environment to enhance the children’s school experience and provide opportunities for learning aligned with the curriculum. It has been largely influenced by the need to manage surface water and the desire to maintain a green corridor from Bute Street through to Canal Parade which has been impacted by the development.

The constrained nature of the site has required careful assessment of the available space to create multifunctional spaces without compromising other aspects of the design. A key aspect of this is the introduction of a rooftop play area. This creates a distinctive character for the new school and provides an opportunity to increase the play value available on the constrained site.

The proposals seek to retain as many of the existing trees within the school grounds as is technically possible, however, there is significant tree loss associated with the development. Where possible, within the constraints imposed by the confined site and below ground services, compensatory planting has been included with the design to provide as much of a link as possible between the retained trees to the rear of the site and those along Bute Street. Further habitat continuity has been provided by the inclusion of rain gardens and planters to define the enclosed play spaces at ground level and where possible in the rooftop play area.

4.5.5 Design at Ground Level

The design of external spaces at ground level is influenced by the principles of sustainable drainage and management of surface water through attenuation, treatment and evapotranspiration. Water related features such as swales, rain gardens, planters a dry stream and feature rainwater goods enhance the external spaces creating a very distinctive design and provide added interest, play value and educational opportunities.

These also offer the opportunity to introduce a significant amount of landscape planting within what is a very constrained space and features like the swale will provide a variety of habitats increasing the biodiversity and educational opportunities by allowing the introduction of planting characteristic of wetlands. Features designed to transport and store water add interest during wet weather but are designed so that they hold water for the minimum possible time to reduce risk and the need to segregate them for the active spaces helping to maintain an open character to the already constrained external space.

The rain gardens as well as attenuating, treating and encouraging evapotranspiration of surface water add to the individual character of each classroom outdoor play space engendering a sense of ownership. Variety in the planting will enrich the environment and be used to develop a better understanding of seasonal changes and the dynamics of nature.

Hard Surfaces will largely be surfaced with porous material as part of the water management regime with smooth flowing level transitions allowing freedom of movement throughout the spaces and reducing the need for surface water management hardware. Predominantly permeable tarmac, the surfaces can also be used for chalk painting or ball games. Impact absorbing porous surface is proposed in the external classroom space adjacent the SRB.

4.5.6 Rooftop play

The design of the rooftop play area provides an exciting, attractive and safe outdoor space for the children. A variety of levels, textures, colours and materials will enhance the play value with irregularly shaped raised mounds and raised planters structuring the space to create distinct character areas. A canopy has also been included to provide a shaded area for hot sunny days and also create the focus for an external performance space.

A variety of surface treatments, including porous macadam, wet pour rubber and synthetic artificial grass, will add interest, help control movement and support a wide range of activities.

The current proposals do not envisage the roof contributing to the management of surface water run off as a green/blue roof, however, directing some of the surface water runoff through planters and water butts will contribute to the management of runoff and provide opportunity to store small amounts of water to support outdoor gardening in the planters.
5.0 Community Safety

5.1 Cardiff Council has guidance in place on implementing the Crime and Disorder Act: Section 17 (Mainstreaming of Community Safety) responsibility, which aims to produce a Crime Reduction Strategy for the city (a full copy of the documents can be viewed on the website www.cardiff.gov.uk – ref. HANR.502).

5.1.2 This development aims to achieve the accreditation of Secured By Design. South Wales Police’s Crime Prevention Design Advisor has been consulted on the project and the following recommendations and comments made will be considered and incorporated where practicable.

- Wider site identified as area of high levels of homelessness, crime, anti social behaviour, drug abuse, prostitution and fire crime.
- Secure boundaries as high priority to school development.
- Particular area of concern – proposed school frontage to Bute St. The high stone wall to the railway line offers minimal natural surveillance to the frontage, especially after dark. Too much permeability/ openness at frontage could lead to anti social problems. Advised to provide a 2.1m high weld mesh boundary to secure the site.
- Secure boundary to include access controls between Church and school grounds.
- CCTV considerations.
  - (Concerns raised by the headteacher on potential presence of hyperdermic needles on the western boundary fence.)
  - Design to include PAS24 external doors and ground floor windows.
- Access controls into school, Reception area to have ‘air lock’ to control access into school, panic alarm button in Reception.
- Access controls on areas of confidential work eg. Head office
- Access controls between community use and school only use. Security risks to be considered with shared use.
Boundaries treatment

- Existing Church stone wall (approx. 2.1m high)
- 3.1m high wild mesh fencing (colour TBC)
- Low brick wall with railings above 2.1m high in line with front Church boundary
- 1.8m fencing/railing to Fairyg. Surf play
- 1.2m bow top railings to play areas
- 3m high wild mesh
- Timber fencing
6.0 Environmental Sustainability

6.1 The development of a school together with associated recreational/ sports facilities, within the context of the area, is in a sustainable location bringing a social benefit as well as environmental benefit to this currently underused land.

6.1.2 It is a funding requirement that the proposal is completed to a BREEAM Excellent Standard and EPC (Energy Performance Certificate) rating A.

6.1.3 Wherever possible the design will promote, specify and use locally sourced materials which have a commitment to sustainability and the environment. Cardiff Council is committed to sustainability, the following are some of the measures proposed to be incorporated in the design of the scheme:

- The scheme shall achieve BREEAM Excellent
- Sustainable urban drainage system
- Photovoltaic
- Natural Ventilation
- Control of solar gains
- Rainwater Harvesting
- A or A+ rated materials in accordance with BRE Green Guide to Specification

6.2 Waste

Consultation has been sought with Cardiff Council, Waste Management for the provision of waste and recycling collection at the site. The level of waste has been assessed and an appropriately sized bin store has been provided. Location of the bin store provision is as indicated on drawing 1648-CCC-XX-GF-DR-A-0002-GAPLAN Proposed Ground Floor Plan. Consultation has also been sought with the Estate Manager and waste collection will be managed as the school’s existing strategy. Waste collection will be from Canal Parade. It is suggested that further consultation be sought to ascertain recyclable facilities requirements and composting on site.

6.3 Noise

An acoustic feasibility assessment has been prepared to ascertain the existing site acoustic and the acoustic impact of the proposed school. A further report shall be prepared for the proposals and implemented in line with the BB93 Acoustics for School requirements.

6.4 Light

With regards to light pollution, prior to commencement of the scheme, proposals will be submitted to the Local Planning Authority for consideration. Security lighting will be considered in line with Secured by Design and the intention is that the MUGA will not be floodlit.
6.5  Air quality

It is anticipated that the development will have a minimal impact on air quality. Improvements to the site ecology and a highly efficient new building which replaces the existing buildings will improve the air quality and reduce the impact of the urban heat island effect.

6.6  Drainage

As part of SAB, it is intended that sustainable urban drainage system be utilised to reduce surface water run off. On the site. A SAB engineer has been appointed for SUDS design on this scheme. Refer page 14 for further information.

6.7  Ground conditions/ Ground pollutions/ Ground gas

In June 2019 an Exploratory Geoenvironmental and Geotechnical Assessment was prepared for the site by Earth Science Partnership, included within this application. No significant issues that would prevent the development were found on the site.

The report made a number of standard recommendations regarding the choice of the buildings foundations, preventing the ingress of ground gases into the school, providing sustainable drainage on site and the risks posed by any minor ground contamination found. All the recommendations given in the Exploratory Geoenvironmental and Geotechnical Assessment will be fully implemented in the detailed design of the new school on this site.

6.8  Flood Consequences Assessment

6.8.1 In November 2018 a Flood Consequence Assessment was carried out on the site by Mott Macdonald Ltd. The assessment indicated that the site is positioned within Flood Zone C1, within the 1% (1 in 100 year) and 0.1% (1 in 1000 year) annual probability fluvial/tidal flood outlines. The report made a number of recommendations regarding the design of any buildings on the site and the management of the site by the end users.

6.8.2 A copy of this report was sent to NRW in order to gain their comments. The response indicated that the scheme would be allowed and that the recommendations of the report should be implemented. It has been confirmed by NRW that no further modelling is required for the application.

6.8.3 The recommendations given in the FCA will be fully implemented in the final detailed design of the scheme.
7.0 Movement to, from and within the development

7.1 Both a Transport Statement and an Outline Travel Plan have been prepared in line with this application and are provided as supplementary documents.

7.2 The safe and efficient movement of vehicles within the site has been a major factor during the design process in defining the overall site layout. The strategy provides for vehicular access to the North of Canal Parade, away from pedestrians and cyclists.

8.0 Accessibility

8.1 Accessibility issues are covered in Part B which follows this section.
Part B: Access

1. Background
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6. Operational Level
7. Effective ongoing Management
8. Staff Development and Training
9. Specific Issues with Proposals
10. Public and Transport Links
11. Technical Guidance
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13. Information and Communication Strategy
14. Conclusion
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3.0 Influencing Legislation & Guidance

Legislation:
- Planning Policy Statement 1, ODPM, 2005
- Cardiff Unitary Development Plan, 2003
- Equalities Act 2010

Guidance:
- Planning Practice Guidance, 2014
- Approved Document to Part M of the Building Regulations, 2004
- Guidance on Access Statements, DRC/EHRC, 2004
- SENDA Special Educational Needs & Disability Act 2001
- Code of Practice for Schools, DRC, 2003
- Cardiff 21C Schools: Design Guidance for spaces within Cardiff schools intended for community use
- BB99: Briefing Framework for Primary School Projects
- BB93: Acoustics
4.0 Consultation

- School Head and pupils
- Diocese
- Key personnel
- Cardiff Council’s Highways section
- Cardiff Council’s Ecologist
- Cardiff Council’s Transport Planner/ Travel Plan Officer
- Cardiff Council’s Energy Manager
- South Wales Police Crime Prevention Design Advisor
- Educationalists
- Archaeological Planning Officer (Glamorgan- Gwent)
- BREEAM assessor
- Fire Engineer

5.0 Representation

5.1 A number of accessible considerations have been incorporated from the outset of this design following on from meeting with ALN Educationalists of Special Resource Base, such as:

The provision of multi function group rooms set at a suitable size to be used as contemplation rooms if required.
Canopies provided near the SRB drop off zone and the positioning of the classroom in relation to the drop off zone and the centre of the school building.
Accessible WCs are provided near lifts so that these are available when using the rooftop play and ensures inclusivity for all throughout the entire school building.
Small Hall with acoustic partition to the main Hall with its own kitchen hatch for smaller, quieter lunch times.
Changing Place located central to school, providing access direct from SRB classroom and easily accessible for all early years. It’s location also provides controlled access for visitors when required. This can accommodate additional specific accessibility requirements such as hoists etc.
Wheelchair storage space near SRB classrooms.
2 x Sensory rooms are located within the SRB classrooms which will be furnished with multi-sensory equipment and finishes.
6.0 Operational Level

6.1 Cardiff Council has in place a “Equal Opportunities Policy Statement” which aims to ensure the Council continues to be an organisation which recognises and values diversity and intends to be a leading edge example of good practice, achieved by implementing equal opportunities across the whole spectrum of the Council’s activities. [Full statement can be viewed on the website www.cardiff.gov.uk – ref. ‘4.HR.152’. The authority also has in place a draft reasonable adjustments policy.

6.2 An Equality Impact Assessment has been completed by Cardiff Council Education section in accordance with the requirements of Cardiff Council as a service provider. This is included within the Statutory Screening Tool document.

7.0 Effective Ongoing Management

7.1 Building management will ensure that effective policies and procedures relating to disability access and awareness will be put in place.

7.2 Building management will ensure that any specialist equipment or decorative features provided to aid disabled people will be effectively maintained.

8.0 Staff Development and Training

8.1 Staff will continue to be trained in disability awareness and in any new and evolving duties of the Equalities Act 2010.

8.2 Staff will be trained in the testing and use of any specialised equipment included in the scheme, e.g. hearing induction loops, alarm call systems.

9.0 Specific Access Issues with the Proposal

9.1 There are no access issues relating to the proposals which are deemed non compliant. Internal layouts of the school building indicating the location of entrance and exit doors are included on drawings 1648-CCC-XX-GF-DR-A-0002-GAPLAN & 1648-CCC-XX-ZZ-DR-A-0003-GAPLANS.

9.2 Elevations indicating how entrances will be defined are included on drawings 1648-CCC-XX-ZZ-DR-A-0005 & 0006.

9.3 Landscaping design measures are considered so that pupils of all abilities are able to access and enjoy all areas of play and outdoor learning.
10.0 Public and Transport Links

10.1 Please refer to the Transport Statement and Travel Plan submitted with this application, for a full and detailed travel management proposal. This has been prepared to encourage sustainable travel wherever possible and manage the traffic to the area.

10.2 Recommended improvements are:
• Multiple pedestrian/ cycle access points into the site to ensure safe and convenient access is provided.
• General arrangement will need to cater for emergency, operational and delivery vehicles.
• Provision of school safety zones that include parking restrictions, traffic calming measures and pedestrian crossing facilities.

Refer page 19 for site movement strategy.

10.3 Cycle and scooter shelters will be conveniently located for each access point. Shelter for buggies will also be provided for near the Flying Start entrance.

10.4 Bus
There are regular bus links to and from Cardiff city centre. All public and other transport links to the site will be addressed in detail under the transport assessment and outline travel plan and are submitted in support of the planning consultation.

10.5 Car
The primary vehicular access to the campus will be for staff parking and occasional visitors. During consultation with Cardiff Councils Highways Section it was agreed that the total number of proposed parking spaces are 20. There are 2 disabled parking spaces included within the total agreed carpark capacity.

11.0 Technical Guidance

11.1 The project will be a Design and Build procurement and the tender documentation will state that the contractor should design to best practice for access and facilities for disabled people including the following technical design guidance:

- Approved Document to Part M of the Building Regulations, 2004
- Building Sight, RNIB, 1995
- Building Bulletin 91 Access for Disabled People to School Buildings
- Building Bulletin 102 Designing for Pupils with Special Educational Needs.
12.0 Means of Escape

12.1 The proposal has been discussed with Building Control Officer and Fire Officer for their initial input; their recommendations have been incorporated in the design.

12.2 A fire engineer has been consulted with and continuing consultation will result in a formal fire strategy report to accompany the design. Their recommendations have been included within the design and will continue to be during the detailed design stages.

12.3 Access for the emergency services has been discussed and agreed with the Fire Engineer and Highways.

13.0 Information and Communication Strategy

13.1 External signage and way finding will be included as part of a wider signage strategy for the whole premises.

13.2 Visibility of public entrances and access to the building will be included as part of the design and build procurement.

14.0 Conclusion

This Design and Access Statement sets out the background to the proposal, the need for it in terms of education provision, and how the site constraints, opportunities, and design requirements have influenced and directed the project design.

Overall, the project aims to result in betterment to the community, in terms of quality of education provision, its impact on the celebrated relationship between the school and Church and the school’s operating costs. Bringing this site back into positive use and ensuring St Mary the Virgin Primary School has a strong visual presence on Bute St alongside its Church aims to bring a sense of pride for the Butetown community. The setting results in the positive inclusion of St Mary the Virgin Church on the streetscape by subtly complementing its scale and presence without detracting from the architectural language of the Church itself.

The community and recreational value this scheme brings to a currently socially problematic section of land brings social, economic and environmental value to the surrounding area and its people. This proposal will result in a new, fit for purpose, 21st Century school, improving the lives and education of its pupils, provide for the inclusion and integration of SRB pupils and an inspiring setting for the community to be involved.